Vesalius College is a non-profit institution (VZW) under Belgian law.

Board of Vesalius College

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Sandra Galina

Vice-Dean for Education
Sven Van Kerckhoven

Accreditation

Vesalius College is registered with the Flemish government of Belgium as an institution of higher education. The Vesalius College Bachelor’s degree is fully equivalent to a recognised Bachelor’s degree issued from a Flemish University. Vesalius College is a participant in the Bologna Process, the reform effort designed to standardise higher education throughout Europe. In accordance with the Bologna declaration, Vesalius College offers the three-year European Bachelor’s degree and calculates coursework in ECTS (European Credit Transfer System) credits. In addition to the 3-year Bachelor programmes, the College offers two Master’s programmes, one in Diplomacy and Global Governance and Global Peace, Security and Strategic Studies.

These programmes are accredited by the Dutch-Flemish Accreditation Organisation (NVAO, (NVAO, Nederlands-Vlaamse Accreditatie Organisatie) and are recognised by the Flemish government, and, on the principle of mutual recognition, by other European governments that participate in the Bologna process for the reform of university education. The NVAO was established by international treaty between the Flemish and the Dutch governments with the aim of ensuring the quality of higher education in both the Netherlands and Flanders.

More information on the accreditation of Vesalius College can be accessed through the official government website for higher education in Flanders: www.highereducation.be.
Vesalius College
# MA Course Catalogue
## 2019-2020

**TABLE OF CONTENTS**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Message from the Dean</td>
<td>5</td>
</tr>
<tr>
<td>Introduction</td>
<td>6</td>
</tr>
<tr>
<td>Admissions</td>
<td>9</td>
</tr>
<tr>
<td>Financial Information</td>
<td>11</td>
</tr>
<tr>
<td>Academic Requirements</td>
<td>16</td>
</tr>
<tr>
<td>General Requirements for Master’s Degree</td>
<td>16</td>
</tr>
<tr>
<td>Core courses</td>
<td>19</td>
</tr>
<tr>
<td>Major Requirements and Electives</td>
<td>19</td>
</tr>
<tr>
<td>Master in Diplomacy and Global Governance</td>
<td>19</td>
</tr>
<tr>
<td>Master in Global Peace, Security and Strategic Studies</td>
<td>21</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>25</td>
</tr>
<tr>
<td>Internships</td>
<td>31</td>
</tr>
<tr>
<td>Rules and Regulations</td>
<td>33</td>
</tr>
<tr>
<td>Registration</td>
<td>33</td>
</tr>
<tr>
<td>Changes during the Semester</td>
<td>34</td>
</tr>
<tr>
<td>Course Work</td>
<td>35</td>
</tr>
<tr>
<td>Assessment</td>
<td>36</td>
</tr>
<tr>
<td>Academic Dishonesty and Other Student Misconduct</td>
<td>40</td>
</tr>
<tr>
<td>Academic Standing</td>
<td>43</td>
</tr>
<tr>
<td>Grade Reports, Transcripts and Diplomas</td>
<td>43</td>
</tr>
<tr>
<td>Avoiding Plagiarism</td>
<td>44</td>
</tr>
<tr>
<td>Student Services</td>
<td>45</td>
</tr>
<tr>
<td>Key Contacts for Students</td>
<td>48</td>
</tr>
<tr>
<td>Faculty</td>
<td>50</td>
</tr>
<tr>
<td>Abbreviations</td>
<td>53</td>
</tr>
<tr>
<td>Academic Calendars</td>
<td>54</td>
</tr>
<tr>
<td>Notes</td>
<td>57</td>
</tr>
</tbody>
</table>
MESSAGE FROM THE DEAN

Dear Students,

On behalf of the faculty and administration, I would like to welcome you to Vesalius College. By attending Vesalius College, you have chosen to join a diverse, highly international, immensely passionate and caring community of students, academics and supporting staff.

Vesalius College’s unique approach to education is guided by the College’s learning and teaching philosophy of what we call ‘TPEL’: Theory-guided, Practice-Embedded and Experiential Learning. In addition to an emphasis on linking theory with real-life challenges, linking students to senior practitioners and highly interactive and innovative teaching formats, our programmes are aimed at providing the intellectual space for you to become an expert in your field. The academic programmes at Vesalius College are designed to challenge you intellectually and personally and require dedication, self-discipline and an open mind. While they will be challenging, they will also be rewarding, helping you to acquire the skills, knowledge and attitudes that will enable you to adapt and flourish in an increasingly challenging and changing world.

While the academic curriculum will be challenging, the College also recognises the importance of a balanced and healthy lifestyle, so we encourage you to complement your studies with formative extra-curricular activities. Brussels, ‘the Capital of Europe’, offers a tremendous variety of cultural and social activities. You will quickly discover the city to be vibrant and cosmopolitan with a friendly charm and something for every taste. Home to the world’s largest press corps, the European Union, NATO and hundreds of non-governmental organisations and multinational corporations, the city offers you many opportunities for internships as well as exchanges with government officials, policy-makers, legal and communication experts as well as business people and entrepreneurs. We hope that you will take full advantage of these opportunities and of the interdisciplinary variety of extra workshops, evening lectures and practice-oriented events.

We look forward to getting to know you and to explore, reflect and learn with you within a vibrant and international learning community. Welcome to the Vesalius community!

Sven Van Kerckhoven, Ph.D
Vice-Dean for Education
INTRODUCTION

Vesalius College

Vesalius College was established in 1987 by Boston University and the Vrije Universiteit Brussel (VUB) as the first US-style Liberal Arts College in the BeNeLux region to provide a new form of university education in Belgium. Its founders were inspired by the liberal arts Colleges in the United States that place emphasis on innovative and student-centred teaching as well as on a close relationship between students and professors. Classes are small and intensive, with at most 35 students, so that instead of merely reproducing knowledge passively in big lecture halls, students are encouraged to participate more actively in critical analysis, peer-to-peer reflection and experiential learning. A strong emphasis is placed on developing students' intensive writing, logical reasoning and oral presentation skills, allowing students to enhance crucial skills that will serve them well in their graduate and working lives. Professors assess students' performance not just through one examination at the end of the course, but continuously on the basis of shorter examinations and written and oral coursework during the entire course. Crucial in this form of 'continuous assessment and learning' is that students receive regular formative feedback with a view to constantly improve and develop through a variety of learning tools. Vesalius College has followed this model of education for thirty years, forming outstanding graduates who have been admitted to leading universities and graduate programmes in the United States, U.K., Europe and other countries and who have been hired by leading international companies.

In addition to the 3-year Bachelor programmes, the College offers two Master’s programmes, one in Diplomacy and Global Governance and Global Peace, Security and Strategic Studies. These programmes are accredited by the Dutch-Flemish Accreditation Organisation (NVAO) and are recognised by the Flemish government, and, on the principle of mutual recognition, by other European governments that participate in the Bologna process for the reform of university education.

Although Vesalius College is legally independent from the VUB, the two institutions maintain a very close relation. Vesalius College, though its student numbers are not large, has the great advantage of being able to draw on the academic facilities and student services of a large research university. The College also maintains close ties with other neighbouring institutions, such as the Université Libre de Bruxelles (ULB) and the University of Kent. It also has collaborations with the Royal Music Conservatory, the Royal Military Academy, and RITS, a school for audio-visual and performing arts, as well as prestigious partner universities abroad, such as Georgetown University in Washington, D.C.

Instruction at Vesalius College is entirely in English (with the exception of language courses). Most of its students are native English speakers or have done their secondary education in English, but some students from other backgrounds have accepted the challenge of a rigorous education entirely in English. Vesalius College professors themselves have been educated at the world's leading universities in the Anglo-Saxon education sphere. For all students, native speakers or not, the programmes of the College ensure that all students make significant improvements in their skills in written and oral expression.

As an institution in Brussels, the capital of Belgium and of Europe and a centre for diplomacy, global policy-making, international business as well as communication companies and law firms, both the faculty and the students at Vesalius College come from a wide variety of nationalities. Class discussions are enriched by this cultural diversity, as is student life more generally.

As an English language institution partnered with a Dutch-language university in a mostly French-speaking city, the College provides a unique opportunity to acquire an intercultural perspective and tap into large networks of real-life processes and developments.
Brussels is also an exciting place to study. The presence of the European Union institutions, United Nations and NATO, as well as the headquarters of thousands of international organisations and seven hundred multinational corporations, is an invaluable resource for professors and students. They can observe close-up the changes taking place in Europe by class visits to these institutions, by hearing from guest speakers in classes, and by doing an internship in one of these organisations. The College offers a wide variety of educational opportunities, based on its philosophy of “TPEL” (Theory-Guided, Practice-Embedded and Experiential Learning) that enables students to test their ideas through simulations and interactions with senior practitioners.

Andreas Vesalius – Innovative Teacher, Interdisciplinary Critical Thinker

Andreas Vesalius was one of the premier freethinkers of the Renaissance and an innovative scientist, combining revolutionary approaches to anatomy with outstanding skills from neighbouring fields. Most importantly, he questioned received wisdom and institutional dogma and instead expected from his students experimental and hands-on learning.

Born in Brussels in 1514, Vesalius is most well-known as a pioneer of modern medicine, as evidenced by his crowning achievement, the first treatise of scientific anatomy, De Humani Corporis Fabrica Libri Septem, published in 1543 and meticulously illustrated with 323 woodcuts. Yet, as a young student he first studied arts in Belgium, then studied medicine at the University of Paris whilst working for the military as a surgeon.

His varied background serves as a reminder for the interdisciplinary and ‘liberal arts’ spirit of Vesalius College. In 1537, aged 23, Vesalius received his doctorate in medicine from the University of Padua, where he was immediately offered the Chair of Surgery and Anatomy. His teaching methods were at the time highly innovative: instead of relying on received wisdom of Galen (the leading authority at the time), Vesalius performed dissections during lectures and urged students to carry out dissections themselves and together in order to ‘learn by doing’: “I strive that in public dissection the students do as much as possible so that if even the least trained of them must dissect a cadaver before a group of spectators, he will be able to perform it accurately with his own hands; and by comparing their studies one with another they will properly understand, this part of medicine” (Andreas Vesalius – In De Humani Corporis Fabrica Libri Septem).

Vesalius’ expectations towards his students and confidence in their ability to learn by being ‘thrown in the deep end’ continues to inspire the faculty at Vesalius College to the present day and is enshrined in the belief in peer-learning as well as the philosophy of TPEL (Theory-guided, Practice-Embedded and Experiential Learning). Other innovations included the use of large illustrations and charts during lectures, a novum at the time.

Throughout his career, he had struggled against received wisdom of classical physicians such as Galen and against the attempts of universities and the Church to suppress his findings and new approaches to research and teaching related to the functioning of the human body. However, Vesalius insisted that only a scientific method, critical reasoning, rigorous empirical testing and a constant strive for improvement are acceptable ways for science and knowledge to progress. His insistence that he is “not accustomed to saying anything with certainty after only one or two observations” (Andreas Vesalius in Epistola, Rationem, Modumque Propinandi Radicis Chynae Decocti) remains an important cornerstone of the College’s expectation towards its students about the duty of life-long learning and a critical, open-minded attitude.
The Catalogue

This catalogue is the basic document for students enrolled at Vesalius College, outlining the key procedures, rules and regulations of the educational offerings at the College.

Above all, the catalogue lays out the College's academic requirements, specifying exactly what students need to do to earn their Master degree. Students are bound by the requirements in the catalogue for the year in which they start their degree programme (unless they shift entirely to the requirements of a subsequent catalogue).

Each semester students need to choose the courses that they will take. The course descriptions in the catalogue give short statements of what courses are about. Students are welcome to also contact professors to learn more about the contents and organisation of individual courses. The list of courses offered in any semester and the hours at which they will be taught are made available to students during the preceding semester. The rules and regulations for signing up for courses at registration and for making subsequent changes in course selection are given in the catalogue. The catalogue also lays out rules concerning coursework and assessment.

Students will also find a guide to certain academic opportunities. Internships in business, government or non-profit institutions are an opportunity to see the practical application of concepts encountered in courses and to obtain professional experience. Studying for a semester in another country exposes students to other ideas and other ways of doing things.

The catalogue also describes a variety of student services and gives key contacts within the faculty and administration.
ADMISSIONS

Vesalius College seeks students who are able to meet the challenges of our academic programme and are willing to participate fully in the intellectual and social life of the College in a spirit of openness and tolerance. Admission to the College is selective. We endeavor to accept only students whose records indicate that they possess the qualities needed to achieve academic success in the degree programme of their choice.

Applicants for admission must have graduated from a secondary school prior to beginning their studies at Vesalius College. Admission decisions take into account the candidate’s secondary school performance, examination results and English language competence, as well as demonstrated personal qualities and character.

To apply, candidates must submit:

- A completed application form. This form should be completed online on the College website.
- Official academic credentials and transcripts (showing courses and grades) from all universities attended.
- Proof of identity in the form of a photocopy of either a passport or of a national identity card.
- Results of an English proficiency examination are required for students whose undergraduate degree was not taught in English. The College accepts official scores from the following tests: the TOEFL (Test of English as Foreign Language) and the Academic Module of the IELTS (International English Language Testing System) as well as the CPE (Cambridge English: Proficiency Certificate) and the CAE (Cambridge English: Advanced Certificate).
- A letter of recommendation from a professor or previous employer who can comment on the applicant’s academic abilities and suitability for studying the MA (including academic writing and analytical skills)
- A motivation letter.
- A non-refundable application fee of €70.

Applications Review Process

Places are limited so we encourage students to apply well in advance of their semester of choice. Students who require a visa to study in Belgium should submit their application by 31 May for Fall and 31 October for Spring. EU-citizens should submit their application by 30 June for Fall and 30 November for Spring. Applications are still permitted after these dates and up until the beginning of the semester, but early application is strongly encouraged. Admissions decisions are usually made within three weeks after receipt of the complete application. Once accepted at Vesalius College, international applicants should contact the Belgian embassy or consulate in their country immediately to get a complete list of requirements specific for that country.

Applicants are asked to submit all available academic records at the time they submit their application for admission. Applicants must ensure that their names are recorded clearly on all documents. The family name or surname given on the application form must then be used in all correspondence with the College and on all documents relating to the College.

Note: None of the application materials submitted to Vesalius College will be returned to the applicant. Candidates are advised to make copies for their own records prior to submission.
Official Credentials

Credentials should be sent directly from the authorising organisation or institution. Transcripts must be certified by the Registrar or Head Teacher of the educational institution issuing the documents. Transcripts must be sent in an official envelope of the institution that is sealed and then signed across the back flap by the sending official. Photocopies of original documents are not accepted as official transcripts.

Translation of Credentials

Vesalius College accepts credentials in English, Dutch, French, and German. For all other languages, official translations by a certified translator (whose signature is authenticated) are required and are accepted only when accompanied by the document in its original language.

Visa Information

Students who are not EU citizens must obtain a student visa in order to live in Belgium and attend the College. The time it takes to obtain a student visa may vary from one to several months depending on a variety of factors including the student’s age and country of origin. Vesalius recommends students apply for their student visas as soon as they are accepted into the programme. Vesalius will confirm students’ acceptance via the issuance of an official acceptance letter, which is a necessary document for all student visa applications. It should be noted that student visas for studies in Belgium are only issued to applicants demonstrating proof that they are accepted as full-time students at a Belgian institution.

It is strongly recommended that students contact the Belgian consulate or embassy in their home country to get a complete list of requirements specific for that country.

Orientation

An orientation programme for new degree-seeking students and study abroad students alike is organised each semester from the Wednesday through the Friday of the week before classes begin. This programme is mandatory for all new students. During this week, staff and current students introduce newcomers to the workings of the College, both academic and social, and to life in Brussels. There are also several social events at which new students can get to know each other and can meet current students as well as faculty and staff.

The first day of orientation is designed to familiarise new students with the organisation and the philosophy of the College, as well as to give them practical information on academic policies, course registration and internship programme.
FINANCIAL INFORMATION

Tuition and Other Fees for Students

Full-time students: tuition and other fees, as shown below, are payable in full, by the due date indicated in the concerning invoice(s).

<table>
<thead>
<tr>
<th>MA Programmes</th>
<th>MA Full-Time</th>
<th>MA Part-Time (+10%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90 ECTS</td>
<td>120 ECTS</td>
</tr>
<tr>
<td>Tuition for EU students</td>
<td>13.000€</td>
<td>17.300€</td>
</tr>
<tr>
<td>Tuition for non-EU students</td>
<td>16.000€</td>
<td>21.300€</td>
</tr>
</tbody>
</table>

The College reserves the right to adjust the tuition and fees for the academic year 2019/20 if there is a significant rise in inflation.

Other Fees

Application Fee: When students submit their application, they must include a non-refundable fee of €70.00.

Deposit for Initial Tuition Fee Payment

An initial non-refundable deposit of 3.000€ is required from each student upon acceptance to the College to confirm the place. This amount will then be deducted from the first tuition fee invoice. Students must pay this deposit in order to receive their letter of acceptance.

Deferred Payment Plan

The deferred payment plan allows students to pay in two instalments, rather than in a lump sum. Upon acceptance, a payment of 3.000€ must be made. Of this first payment, 1.000€ are non-refundable. The remainder of the first half of the tuition fees plus an administrative fee (50€) for the deferred payments are due on 15 August 2019. The second half of the tuition is due on 15 December 2019. Payments in instalments must be authorized by Financial Officer before the beginning of the studies. The college charges an administrative fee of 50€ for students selecting to pay in instalments due on August 15, 2019.

Auditing a course

Students may want to attend a course without earning a grade or credits, in which case they are said to audit the course. The same fees as for degree-seeking students apply for auditing courses.

Withdrawal

Notification must be received by the Head of Academic Administration in writing and only then is a student considered to have withdrawn. A credit note for part of the total tuition amount corresponding to the student's registration, depending on the date at which the student officially withdraws, will be issued according to the following schedule:
<table>
<thead>
<tr>
<th>Time Period</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>before the first day of classes</td>
<td>90%</td>
</tr>
<tr>
<td>during the first week of classes</td>
<td>80%</td>
</tr>
<tr>
<td>during the second week of classes</td>
<td>40%</td>
</tr>
<tr>
<td>after the second week of classes</td>
<td>no credit</td>
</tr>
</tbody>
</table>

If tuition and fees have already been paid in full, the corresponding amount will be refunded to the student. Should only a partial payment have been received the difference between the received amount and the non-refundable amount will be reimbursed. If no payment has been received, the student remains fully liable for the difference.

A withdrawal from a course after the second week of classes does not lead to a refund of fees.

**Methods of Payment**

Payment should be made in Euros (€) by bank transfer or by credit card. Cash payments are not accepted. Invoice(s) will be sent out to each student by e-mail after registration, or if so indicated, to any other person mentioned on the registration form. If a student registers late, he/she must make immediate payment of the fees without waiting for the invoice to be sent out by the college.

By Bank Transfer: monies should be transferred to the Vesalius College account at:

- **Belfius Bank**
  - Pachecolaan 44, B-1000 Brussels, Belgium
  - Account number: 068-2410268-39
  - IBAN number: BE 13 0682 4102 6839
  - Swift/BIC code: GKCC BE BB

When transferring monies, please include the student's full name and specify the type of fee or invoice number (for example Application Fee, Tuition and the applicable semester).

Transferring money from abroad sometimes takes a couple of weeks. It is important to retain proof of payment. To avoid problems, allow time for the payment to arrive before registration; at registration, no bank orders will be accepted. Students are liable for all bank charges, including exchange costs. In cases where Vesalius College pays these costs on behalf of the student, the student will be required to pay the difference before the end of the semester.

By Credit Card: Please check the Vesalius College website – tuition fee section – for the payment portal (www.vesalius.edu/making-payment)
Financial Audit

Students who do not pay the stipulated amount (full or deferred payment) by the due date, mentioned on the invoice, will be placed on a financial audit after two reminders have been sent to her/him by e-mail.

Students on financial audits cannot:

- attend classes and examinations
- obtain an official transcript, notification of grades or any other documents a regularly enrolled student may request:
- receive a student ID card or yearbook
- register for a subsequent semester
- participate in final exams, graduate, be proclaimed or march in the Graduation Ceremony
- receive a diploma

Any dispute arising in case of non-payment will be governed by Belgian law and any legal suit will be brought before the courts of Brussels.

Estimated Costs other than Tuition and Fees

In addition to the tuition and fees that must be paid each semester, students should also budget for living costs. The following table shows a rough estimate for these costs and may help in budgeting for the semester.

<table>
<thead>
<tr>
<th>Estimated Costs other than Tuition and Fees</th>
<th>Euro (€)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Materials</td>
<td>1.300 - 1.600</td>
</tr>
<tr>
<td>Accommodation</td>
<td>4.200 - 6.600</td>
</tr>
<tr>
<td>Food (minimum)</td>
<td>2.600 - 3.000</td>
</tr>
<tr>
<td>Public Transportation (if above 25 years old)</td>
<td>600</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>300</td>
</tr>
<tr>
<td>Mobile Phone</td>
<td>240</td>
</tr>
<tr>
<td>Registration at local town hall</td>
<td>10-50</td>
</tr>
</tbody>
</table>

Family Tuition Reduction

A tuition reduction of 15% is offered to siblings of alumni.

Alumni discount

Students who graduated with a BA from Vesalius College or have completed a semester at Vesalius College as part of their study abroad programme qualify for a 15% tuition fee reduction.

Grants and Loans

Certain countries offer grants and loans for studying at Vesalius College. Applicants are encouraged to check with their home country education authority concerning eligibility for financial assistance.
Vesalius Academic Excellence Scholarship Fund

Vesalius College will award Academic Excellence Scholarships (AES) to students who have outstanding academic records in secondary school and whose extra-curricular achievements show evidence of leadership in today's global society. Other factors include one letter of recommendation from their secondary school and (in certain cases) standardised test scores.

The College's merit-based financial assistance can provide up to a 50% reduction in tuition per semester. The scholarship will be directly applied to the student's tuition fees.

Eligibility

- Prospective students must possess outstanding academic records and personal integrity, as demonstrated by grades, extra-curricular activities that show social engagement or leadership, standardised test scores (such as TOEFL, IELTS, CPE, CAE) and one letter of recommendation (if not already supplied with the Master's application). The recommendation letter should ideally be from a professor who knows the prospective student well and can comment on his/her academic abilities and suitability for studying in one of our Master's programmes (including his/her academic writing and analytical skills).
- Prospective students must have been accepted into a Vesalius College Master's Programme as a full-time student.
- There is a minimum Grade Point Average (GPA) required to obtain a scholarship. Vesalius College will also take motivation and extra-curricular activities into consideration. Evidently, better scores and grades, combined with strong motivation and participation in extra-curricular activities will improve one's chances of acquiring a scholarship.
- There are no limitations with regards to citizenship & residency. All applicants will be treated fairly and equally.

Minimum Requirements for Academic Excellence Scholarships

<table>
<thead>
<tr>
<th>University / College Diploma</th>
<th>GPA/scores</th>
<th>TOEFL/IELTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most recent university/college diploma</td>
<td>3.6 / 4.0</td>
<td>TOEFL: above 100, IELTS: above 7.5 C2 Proficiency or CPE: A, C1 Advanced or CAE: A</td>
</tr>
</tbody>
</table>

Regardless of where you obtain your undergraduate degree around the globe, if you fulfil the requirements above and have outstanding academic results, you may be able to obtain a scholarship from Vesalius College.

Application Procedure

- Students accepted into the Master's programme at Vesalius College who would like to be considered for the Academic Excellence Scholarship must also submit a separate application for the Academic Excellence Scholarship (available online).
- A minimum Grade Point Average (GPA) of 3.6 / 4.0 is required. For more information on minimum GPA, please refer to the 'Minimum Requirements for AES' section of this document.
- Academic Excellence Scholarships are administered via the Admissions Office.
Application deadlines

If students wish to be considered for the Academic Excellence Scholarship, the Admissions Office must receive their College Application as well as their Academic Excellence Scholarship Application no later than 15 March.

Terms of Award

Scholarships will be granted for duration of the entire programme.

Contact

For more information, please contact the Admissions Office at vesalius.college.admissions@vub.be.
ACADEMIC REQUIREMENTS

Please note that these requirements apply to students entering Vesalius College during the academic year 2019/20. Students who entered in previous years are bound by the requirements in the catalogue for their year of entry unless specific changes have been implemented that apply to the requirements of that entry year or they shift over entirely to the requirements of a subsequent catalogue.

General Requirements for Master's Degree

In order to graduate, students must have

- Achieved a grade point average of at least 2.0 for all courses taken at the College (cumulative GPA requirement);
- Met all requirements of the chosen program field as described in the catalogue of their year of admission to the College, i.e. the core foundation courses, compulsory courses and elective courses; and
- Earned 90 or 120 ECTS credits.

In order to graduate in the 120 ECTS credits track, students need to take 30 extra credits, including Intensive Internship, one extra compulsory course, and the five modules of the GRACM (Global Risk Analysis Crisis Management) Part I specialization.

Overall, students need to have a grade point of average of 'C' or above to graduate.

Meeting the degree requirements is the student's responsibility.

Honours and Diplomas

Students who graduate with no disciplinary sanction on record are awarded their degree with honours as follows:

- Summa Cum Laude (cumulative GPA of at least 3.8)
- Magna Cum Laude (cumulative GPA of at least 3.6)
- Cum Laude (cumulative GPA of at least 3.4)

The graduation diploma is a numbered official document issued by Vesalius College. Legally it can only be issued ONCE—no replacement document is possible. It is signed by the Chairperson of the Board of Vesalius College, the Dean and the Chairperson of the Student Academic Standing Committee. Each diploma records the student’s name, the degree earned and the date of graduation. It is only possible to issue diplomas for the Bachelor's programme twice a year. A graduate’s diploma will be available for collection only IN PERSON.

<table>
<thead>
<tr>
<th>ECTS Credit System</th>
</tr>
</thead>
</table>

The European Credit Transfer System was created in the 1990s to facilitate movement among institutions of higher education in Europe. ECTS credits are calibrated to the student workload required to complete them. They reflect the quantity of work each course requires in relation to the total quantity of work required to complete a full year of academic study at the institution, that is, lectures, practical work, seminars, private study and examinations or other assessments activities. One semester of the MA programme counts for 30 ECTS credits.
The GPA

The grade point average (GPA) is a summary measure of a student's academic performance. Calculating the GPA is straightforward. Letter grades are first translated into numerical equivalents according to the following scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
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<td>B+</td>
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<td>B</td>
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<tr>
<td>B-</td>
<td>2.7</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
<td>1.7</td>
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<tr>
<td>D+</td>
<td>1.3</td>
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<td>D</td>
<td>1.0</td>
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<tr>
<td>F</td>
<td>0.0</td>
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</table>

The numerical equivalents are multiplied by the number of credits for each course and this total is divided by the total number of credits. To take an example, suppose that a student took 5 courses for a semester, and each course counts for 6 ECTS credits. His/her grades were A-, C+, B-, D+ and C. The semester grade point average would be calculated as 

\[
\frac{(3.7 \times 6) + (2.3 \times 6) + (2.7 \times 6) + (1.3 \times 6) + (2.0 \times 6)}{5 \times 6} = \frac{72}{30} = 2.40.
\]

There are several different grade point averages:

- **Semester GPA:** based on the grades for one semester
- **Cumulative GPA:** based on the grades for all courses taken to date

**Master in Diplomacy and Global Governance (MADAGG)**

The Master of Diplomacy and Global Governance offers an academic programme that combines the theory and practice of diplomacy with the theory, practice and challenges of global governance, at the level of an initial academic master. Rooted in a broad and progressive understanding of International Relations (IR), the degree is inter-disciplinary in nature drawing on a core of scholarly and policy-oriented courses in IR, political science, economics and international law as well as communication studies. The degree is offered by Vesalius College in cooperation with a strong network of adjunct professors in both pillars. In addition, the degree is supported by a cohort of distinguished, experienced guest speakers, many of whom have had major hands-on experience in the practice of diplomacy and in international organisations. Moreover, the programme benefits from existing links with a wide range of think tanks and universities (such as the Egmont Institute, Royal Military Academy, and Georgetown University), linking academic perspectives with practice-oriented application and internship opportunities.

The degree valorizes its Brussels location by utilizing Vesalius College's close and extensive links with the European institutions and related organisations (representations of private or public interests in the EU, NGOs, think tanks), and by organising workshops, lectures, seminars and other ‘experiential learning opportunities’ offered by scholars and practitioners closely involved with embassies, international diplomatic institutions, the EU and UN policy-making process and the wider Brussels diplomatic community.

The programme also serves as a strong conceptual and theory-fuelled foundation for further studies. The programme consists of 90 ECTS credits (with the option of a 120 ECTS version). The programme breaks down into core theoretical foundational courses, specialization courses in the two streams of diplomacy and global governance, a strong MA Thesis and Research Methods track and a Capstone practicum (6 ECTS), with a free elective, including the possibility of doing a Brussels Graduate internship. Typically, each course carries 6 ECTS, with the exception of the MA Thesis II (12 ECTS).
For students taking the 120 ECTS option, an additional module 'Risk Analysis and Early Warning' (GRACM Part 1) is added (15 ECTS), as well as an intensive internship (9 ECTS) and an additional course on Theories and Applied Issues of Global Peace, Security and Strategic Studies (6 ECTS).

The official learning objectives of the programme are:

1. To provide students with interdisciplinary knowledge and understanding of the major theoretical debates related to diplomacy and diplomatic studies as well as to global governance as a process and policy goal; the main differences and common threads between diplomacy and global governance as well as the concrete policy-making procedures and outcomes generated by key actors (state and non-state), processes and dynamics in major policy areas that cross national borders. This should form the basis for applying theory-informed arguments with a level of originality.
2. To facilitate and foster students' problem-solving capacities by drawing on the interdisciplinary knowledge and insights generated by theories of diplomacy and global governance, and to apply major concepts and paradigms in a multidisciplinary and integrative manner to concrete policy cases, challenges and solutions related to global economic governance, global justice, global peace and security, sustainable development as well as to related wider contexts and conundrums.
3. To develop and hone students' ability of integrating knowledge and complex insights and to develop evaluation and judgment capacities related social and ethical issues and dimensions. Particular emphasis is placed on students' ability to identify major societal and moral challenges related to diplomacy and global governance and their real-life implications.
4. To develop and demonstrate a variety of communication skills related to presenting research, major conclusions, rationales, arguments and research limitations in a clear, precise and effective manner to specialist and non-specialist scholarly and policy-maker audiences in the field of diplomatic studies and global governance as well as related issues.
5. To develop and demonstrate life-long learning skills, autonomy of thought, self-directed research as well as a critical assessment of one's strengths, weaknesses and paths towards improvement and continuous learning.
6. To develop further skills, competences and attitudes, such as effective team-work, leadership, intercultural awareness, an attitude of open-mindedness, academic integrity and critical (self-)reflection with a view to contribute to rigorous analysis and diverse academic debates.
Structure and Core Content of the Programme (90 ECTS)

TRIMESTER 1: (SEPTEMBER – DECEMBER) – Core Foundations (30 Credits)

In the first trimester, the theoretical foundations for the degree are laid with the two main courses 'The Theory and Practice of International Relations' and 'The Theory and Practice of Diplomacy and Global Governance', with an aim of bridging theoretical and practical perspectives as well as the linkages between the domains of international relations, diplomacy and global governance. This is complemented with an overview course of the role of international and regional organizations in global affairs. Particular emphasis in the foundation semester is placed on the research methods and MA thesis Capstone Preparatory Seminar which serve as the starting point for later courses. In order to introduce students early on to global perspectives and issues, there will be a first trimester evening lecture series on selected global issues and perspectives.

POL411M  The Theory and Practice of International Relations     6 ECTS
POL441M  The Role of International and Regional Organisations    6 ECTS
POL442M  The Theory and Practice of Diplomacy and Global Governance    6 ECTS
POL495M  MA Thesis and Capstone Preparation      6 ECTS
SSC471M  Research Methods        6 ECTS

TRIMESTER 2: (JANUARY – MAY) – Specialisation Tracks (30 ECTS)

Two Compulsory Courses, MA Thesis I and Two Electives

To ensure coherence of learning outcomes, students follow one course in each of the 2 Thematic Tracks: Diplomacy and Global Governance studies. All students must take the compulsory course in each track, MA Thesis I, and two additional electives.

Electives can be taken to either DEEPEN or to WIDEN tracks. i.e., either students select all three additional electives in the same track to deepen that track OR students use the three electives for any courses within the two tracks. They can further take one elective from the MAGPSSS courses.

Example 1: Deepening in Global Governance. The student will have to take the three compulsory courses (Master Thesis I, Current and Future Challenges in Diplomacy; The Success, Failure and Future of Global Governance) and will then take the two electives of the global governance track in order to complete the full track.

Example 2: Widening. The student takes the three compulsory courses (MA Thesis I, Current and Future Challenges in Diplomacy; The Success, Failure and Future of Global Governance) and then takes one additional course in the Diplomacy track, one additional course in the Global Governance track and/or one course from the MAGPSSS Track.

COMPULSORY COURSES IN IN DIPLOMACY AND GLOBAL GOVERNANCE (MADAGG)

POL412M  Current and Future Challenges in Diplomacy     6 ECTS
POL443M  The Success, Failure and Future of Global Governance    6 ECTS
POL497M  MA Thesis I        6 ECTS

And two elective courses (see list below)
ELECTIVES FROM MA IN DIPLOMACY AND GLOBAL GOVERNANCE (MADAGG)

DIPLOMACY TRACK

Transnational Network Diplomacy and Global Public Policy  6 ECTS
Cultural, Science and Innovation Diplomacy  6 ECTS

GLOBAL GOVERNANCE TRACK

Social (in-)equality, Human Rights and Global Justice  6 ECTS
Global and Economic Governance: Trade and Finance  6 ECTS

ELECTIVES FROM MA IN GLOBAL PEACE, SECURITY AND STRATEGIC STUDIES (MAGPSSS)

PEACE STUDIES TRACK

Mediation, Negotiation and Conflict Resolution in Theory and Practice  6 ECTS

SECURITY STUDIES TRACK

Terrorism, Counterterrorism and (De-) Radicalisation  6 ECTS

STRATEGIC STUDIES TRACK

Geopolitics  6 ECTS

TRIMESTER 3 (MAY – JULY): MA Thesis II, Capstone Course + Two Electives (30 ECTS)

In the third trimester, students concentrate on advancing their MA thesis and take the Capstone. For the thesis, students continue to meet with their supervisors and regularly present their progress in research colloquia and apply research methods acquired in the previous trimester. In addition, students embark on their Capstone project, working on a real-life problem at the intersection of diplomacy and global governance by applying their knowledge to a concrete policy problem. Working on both the theory-guided thesis and the policy-oriented capstone in parallel contributes to the overarching goal of encouraging students to become deeply familiar with both theory-intensive and applied research and the conventions of both realms. In addition to the MA Thesis and the Capstone, students take two electives, including an internship (note that students taking the 120 ECTS option – see below – cannot take an internship in the third trimester as they take an extensive internship in the additional trimester).

POL498M  MA Thesis II                      12 ECTS
POL491M  Capstone                         6 ECTS
One elective from specialisation tracks (see Trimester 2)                    6 ECTS
One elective from below       6 ECTS

• INT481M Internship
• Transatlantic Approaches to Global Peace, Security & Diplomacy
  (in cooperation with Georgetown University)
Additional trimester for the 120 ECTS track (30 ECTS credits, 2 courses and 5 modules)

Students have the option of following a 120 ECTS track for the MA Programme in order to widen their knowledge, deepen their practical skills with an extensive internship and take a concentration in Global Risk Analysis. Since some national career-tracks in diplomacy or government service can require a 120 ECTS MA, the programme offers the additional flexibility of enrolling for 30 additional ECTS credits with an additional trimester.

1. Students take a 9 ECTS intensive internship;
2. A course on Theories and Applied Issues of Global Peace, Security and Strategic Studies;
3. The Risk Analysis concentration of five weekend modules.

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>ECTS</th>
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<tbody>
<tr>
<td>INT482M</td>
<td>Intensive Internship</td>
<td>9</td>
</tr>
<tr>
<td>POL421M</td>
<td>Theories &amp; Applied Issues of Global Peace, Security &amp; Strategic Studies</td>
<td>6</td>
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Risk Analysis and Early Warning of the Global Risk Analysis and Crisis Management (GRACM) specialization

These 15 ECTS provides students with the opportunity to widen their knowledge from an applied and interdisciplinary perspective. The risk analysis training complements students' need for additional instruction on risk-related issues in the field of global peace, security and strategic studies. These modules are taught during weekends, which increases the flexibility for students, and follow the TPEL approach, with Friday evening roundtable discussions and Saturday intensive eight-hour lectures, seminars and simulations.

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>ECTS</th>
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<tbody>
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<td>GRACM01M</td>
<td>Understanding Risks, Grasping Uncertainty</td>
<td>3</td>
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<tr>
<td>GRACM02M</td>
<td>Analysing Risks, Preparing for Uncertainty</td>
<td>3</td>
</tr>
<tr>
<td>GRACM03M</td>
<td>Open Source Intelligence: Tools and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>GRACM04M</td>
<td>A New Information Environment: Media, Conflict and Crisis Communication</td>
<td>3</td>
</tr>
<tr>
<td>GRACM05M</td>
<td>Global Crisis Monitoring, Conflict Analysis &amp; Early Warning</td>
<td>3</td>
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</table>

Master in Global Peace, Security and Strategic Studies (MAGPSSS)

The main aim of the Master of Arts in Global Peace, Security and Strategic Studies is to provide students with a unique high-level, high-quality and policy-relevant academic graduate programme that concentrates on differing interpretations of strategy and geopolitics by bringing together key perspectives from the sub-fields of peace studies, security studies and strategic studies. As such, the programme offers three perspectives on the major issues, institutions and actors, theories and processes of key themes related to the causes of war, prevention of war, and the strategic promotion of peace and conflict resolution as well as global security governance. In addition, students benefit from an outstanding network of leading international scholars associated to the elective part of the programme and hence the teaching part of the second semester. This not only guarantees students close contacts with relevant international academic expertise but links them into a wide range of professional and policy-making contacts, both of which are well incorporated into the contents and overarching philosophy of the programme.

The program is intended for BA graduates with a broad background in Social Sciences, Humanities and International Studies who would like to specialize in the International Relations' subfields of peace, security and strategic studies. The programme is explicitly designed to bridge the artificial gap between the realms of ‘hard’ military security perspectives and ‘softer’ peace studies approaches. The program seeks to foster students' acquisition of fundamental knowledge of the theory and practice of international relations, an appreciation of the theories and applied issues of global peace, security and
strategic studies; provide solid methodological foundation for conducting independent and original research; bridge the theory-practice divide by placing emphasis on ‘TPEL’ (Theory-guided, Practice-embedded and Experiential Learning). Subsequently, the graduates of this programme will be equipped with a mind- and skillset that brings together solution-oriented insights from different theoretical, conceptual and policy-oriented angles.

As a result, the degree breaks new ground in promoting a community of learners and graduates comfortable with comparing, contrasting and synthesizing opposing views, assumptions and policy recommendations from the areas of ‘hard military’ or ‘war studies’, the ‘soft’ side of peacebuilding, governance, rule of law, (comprehensive) peacekeeping, development and the full range of diplomacy and governance as well as the core insights of strategy and strategy-making. The core glue and red thread that guides students through this cross-perspective curriculum will be a strong foundation in the theory and practice of International Relations, peace, security and strategic studies in theory and practice as well as international organizations and a multidisciplinary perspective of global (security) governance.

The official learning objectives of the programme are:

1. The graduate demonstrates thorough knowledge and understanding of the major theoretical debates related to Peace Studies, Security Studies and Strategic Studies and is capable of independently formulating theory-informed arguments with a level of originality to address a complex situation.
2. The graduate demonstrates autonomy when applying major concepts and paradigms in a multidisciplinary and integrative manner to complex policy challenges related to peace, security and strategic issues as well as when proposing alternative solutions to complex problems by drawing on the interdisciplinary knowledge and insights from theoretical literature.
3. The graduate recognizes major societal and moral challenges related to global peace, security and strategic studies and their real-life implications and to autonomously draw on interdisciplinary knowledge to offer original policy proposals to mitigate them in a way suitable for specific context.
4. The graduate demonstrates the ability to communicate effectively major conclusions, rationales, arguments and research limitations to specialist and non-specialist scholarly and policy-maker audiences in the field of peace, security and strategic studies and beyond.
5. The graduate demonstrates the autonomy of thought and critical self-assessment skills necessary for life-long learning and continuous improvement.
6. The graduate possesses diverse skills, competences and attitudes—such as effective teamwork, leadership, intercultural awareness, an attitude of open-mindedness, academic integrity and critical (self-)reflection—to contribute to rigorous analysis and diverse academic debates.

Trimester 1: (September – December) – Core Foundations (30 ECTS)

In the first trimester, the theoretical foundations for the degree are laid with the two main courses ‘The Theory and Practice of IR’ and ‘Theories and Applied Issues of Global Peace, Security and Strategic Studies’ are built up, with an aim of bridging theoretical and practical perspectives as well as the linkages between the three domains of peace, security and strategic studies. This is complemented with an overview course of the role of international and regional organizations in global affairs. Particular emphasis in the foundation semester is also placed on the research methods and MA thesis / Capstone preparation modules.

POL411M The Theory and Practice of International Relations 6 ECTS
POL441M Theories and Applied Issues of Global Peace, Security and Strategic Studies 6 ECTS
POL442M The Role of International and Regional Organizations 6 ECTS
POL495M MA Thesis and Capstone Preparatory Seminar 6 ECTS
SSC471M Research Methods 6 ECTS
Trimester 2: (January – May) - Specialisation Tracks (30 ECTS)

Three Compulsory Courses, MA Thesis I and One Elective

In order to ensure coherence of learning outcomes, students follow courses in the three Thematic Tracks of Peace Studies, Security Studies and Strategic Studies. All students must take the compulsory course in each track, MA Thesis I and an additional elective.

One free elective can be taken to DEEPEN tracks, i.e., students use the elective from any course within the three tracks or WIDEN, i.e. they take the elective from the MADAGG track.

Example 1: Deepening in MAGPSSS. The student will have to take the four compulsory courses (MA Thesis I, Global Perspectives on the History and Ideas of Peace, History of Global Conflicts and Global Security, and History and Theory of Strategy) and will then choose one elective from the MAGPSSS track.

Example 2: Widening. The student takes all four compulsory courses across the three tracks (MA Thesis I, Global Perspectives on the History and Ideas of Peace, History of Global Conflicts and Global Security, and History and Theory of Strategy) and then takes one elective from the MADAGG track.

COMPULSORY COURSES IN THE MA GLOBAL PEACE, SECURITY AND STRATEGIC STUDIES (MAGPSSS)

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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>ECTS</th>
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<tbody>
<tr>
<td>POL401M</td>
<td>Global Perspectives on the History and Ideas of Peace</td>
<td>6 ECTS</td>
</tr>
<tr>
<td>POL421M</td>
<td>History of Global Conflicts and Global Security</td>
<td>6 ECTS</td>
</tr>
<tr>
<td>HIS401M</td>
<td>History and Theory of Strategy</td>
<td>6 ECTS</td>
</tr>
<tr>
<td>POL497M</td>
<td>MA Thesis I</td>
<td>6 ECTS</td>
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And one elective course (see list below)

ELECTIVE COURSES IN THE MA GLOBAL PEACE, SECURITY AND STRATEGIC STUDIES (MAGPSSS)

PEACE STUDIES TRACK

Mediation, Negotiation and Conflict Resolution in Theory and Practice | 6 ECTS

SECURITY STUDIES TRACK

Terrorism, Counterterrorism and (De-) Radicalisation | 6 ECTS

STRATEGIC STUDIES TRACK

Geopolitics | 6 ECTS

ELECTIVES FROM MA IN DIPLOMACY AND GLOBAL GOVERNANCE (MADAGG)

DIPLOMACY TRACK

Current and Future Challenges in Diplomacy | 6 ECTS
Transnational Network Diplomacy and Global Public Policy | 6 ECTS
Cultural, Science and Innovation Diplomacy | 6 ECTS
GLOBAL GOVERNANCE TRACK

The Success, Failure and Future of Global Governance 6 ECTS
Social (In-)equality, Human Rights and Global Justice 6 ECTS
Global Economic Governance: Trade and Finance 6 ECTS

Trimester 3 (MAY - JULY): MA Thesis, Capstone Course + Two Electives (30 ECTS)

In the third trimester, students concentrate on advancing their MA thesis and take the Capstone. For the thesis, students continue to meet with their supervisors and regularly present their progress in research colloquia and apply research methods acquired in the previous trimester. In addition, students embark on their Capstone project, working on a real-life problem at the intersection of diplomacy and global governance by applying their knowledge to a concrete policy problem. Working on both the theory-guided thesis and the policy-oriented capstone in parallel contributes to the overarching goal of encouraging students to become deeply familiar with both theory-intensive and applied research and the conventions of both realms. In addition to the MA Thesis and the Capstone, students take two electives, including an internship (note that students taking the 120 ECTS option – see below – cannot take an internship in the third trimester as they take an extensive internship in the additional trimester).

POL498M MA Thesis II 12 ECTS
POL491M Capstone 6 ECTS
One elective from specialisation tracks (see Trimester 2) 6 ECTS
One elective from below 6 ECTS

- INT481M Internship
- Transatlantic Approaches to Global Peace, Security & Diplomacy (in cooperation with Georgetown University)

Additional trimester for the 120 ECTS track (30 ECTS credits, 2 courses and 5 modules)

Students have the option of following a 120 ECTS track for the MA Programme in order to widen their knowledge, deepen their practical skills with an extensive internship and take a concentration in Global Risk Analysis. Since some national career-tracks in government service can require a 120 ECTS MA, the programme offers the additional flexibility of enrolling for 30 additional ECTS credits with an additional trimester.

1. Students take a 9 ECTS intensive internship;
2. A course on Theories and Applied Issues of Global Peace, Security and Strategic Studies;
3. The Risk Analysis concentration of five weekend modules.

INT482M Intensive Internship 9 ECTS
POL442M The Theory and Practice of Diplomacy and Global Governance 6 ECTS

Risk Analysis and Early Warning of the Global Risk Analysis and Crisis Management (GRACM) specialization

These 15 ECTS provides students with the opportunity to widen their knowledge from an applied and interdisciplinary perspective. The risk analysis training complements students’ need for additional instruction on risk-related issues in the field of global peace, security and strategic studies. These modules are taught during weekends, which increases the flexibility for students, and follow the TPEL
approach, with Friday evening roundtable discussions and Saturday intensive eight-hour lectures, seminars and simulations.

GRACM01M Understanding Risks, Grasping Uncertainty 3 ECTS
GRACM02M Analysing Risks, Preparing for Uncertainty 3 ECTS
GRACM03M Open Source Intelligence: Tools and Techniques 3 ECTS
GRACM04M A New Information Environment: Media, Conflict and Crisis Communication 3 ECTS
GRACM05M Global Crisis Monitoring, Conflict Analysis & Early Warning 3 ECTS

COURSE DESCRIPTIONS

The Theory and Practice of International Relations  POL411M

This foundational course introduces students to the major theories and core concepts of the discipline of International Relations (IR) and their practical application to historical and contemporary policy issues. Students analyze the different theoretical schools (in particular the 'grand debate' between liberalism and realism as well as constructivism and critical theories) as well as Western and non-Western traditions of IR thinking and make the first connections on how the intellectual foundations of IR theories are related to the theoretical and conceptual assumptions behind state and non-state approaches to diplomacy and global governance. The course will examine the influence of state actors and non-state actors on global affairs and will challenge students to reflect on the possibilities and constraints related to reforming the current practice of International Relations.

Theories and Applied Issues of Global Peace, Security and Strategic Studies  POL421M

This core foundational courses introduces students to the major theories, concepts and discipline-specific assumptions of the subfields of peace studies, security studies and strategic studies. Students will be encouraged to compare and contrast the differences and similarities between the three different sub-disciplines and build connections between the different practical approaches related to military tools, civilian tools and overarching ‘comprehensive strategies’. In addition, students will be introduced to global perspectives on the core concepts of ‘peace’, ‘security’ and ‘strategy-making’. Run in parallel to, and in dialogue with, the core foundational course The Theory and Practice of International Relations, students are encouraged to draw connections between major IR theories and theoretical approaches within peace, security and strategic studies.

The Role of International and Regional Organizations  POL441M

This is the third 'Core Foundational Course' and is offered to provide students with the necessary grounding in the role of international and regional organizations in global peace and security issues as well as in managing (or failing to manage) global governance processes and international order. Since International and Regional Organizations have become multifunctional entities required to address a plurality of issues at the intersection of security, development, finance, trade and legal issues, the course will provide a comprehensive perspective on the history, institutional design, core processes, functioning and impact/effectiveness/performance of international and regional organizations. Complementing and contrasting state-centric or state-dominant perspectives of International Relations and global politics (such as the Foreign Policy Analysis and Diplomacy course offered in the Core Foundations Trimester), this module deliberately focuses on the strengths, weaknesses and need for reform of core intergovernmental organizations across the major policy fields of security,
This course is jointly offered together with the MA in Global Peace, Security and Strategic Studies and therefore combines peace and security perspectives with wider issues in global governance and diplomacy.

**Research Methods**

This course focuses on the most important foundations in common research methods, skills and tools for all MA Students. The course introduces students to the main quantitative and qualitative methods required for International Relations as well as peace, security and strategic studies and trains students in basic research design required for writing the MA thesis in the following semester. The course thus provides the main building-blocks for mastering advanced research skills as well as major tools for extended research papers and thesis-writing. This course is offered in parallel to the MA Thesis Preparatory Seminar, where students practice more in-depth the core elements of the MA thesis, choose their core research question and MA thesis topic as well as the appropriate research method encountered in this course (see below). The course is thus designed to be an essential tool by which to acquaint MA students with the appropriate research techniques and methodologies in the canon of International Relations (IR) and Social Science Research Methods, as well as with the tools by which to grasp and analyze major aspects of Peace, Security and Strategic policies.

**MA Thesis and Capstone Preparatory Seminar**

In coordination with the Research Methods course, the MA Thesis and Capstone Preparatory Seminar will provide students with further training on academic writing skills and academic conventions, structure, topic choice and application of research methods related to the MA Thesis. In addition, it will provide students with basic understandings and nuts and bolts of the Capstone course; students meet with their MA supervisors to discuss initial ideas for the thesis and practice the core elements of thesis writing, including the drafting of the research question, literature review and theoretical framework. In the second half of the course, students will also tentatively incorporate their research design (developed in parallel in the research methods course) in the initial outline of the thesis and beginnings of the theoretical framework for the thesis. Students learn to contrast theoretical work with the policy-oriented conventions of the Capstone course. In addition, students follow selected evening lectures on global perspectives on selected issues of diplomacy and global governance.

**MA Thesis I and MA Thesis II**

These two courses – offered respectively during the second and third trimester – complement the course MA Thesis and Capstone Preparatory Seminar (POL 495). They will provide students with further training on academic writing skills and assist them in the redaction of their MA theses.

**The Theory and Practice of Diplomacy and Global Governance**

The second of the foundational courses introduces students to the major theories, concepts and discipline-specific assumptions of the subfields of diplomatic studies and the theory and practice of global governance. Students will be encouraged to delve into the historical and theoretical conceptual debates of diplomatic studies, the changing nature of diplomacy in the wider context of state-centric and non-state-centric approaches to global governance. In addition, students will be introduced to global perspectives on the core concepts of ‘peace’, ‘security’ and ‘strategy-making.’ Run in parallel to,
and in dialogue with, the core foundational course The Theory and Practice of International Relations, students are encouraged to draw connections between major IR theories and theoretical approaches within the study of diplomacy and global governance.

Global Perspectives on the History and Ideas of Peace POL401M

This course provides students with a global overview of the history of ideas and culture related to different conceptions of peace and practical effect of 'nonviolent movements' and 'civil resistance'. Building bridges between different cultural perspectives of, approaches to and ideas related to peace (comparing and contrasting Western conceptions with variants of Indian thought, Islamic Thought, Confucian Thought as well a African and Native American conceptions), the course invites students to reflect on the plurality of conceptions of peace in a global context. Furthermore – combining theory and history of ideas with practice- the second half of the course provides students with the opportunity to critically assess the effectiveness and limitations of nonviolent peace movements around the globe and examine the link between civil resistance, non-violence and conflict resolution/prevention.

Mediation, Negotiation and Conflict Resolution in Theory and Practice POL422M

This elective module provides students with a comprehensive overview of the main theories and approaches to mediation, negotiation and conflict resolution. The course draws on major case studies of successful resolution of different types of conflicts across the globe and challenges students to assess and practice themselves core approaches to mediation and negotiation of conflicts in different scenarios with particular emphasis on the role of culture. The course brings together different strands of the sub-disciplines of conflict resolution, negotiation and mediation in order to provide students with a solid grounding in diplomatic and non-violent approaches to peacemaking. The course also includes sessions provided by mediation experts and practitioners from, inter alia, the EU, UN and government departments.

History of Global Conflicts and Global Security POL421M

This compulsory thematic course of the Security Studies Track (counts towards Trimester III) is an interdisciplinary perspective on the causes, course, outcomes and resolution of major conflicts since 1945. Students will apply historical and IR methods and theories in order to understand and analyze the major conflicts and their effects on regional and global security. The core guiding question to answer throughout the module is 'why have the 20th and early 21st centuries been so conflict-ridden, despite efforts by governments to establish international organizations and mechanisms to preserve peace? To answer this question, one must take into account the empirical studies and theoretical approaches that form the basis of international conflict and security studies. Especially important are comparative analyses of the origins and causes of inter-state conflicts since 1914. However, such studies assume a certain measure of historical knowledge of the political, economic, and ideological background to influence on, and consequences of, not only of the 20th- and 21st-century conflicts being analysed, but also of selected conflicts from earlier historical epochs. Such studies also require some knowledge of the diplomatic and military history of these same conflicts. This module, then, will focus on the historical context of selected international conflicts with the objective of enabling students to gain an understanding of the complexity, nature, and dynamics of those conflicts.
Terrorism, Counterterrorism and (De-)Radicalisation

This elective seeks to enhance students' understanding of ideological, strategic, and operational characteristics of global terrorism, radicalization as well as counter-terrorism strategies in the 21st Century. Students will define terms associated with the movement, and explore the development, motives, tactics as well as the variety of conditions of radicalization and terrorism, with a specific focus on terrorist groups in the Middle East, Africa, and South-East Asia. The course will provide both a critical assessment of the contributing factors behind the emergence of terrorism as well as of the methods and policies used by national and international actors to prevent and counter terrorism. Policy debates, statements and literature from a diversity of actors, including jihadists themselves, will be introduced to create a comprehensive understanding of all perspectives involved in the movement. This course places heavy emphasis on the professional writing, briefing, conduct, and other skills needed for careers in the counter-terrorism and the security field.

History and Theory of Strategy

This elective is aimed at GPSSS wishing to deepen their understanding of the history and theory of grand strategy and strategy-making. Building on the Core Module on Theories and Applied Issues of Global Peace, Security and Strategic Studies, this elective module focuses on key authors of grand strategy since Sun Tzu and Thucydides and allows students to delve into the theory of strategy-making across time in Western and non-Western contexts. Students will also learn to apply strategic thinking to major contemporary dilemmas global affairs. Issues to be explored throughout and across the weekly topics include different levels of strategy (political, operational, tactical), the relationship between leadership and strategy, strategy and geopolitics, strategy-making and morality as well as comprehensive and focused approaches to strategy implementation.

Geopolitics

This module explores the major concepts, theories and in particular concrete policy issues of the sub-field of geopolitics. Geopolitics provides a distinct perspective on the interplay between geography, power and foreign policies and has –in its beginnings in the 19th century- been associated with a 'realist' view of international relations. Yet, in recent years 'critical geopolitics' has added further nuances to the study of geopolitics. Students will explore the evolution and impact of geopolitical developments across major regions and will apply those insights to assessing underlying dynamics of cooperation and conflict.

Current and Future Challenges in Diplomacy

This course addresses current and future challenges in diplomacy. Students will learn to analyse contemporary problems and issues appearing in diplomatic horizon by using theoretical presumptions and applying them to the cases selected. It combines theoretical models from International Relations and Comparative politics to identify the major processes and actors currently setting and shaping the diplomatic agenda. Given the immense speed of change and in international relations since the end of the Cold War, the methodology of diplomacy has changed from traditional club diplomacy to network-based diplomacy. Against this background we will see how actors widen and reshuffle the toolbox of diplomacy in order to meet these challenges. The course puts special emphasis on the current crisis of the West and the threats to multilateralism, on security challenges, new technologies and the strive for the last free spots on earth (and beyond).
The Successes, Failures and Future of Global Governance

This elective course provides an in-depth assessment of the design, successes and failures of global governance. Tracing the evolution of global governance designs through diplomatic treaties, initiatives, alliances and international and regional organizations since the First World War, students will examine institutional, procedural systemic and leadership factors of differing designs of global governance tools and institutions and will analyze examples of flawed and more successful global governance architectures. In the second part of the course, students will develop the tools to evaluate different global governance policies since the end of the Cold War and will analyze conditions for successful and unsuccessful global governance initiatives. Finally, students are encouraged to apply the knowledge gained throughout this course to reflecting on reforming institutional set-ups and policies in global governance.

Social (In-)equality, Human Rights and Global Justice

This course examines social equality and human rights from a global justice perspective. It analyzes the nexus between socio-economic inequality and human rights within and among different layers and sections of society on the one hand and the implications and consequences for conflict, national and international security as well as 'global justice' and stability on the other. The course is approached from the overarching framework concept of -and debates about- 'global justice' (including a critical analysis of the concept and its practice) and explores the inter-linkages between justice within states and global justice in the global governance sphere. This exploration is carried out with a focus on the actors, such as regional and international organizations within global governance. Finally, students are encouraged to apply their analyses to develop their own solutions on how 'more just' conditions and 'global justice' can be promoted.

Transnational Network Diplomacy and Global Public Policy

This course examines the rise and influence of ‘transnational network diplomacy’ (TND) and global public policy-making. TND is an umbrella term for a variety of emerging diplomacy actors that go beyond the rigid hierarchies of state-to-state diplomacy, but rather encompass a variety of state and non-state actors (such as transnational civil society groups, international experts, philanthropic of educational foundations, think tanks) as well as influential individuals (including policy entrepreneurs or ‘celebrity diplomats’) that influence state-based diplomatic processes and outcomes. The course not only examines the functioning, strengths and weaknesses of transnational network diplomacy and its evolution, but also places it in the wider context of collaborative diplomatic approaches to global public policy-making.

Capstone Practicum: Policy Advising

The aim of the Capstone Practicum – Policy Advising course is to allow students at the end of their MA studies to synthesize and draw on all their acquired knowledge and skills in order to apply them to a complex, real-life policy problem. A core element of the learning process and format is the presence of an "external client" (normally a high-level official representing a major International Organization) who sets the main policy-advice task for the students. This course requires a high level of independence, time- and information management as well as an impeccable level of professionalism and work ethics. A key emphasis will be placed on students' immersion in and exchange with think tank debates in Brussels and with guest lectures provided by international scholars. Students will work in
the framework of group work and individual in-depth research. The nature of the Capstone course as a Senior Seminar requires a high level of independent thought, academic maturity, intellectual curiosity and exchange of ideas. It also requires students to effectively work in think tank teams. A mature approach to teamwork, efficient division of labour, adherence to clear time lines and deadlines and the early resolution of potential conflicts between team members is essential.

**Cultural, Science and Innovation Diplomacy**

This course examines the recent emergence of 'cultural, science and innovation diplomacy' in theory and practice. During recent years, exchanges between scientists have played important roles in promoting diplomatic objectives between states, whilst cultural diplomacy and intercultural dialogue have been used by states as well as regional and international organizations. Finally, cooperation between businesses and states aims to advance innovation diplomacy as an extension of scientific partnerships. The course examines major case studies of the three branches of 'new diplomacy' and explores the conceptual foundations as well as the key actors and outcomes in this field. Students will also compare and contrast SCI Diplomacy with more traditional aspects of inter-state diplomacy and will critically assess the advantages and drawbacks of the new approach. Finally, SCI diplomacy is examined within the context of evidence-based policy-making and the challenge to 'international expertise' in the wake of 'post-truth' discourses and developments.

**Global Economic Governance: Trade and Finance**

This elective course examines global economic governance focusing on two of the most important issue areas: trade and finance. With regard to trade, the course examines the progressive fragmentation of trade relations, weakened global trade governance, and greater policy uncertainty in the 21st century leading to the likely end of large-scale multilateral trade negotiations. Students are exposed to the major concepts, theories of global trade negotiations as well as policy-oriented insights and dimensions of trade negotiations and their effect on global economic governance. With regards to finance, the course examines the multilateral approaches on international financial transactions. It assesses the causes of the 2008 financial crisis from a global economic governance perspective, examines the lessons learned and the proposals for reform of global financial regulations. It reviews past proposals and analyzes missed opportunities of proper reform of regional and global good governance in the finance sector. Taking the financial crisis and its aftermath as a case study, the course also examines the more general issues and policy challenge of global financial governance from state, regional organization, international organization, Gx and civil society perspective.
INTERNSHIPS

The internship provides an excellent opportunity for students to gain valuable professional experience that can help orient their choices after graduation. Completing a graduate internship before graduation will give students a competitive advantage. The internship consists of a 150-hour (6 ECTS) or 225-hour (9 ECTS) position at a partner institution of the College within the framework of the Vesalius College Internship Programme (organized and coordinated by the Study Abroad and Internship Department). Placements include international organizations, NGOs, companies, lobby organizations and embassies in Brussels. Organized by Vesalius College with its wide experience of offering and administering such internships, the internships are purposefully sought for their ability to provide students with suitable professional places in which to experience, understand and learn the practical, personal, and organizational skills of operating in the policy-making community of Brussels.

Conditions and Application

Vesalius College students are eligible for 6 ECTS and 9 ECTS credit internships. Because the College will administer and award credit for the internship, the student must pay tuition for the internship, even when it has been arranged by the student.

A list of internship partners and a description of internship offerings are available on the Vesalius College website or by email at internships@vesalius.edu. Updated internship catalogues for Summer and Fall are issued in Week 6 of the Spring semester.

Internship profiles have three sections: the first describes the organisation; the second the nature of the work, and the third the sort of candidate the organisation is seeking. The internship profile serves to clarify the nature of the internship for the student and the supervisor. Students may find their own internships but need to request approval from the Internship and Career Office and the Internship Advisor of the respective major if they want to receive academic credit for the internship.

Students must apply for internships. For the 6 ECTS internship, there is no guarantee students will be selected. For the 9 ECTS internship, students will be offered at least one option. Internship applications take place in the semester preceding the one in which the student wishes to do the internship. Students must be very vigilant and monitor the internship page of the website, so that they are aware of the strict application deadlines each term. Once the catalogue has been issued, students must complete the internship application before the deadline published on the website. Students should select a maximum of three internship offers and prepare a CV and cover letter for each.

The selection procedure can take time. Vesalius’ internship partners will select students based on their CV, cover letter and performance at interview. At registration students should register for a regular course, then drop that course and add the internship when selected for a position. In addition, delays in securing an internship can mean that the student will need to work more hours per week during the rest of the semester in order to complete the total number of hours required to receive full credit.

To assist students with life after college and to prepare them for their internships, Vesalius College offers students the opportunity to attend career seminars and individual coaching sessions. This free service aims to help graduates gain a competitive advantage in the job market after graduation. This is achieved by helping students determine their career objectives in addition to acquiring the skill sets
necessary to achieve their professional goals. The workshops range from CV and cover letter writing to information on networking and how to apply for various internship programmes offered in Brussels. The counselling sessions are organised twice per year by the Study Abroad and Internship Department.

Requirements and Assessment

For the 6 ECTS internship, students work for a minimum of 150 hours. For the 9 ECTS internship, students work for a minimum of 225 hours. The intern must keep track of the hours spent at the internship in a log that is countersigned by a supervisor in the organisation. The internship will always be unpaid, and the student will be responsible for transportation costs to and from the internship site, unless this cost is covered by the internship partner.

At the conclusion of the internship, students produce a 2,000 word report (for 6 ECTS) and a 3,000 words report (for 9 ECTS in the extended 120 ECTS programme) on their internship experience, allowing them to reflect on the connections between their placement, work experience, and the community of policy making, their own specific role, the various challenges and successes the encountered, and skills learned.

The internship is given a letter grade by a Vesalius faculty member. This grade is based primarily on the internship partner’s evaluation of the student's work and on a final report by the student on the internship experience. These and other requirements (meeting with a faculty adviser, expected behaviour, etc.) are outlined in the internship syllabus. A contract will be drawn up between the student, the internship partner and Vesalius College.

It should be noted that, once an internship is accepted by the student and the contract signed, it is not possible to drop the internship course without documented proof of extraordinary circumstances preventing the student from completing the internship.

For more detailed information on the application procedures and regulations please contact the Study Abroad and Internship Department.
RULES AND REGULATIONS

The College needs procedures and rules in order to run effectively and to maintain fair and appropriate academic standards. Advisers are the first point of contact to support students to navigate their way through their degree programme.

But students should ultimately take personal responsibility for complying with the rules. Students are responsible for completing and submitting in a timely manner the proper forms necessary to keep their own records up to date. As such it is crucial that they are familiar with rules and regulations, described in the catalogue.

Student Academic Standing Committee

The Student Academic Standing Committee (SASC) is the key body for academic matters. The SASC verifies that students have met all the requirements for graduation in their major. It ensures that the College's regulations pertaining to individual student assessment and overall academic evaluation are applied in a fair manner. It can grant exemptions from certain rules. The dates and times of its meetings are publicised in the Vesalius Student Government (VSG) Bulletin and on notice boards. Student requests for exemptions must be received in writing at Vesalius College reception before the published deadline. Requests submitted after the deadline are considered at the next meeting. A student may appeal a decision of the Student Academic Standing Committee (for appeals of dismissals, see below). Appeals must be submitted in writing to the Associate Dean within five days of notification of the decision. If the request is clearly without grounds, the student will be notified in writing that the request has been refused. Otherwise an appeal committee will be convened within five working days.

Student Academic Standing Committee

Cases of academic dishonesty and other student misconduct come before the Student Conduct Committee (SCC), which is composed of faculty, students, and members of the administration. The SCC meets each semester in the week after final exams to deliberate on the reported cases of academic dishonesty and other misconduct. If necessary, a smaller form of the SCC, composed of the Chairperson and at least one other faculty member, can meet during the semester to address urgent issues. The student is entitled to appear in person and present his or her defence to the Committee, on his or her own or with the help of counsel. If the student elects not to appear before the Committee, the hearing will be held in his or her absence. Within a week of the hearing, a letter is sent informing the student of the decision rendered and the reasons for it. S/he shall be notified of his or her right to appeal the decision and of the procedure to be followed. Appeals must be submitted in writing to the Dean within five days of notification of the decision. A full explanation of the SCC procedures and sanctions can be found below in the section "Academic Dishonesty and Other Student Misconduct".

Ombudsperson

In cases of dispute or concern, students may always consult the ombudsperson, whose job it is to mediate conflicts that may arise. To reach the ombudsperson, see the list of Key Contacts for Students.

Registration

In order to take courses at the College, students must be officially registered. Registration for new students takes place during the orientation week preceding the start of their first semester. Registration for continuing students normally takes place during the preceding semester (see the academic calendar for dates).
Continuing students who defer registration until the orientation period are advised not to do so in case the courses that they want to take are oversubscribed. Vesalius students who are taking leave of absence, may register by fax, post or email during the designated registration period. However, they need to confirm their registration upon arrival.

**Course Load**

Students have a course load per semester of five courses which amount to a total of 30 ECTS credits per semester. Fulltime students must take courses for 30 ECTS credits; otherwise they are classified as part-time. Students who wish to take an overload, that is a course load exceeding 30 ECTS credits, must petition the SASC in advance, which will decide without further appeal on a case-by-case basis.

Students may want to attend a course without earning a grade, in which case they are said to audit the course. Students may register to audit a course only after obtaining written permission from the Head of Academic Administration and the instructor by confirmation of the Request to Audit form. Students who audit a course are expected to attend class regularly, undertake the readings, write papers and participate in class discussions. Instructors may impose their own requirements on students auditing a course. Registration for an audit does not count towards calculating full-time status, though it does count in terms of workload.

**Changes during the Semester**

If students wish to change the courses for which they have registered the below described rules apply.

**Adding a Course**

Students may add a course until the end of the second week of the semester. This is done by submitting a Drop/Add form to the administration. If students are in doubt whether or not to add a course, they should consult their Master Director.

Adding a course may not result in a course load of more than 30 ECTS credits unless a request for an overload has been approved by the Student Academic Standing Committee.

**Dropping a Course**

In order to drop a course a student must submit a Drop/Add form to the administration. If the course load falls below 24 ECTS credits student must petition the Student Academic Standing Committee to change from full-time to part-time status.

Courses that are dropped during the first two weeks of the semester will not appear on the student's transcript. Courses dropped between the third and ninth weeks will be recorded as Withdrawal Pass (WP) and will appear on the transcript but not count towards their grade point average. There is one exception to these rules: a course dropped so that a student may take up an internship does not appear on the transcript. Students may not drop a course and receive a Withdrawal Pass after the ninth week unless permission is granted by the Student Academic Standing Committee.

If a student drops a course after the ninth week then she/he will receive a Withdrawal Fail (WF). This grade will be entered on the transcript and will count as an F in the calculation of the student's grade point average. Students who drop late must still file a Drop/Add form and additionally must seek permission from the Head of Academic Administration. Fulltime students for whom a drop will move their course load below 24 ECTS credits must also seek permission from the Head of Academic Administration.
Withdrawing from a course is not allowed after the end of the 9th week. After this time, the course grade will be an 'F'.

A student may decide not to withdraw completely from a course, but only to audit it, in which case no grade and no ECTS credit are given, but the course appears on the student's transcript with the indication Audit in the grade column.

Prior to changing to an audit, the student must be registered for the course. The deadline for switching to an audit is the end of the 9th week.

*Appeals concerning drops and adds*

When the deadlines for dropping and adding courses have passed, a student may petition the Student Academic Standing Committee for a waiver of the deadline. The student must submit to the Head of Academic Administration a written request citing reasons for special treatment. In the case of adding a class, students shall be allowed to attend class if there is no waiting list until the Committee has reached a decision. Students who want to drop a course must continue to attend class while awaiting a decision.

*Course Work*

*Syllabus*

The key document for any course is the syllabus. It should be distributed during the first class. It should contain at least the following information: contact details and office hours, course description, pre-requisites, the learning objectives, course schedule, the textbook(s) and other reading materials, course assessments, grading scale, description of activities and grading criteria, the progress of the course week per week, the way in which it will be assessed (grading rubrics, the dates at which written work is due and when examinations will be held, attendance requirements).

*Assignments and Late Work*

At Vesalius College, instructors schedule regular assignments, such as term papers, tests, quizzes and possibly other tasks. It is the student's responsibility to complete assignments on time and to be present for any form of quizzes and tests. Equally, it is the instructor's responsibility to correct and return assignments within an appropriate timeframe. The instructor should schedule sufficient feedback moments to provide opportunities to discuss the work with him or her. Students must submit homework or other class work assignments by the specified deadline unless they have certified medical, religious or other reasons for handing the work in late. Instructors may penalise late work, but their rules for doing so should be laid out clearly in the course syllabus.

*Teaching Evaluations*

The College rigorously monitors the quality of instruction through the quality control procedures of the Academic Quality Committee (AQC). As part of the quality control, the College also conducts student evaluations of teaching. Each semester students have the opportunity to provide feedback on the course. Early in the semester there is a short collective evaluation to detect any major problems. Toward the end of the semester, students have a longer, more formal opportunity to communicate their views
concerning the course content and the teaching methods. Each instructor will later receive a report from the administration summarising, in anonymous form, the results of the student evaluations. Results are discussed with the instructor to ensure that the feedback is taken into consideration for future classes.

**Attendance**

As the College is committed to providing students with high-quality classes and ample opportunity for teacher-student interaction, it is imperative that students regularly attend class. As such, Vesalius College has a strict attendance policy.

Participation to in-class meeting is mandatory, except in case of medical emergency (e.g. sickness) or other serious and justified reason. Students will need to provide evidence for missing class (doctor's note). If evidence is provided, the missed class is considered an excused class. If no evidence is provided immediately before or after the class, the missed class is considered as a missed class.

**Assessment**

**Criteria for Assessment**

The ways in which a student's work will be assessed should be specified in the course syllabus. It should describe the various elements of assessed work e.g. examinations, papers, presentations, and outline how each element is weighted in the final course grade. Students will be evaluated along the line of clear defined guidelines (grading rubrics). Any significant deviations from the announced assessment scheme must receive the prior written approval from the Chair of the Academic Quality Committee (Dean).

**Grades and Grading Scales**

The final grades for a course are as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, F. 'F' means that the course has been failed and that the ECTS credits for the course have not been earned. Note, too, that 'F's' count toward the calculation of grade point averages. All other grades are passing grades and receive ECTS credit.

Instructors have the option of assessing individual pieces of work on a numerical scale. The following table gives letter grade equivalents for scales of 20 and 100:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Scale of 20</th>
<th>Scale of 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>17.0-20.0</td>
<td>85-100</td>
</tr>
<tr>
<td>A-</td>
<td>16.1-16.9</td>
<td>81-84</td>
</tr>
<tr>
<td>B+</td>
<td>15.3-16.0</td>
<td>77-80</td>
</tr>
<tr>
<td>B</td>
<td>14.5-15.2</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>13.7-14.4</td>
<td>69-72</td>
</tr>
<tr>
<td>C+</td>
<td>13.1-13.6</td>
<td>66-68</td>
</tr>
<tr>
<td>C</td>
<td>12.3-13.0</td>
<td>62-65</td>
</tr>
</tbody>
</table>
Instructors teaching relatives (defined as husbands, wives, parents, children and cousins) or intimate partners of either gender must inform the Dean. The Dean will appoint another person to assess and grade all of the student's work (i.e. homework assignments, papers, presentations, mid-term and final examinations) that contributes to the final grade for the course.

Examinations

Students are not allowed to take an examination if they are not registered for the course or if their general registration is not in good standing. For the registration to be in good standing, the student must have submitted all original diplomas, certificates, test scores, and other required documents, and all tuition and fees must have been fully paid.

Examinations must be given by the instructor in charge of the course except in cases approved by the Dean. In the case of an emergency or for other legitimate reasons for absence, the instructor can ask the Associate Dean to choose a proctor or a replacement for the examination procedure.

The instructor must adhere strictly to the examination schedule (time and place). If the instructor does not appear, students must wait 20 minutes, then, after contacting the administration, they may leave. The students must notify the Associate Dean, who will set a new date for the examination. A student must adhere strictly to the examination schedule (time and place). If a student is unable to attend for serious documented reasons, the student must notify the Head of Academic Administration and the instructor before the examination. Subsequently, the student must present certificates validating the absence (e.g. a medical certificate signed by a physician) and fill in an Incomplete Grade form with the instructor. If no acceptable documentation is presented, the grade for the examination is an F.

A make-up examination, which may be oral, can be arranged with the consent of the instructor if there is a legitimate reason for missing the scheduled examination. If the student knows in advance that he or she will be unable to attend an examination for legitimate reasons, the student should discuss arrangements for the make-up examination with the instructor prior to the absence.

Mid-term and final examinations are not allowed to be taken on Sundays, legal or academic holidays, or in periods other than stipulated above, without the consent of the Associate Dean. Students with documented learning disabilities may ask for special consideration in taking final exams, with the consent of the Associate Dean. Mid-term examinations should, as a general rule, be held during the seventh week of classes.

Mid-term examinations serve to help indicate how well a student is doing in the course, and to assist the student in deciding whether to continue in the course or to drop it. To this end, instructors file mid-term feedback reports with the Head of Academic Administration and these are distributed to advisers. Final examinations are given during the fifteenth week of the semester. Any other form of final examinations must be approved by the Dean and announced in the syllabus. Final examinations are normally given in all courses except those that require significant independent or project work. All final examinations are public. They are scheduled in a room on campus. Exceptions require a written
agreement from the Dean. Written examinations are deemed public if the papers are available for inspection by an interested party. A student has the right to see their corrected examination paper after notification of the results. The final examination papers are kept in the external examiner files located in a place known to the public and are accessible during the first week of the semester following notification of the results. The College administration keeps the examination papers for at least three years.

Students who have three final examinations on the same day or two exams at the same time may request in writing a re-scheduled examination for one of the courses. This request must be made before the end of the 12th week to the Associate Dean. The make-up examination can be oral and must be taken before the end of the examination period.

Course Grades

Final grades must be submitted to the administration at least three working days before the meeting of the SASC. Grades are submitted in letter form from 'A' to 'F'. Please note that 'A+' and 'D-' are not admissible as final course grades. On their grade reports, instructors must enter a grade for each student, or submit an appropriate Incomplete Grade form.

Incompletes

Students who cannot, for valid reasons, complete a part of the work of a course required for successful completion may, with the instructor's approval, take an incomplete for the course. The required form and accompanying letter of justification, indicating the work to be done and the deadline for completion must be duly completed and signed by instructor and student and handed in by the instructor along with the final grade report for the class. Exceptionally, if a medical condition prevents a student from complying with this procedure, the student should contact both the Associate Dean and the concerned professor. The deadline for completion of the work to be done by the student must not be later than the Thursday of the second week of the following term (including the Summer Term). The final course grade must be submitted to the Head of Academic Administration by the Friday. If the work is not completed by the above deadline, the 'INC', indicating an 'incomplete', is automatically changed to an 'F' grade (failure). In exceptional circumstances, a request for a waiver to this regulation must be made in writing to the Student Academic Standing Committee (SASC), before the agreed deadline to make up for the incomplete. The request is to be documented. The SASC decides.

Grade Changes

A final grade may not be changed, except in cases of material error or miscalculation, and with the consent of the instructor. A 'Change of Grade form' must then be filled out and signed by the instructor and submitted to the administration.

Failing and Repeating a Course

Re-Sit Policy

Due to the intensive nature of the degree programme, students can be given the opportunity to re-sit assignments or exams in the case of a fail grade ('F').
The following general rules apply:

1. If the student’s total final grade for a course is between 30% and 50%, s/he is given the possibility to re-sit the examination unit that s/he has failed (e.g. a research paper or in-class examination).
2. The possibility to re-sit does not apply if the student’s total final grade for a course is below 30%. In this case, the student has to re-take the entire course (see re-take policy below).
3. The possibility to re-sit does not apply if the student’s total final grade for the Capstone course is below 50%. In this case, the student has to re-take the entire course (see re-take policy below).
4. Only students who pass the MA thesis preparatory seminar (POL495M) and the courses Master Thesis 1 and 2 are allowed to progress with their MA thesis.
5. The possibility to re-sit does not apply to group assignments.

Re-sit sessions are organized during W4 of the following trimester. The exact date of the re-sit session will be communicated by the course instructor by W2.

The new grade obtained by a student in the re-sit session replaces the grade of the assignment for which a student has taken the re-sit option. The other grades obtained throughout the course do not change. The new total final grade is composed of the new grade obtained in the re-sit session and the other grades obtained throughout the trimester.

If a student successfully obtains a pass for the assignment for which the student takes the re-sit and if the final grade for the course cumulatively accounts for a pass, the original F will not be counted in the computation of the GPA and will disappear from the academic record.

For each MA course, students are granted one opportunity to re-sit in a given academic year. A failure (F) in a re-sit session does not prevent the student to re-take the course entirely the next academic year. Failure to pass a course after the re-take attempt will result in an overall failure of the degree programme.

Re-Sit for the MA thesis

In the case of a failed MA thesis, the student and the two supervisors will agree on a new submission date. In no case, this date can be later than the end of W8 of the following Fall trimester.

Re-Take Policy

If students fail the re-sit exam or assignment, or if they had scored less than 30% of the final grade for a course, they are required to repeat (re-take) the entire course. Students are allowed to re-take a course only once.

When a student re-takes a course that s/he failed, the original F will not be counted in the computation of the GPA if the student successfully completes the repeated course with a passing grade. The failing grade F will not disappear from the academic record, but will appear there as a FRE (Failed but Retaken). If the failed course is an elective course, which is not offered the next academic year, the student is allowed to take an equivalent alternative course (in agreement with the MA Director).
Failing a Course

Failure to pass a course after the retake attempt will result in an overall failure of the degree programme.

The following conditions apply:

- Students are allowed to re-take a course only once;
- A maximum of three courses over the total Vesalius College programme taken by a student are eligible for FRE status;
- A WF grade given by the SCC for academic dishonesty or disciplinary reasons cannot be re-designated as FRE when the courses are repeated;
- The degree credit is awarded only once, regardless of how many times a course is repeated.

Disputes about Grades

In cases where a student has concerns about the way in which assessment has taken place, there are three steps that the student can take. The first is to discuss the matter with the instructor. The second is to bring the case to the College's ombudsperson, whose job it is to mediate conflicts that may arise between students and instructors. The third is to petition the Student Academic Standing Committee, before the end of the first week of the following semester, to review the case. The Committee will assess the evidence on its merits but cannot change the grade; it may however ask the instructor to reconsider the grade. The Committee will notify the student in writing of the decision.

Academic Dishonesty and Other Student Misconduct

The College expects its faculty, staff and students to be responsible members of the academic community. All have a role to play in contributing to a constructive and respectful learning environment. Concerns pertaining to a faculty or staff member's behaviour should be signaled to the relevant Head of Department and/or the Dean. Academic dishonesty and other student misconduct should be reported to the Chairperson of the Student Conduct Committee (SCC). Faculty, staff and students can report cases of academic dishonesty and student misconduct. Charges should only be lodged when proof or strong circumstantial evidence exists to substantiate the charge.

Student conduct must be consistent with the highest standards of academic honesty. Academic dishonesty includes, but is not limited to:

- Use of illicit aids during an examination
- Giving or receiving illicit aid in an examination
- Copying from another student's examination, term paper, homework, etc. or letting another student copy work
- Unauthorised access to the computer accounts of others, modification of system facilities
- Subversion of the restrictions associated with accounts, etc.
- Using the exact words, data, or ideas of another without properly acknowledging their source or turning in one's own work from another course without acknowledgement
- Theft of examination materials
- Falsification of works or records

Plagiarism, the undocumented and inappropriate use of someone else's words, is a trap for the unwary and can lead to severe penalties, which are outlined below. At the end of this catalogue is a text on avoiding plagiarism that is required reading for all students.
A system of academic honesty is perfectly compatible with teamwork that is done under proper conditions. Working together is acceptable as long as the names of all students in the group appear on the final document, which lists each student's specific responsibilities.

Students should be aware that handing in the same piece of homework, the same paper, or significant parts thereof constitutes academic dishonesty. Students should request permission from their instructors when they want to use work that has been or will be handed in another course at Vesalius College or elsewhere. If permission is granted, then a specific reference to the prior work (including date, number and name of course, title, etc.) must be made in a footnote or endnote. Quotation marks should always be used when citing directly from a source, including own's one. Attention must be paid that distance is taken from the original text and that each assignment is unique.

Instructors will deal severely with all cases of suspected academic dishonesty. If the instructor is convinced that a student has been academically dishonest, the instructor attributes a low score ('D' or 'F') on the grading criteria related to the sections of plagiarised text, taking into account the severity of plagiarism and the student's class standing. He/she then notifies both the student and the Chairperson of the Student Conduct Committee in writing of the alleged academic dishonesty. Staff and students can also report cases of suspected academic dishonesty.

The Chairperson of the Student Conduct Committee prepares a file containing the relevant documentation. The only persons who will have access to this file are:

- The student or someone to whom the student (in writing) gives permission
- The Dean, the Associate Dean and the SCC Chair
- The person who lodged the complaint
- Members of the Student Conduct Committee.

The Chairperson notifies the student that the student has been accused of academic dishonesty (or other misconduct), convokes a meeting of the Student Conduct Committee and notifies the student and the other interested parties in writing of the time and place of the hearing. The student may choose to be accompanied by a counsel of his or her choice. This counsel may be a student in good standing, a member of the faculty or of the administrative staff. The student informs the Chairperson of this choice and provides the name and address of the counsel, if possible. If the student elects not to appear before the Committee, the hearing will be held in his or her absence. The student and other interested parties may produce either oral testimony or written affidavits.

The Committee meets first to review the evidence. The person(s) bringing the charges and the student(s) against whom the charges have been lodged are invited to join the Committee to present evidence. Testimony from other interested parties will be called as necessary. After hearing the evidence, the Committee dismisses all non-members and deliberates. For a decision to be carried, at least three affirmative votes are needed.

The Committee may impose any of the following sanctions:

**Warning Probation:** consists of a warning letter placed in the student conduct file and is only applied in minor cases of misconduct. This sanction may also include activities to remedy actions that led to misconduct.

**Suspension:** for serious misconduct, students can be suspended for a course or courses. Courses in the current semester from which a student is suspended shall be graded as 'Withdrawal Fail' (WF). The student will need to retake the course(s), but the grade(s) will not be expunged. This sanction may also include activities to remedy actions that led to misconduct.
Dismissal or Expulsion: in cases of more serious or repeated misconduct, a student may be temporarily dismissed for one or more semesters or permanently expelled from the college community. A student expelled under such circumstances is not eligible for readmission.

In determining the sanction to be applied, the Committee will consider, on a case-by-case basis and considering College precedents in similar cases, the following:

- The student's class standing. (e.g. whether it is the student's first year or not)
- Whether or not the student in question has a previous record of misconduct
- The severity of the infraction (e.g. in a plagiarism case and the extent of material plagiarised)

Exacerbating and mitigating circumstances shall be considered at the Committee's discretion.

Within a week of the hearing, a letter is sent to the student informing the student of the decision reached. He or she shall be notified of his or her right to appeal the decision and of the procedure to be followed.

All letters of sanction will be retained in the Student Conduct File until graduation. Sanctions of suspension and expulsion will appear on the student transcript. Once a student has received an SCC sanction, he/she can no longer be placed on the Dean's List for the duration of the studies.

The secretary of the Committee keeps a confidential list of the disciplinary cases of the last four years on file indicating the given sanction, to ensure consistency in the sanctioning of misconduct.

The student and the person who lodge the complaint have the right to appeal a decision of the Student Conduct Committee to the Dean. The appeal must be in written form and contain substantive arguments. As long as an appeal is pending the sanction does not take effect. The appeal must be received by the Office of the Dean within five days of the student's notification of the sanction imposed by the Student Conduct Committee.

In the case of an appeal, the Dean hears the parties involved. He or she is responsible for the final review of the appeal in a reasonable time period and for notifying the student and Student Conduct Committee of the decision and its rationale. The Dean's decision is final.

Other cases of student misconduct can also be brought to the Student Conduct Committee. 'Non-academic' student misconduct includes, but is not limited to:

- Repeated disruptive classroom behaviour
- Theft or intentional damage to College or fellow students' property
- Illegal drugs, misuse of legal drugs or weapons on campus
- Harassment, intimidation and threats of faculty, staff or fellow students.

Faculty, staff and students can report cases of student misconduct. Charges should only be lodged when proof or strong circumstantial evidence exists to substantiate the charge. The procedures and sanctions are similar to those for academic dishonesty.

In urgent circumstances, the Student Conduct Committee can meet during the semester in smaller format. In this case, the committee will be composed of the Chairperson and at least one other faculty member. The procedures and sanctions are similar to those at the end of the semester.
**Academic Standing**

At the end of each semester the Student Academic Standing Committee assesses the class standing and performance of each student. Students, who drop out of any or all of their classes after the drop deadline, without providing any acceptable reason for termination, are discussed at the end-of-semester Student Academic Standing Committee meeting and treated as would any regular student, based on grades received.

**Dean's List**

Each semester students who have performed exceptionally well are placed on the Dean's List. To be put on the Dean's List the student must have achieved a semester grade point average of at least 3.4, have earned 24 ECTS credits or more at the College, and have no disciplinary sanction or notification of academic dishonesty on file. Part-time students who are working toward a degree are accepted on the Dean's List if they have a cumulative grade point average of at least 3.4 over two consecutive semesters during which they acquired at least 24 ECTS credits. Students who have an incomplete grade at the end of the semester are placed on the Dean's List only if they have completed at least 24 ECTS credits with a semester grade point average of at least 3.4 and maintain that grade point average after receiving grade(s) for the incomplete course(s). Earning a place on the Dean's List is recorded on the student’s transcript.

**Grade Reports, Transcripts and Diplomas**

Shortly after the end of every semester, the Head of Academic Administration makes semester grade reports available to all students. Degree-seeking students can check their grades on line. Official transcripts are provided for study-abroad students.

**Transcripts**

Upon receipt of a Transcript Request form, the Registration Office will provide transcripts (official cumulative grade reports bearing the seal of the College). A Transcript Request form is available from reception or on the College’s website. Students should expect their request to take five (5) working days to process. Neither transcripts nor grade reports are given to students who have unresolved financial or admissions obligations.

**Diplomas**

The graduation diploma is a numbered official document issued by Vesalius College. Legally it can only be issued ONCE - no replacement document is possible. It is signed by the Chairman of the Board of Vesalius College, the Dean and the Chairperson of the Student Academic Standing Committee. Each diploma records the student’s name, the degree earned and the date of graduation. A graduate’s diploma will be available for collection only IN PERSON.
AVOIDING PLAGIARISM

The following is adapted from 'How To Avoid Plagiarism,' Department of English, Lafayette College.

The College will not tolerate academic dishonesty. Plagiarism is considered serious misconduct and is subject to severe disciplinary action. Your writing is expected to be your own, except for duly acknowledged borrowings. Plagiarism, the dishonest omission of such acknowledgment, makes another person's fact, idea, opinion, line of argument or wording appear as your own, whether you copy it (use the exact words), paraphrase it (put it into your own words), summarise it or adopt its line of argument. Whatever the use, with or without quotation, each borrowing must be documented (common knowledge need not be documented, however.)

Here are some guidelines for avoiding the academic sin of plagiarism.

Quotation

Even one or two words, if distinctive, must be identified as a quotation. Ordinarily, this is done by using quotation marks. A longer quotation, however, more than four lines of prose or two of verse should be set out as a block quotation, indented. (With block quotations, quotation marks are omitted as redundant.) Quotations must be reproduced with letter perfect accuracy, any additions or changes being carefully placed within brackets [like this] and any deleted matter being replaced by an ellipsis (three spaced dots).

Documentation

While a footnote is one of the most familiar forms, there are a number of others. Proper documentation must show a book's author, title, city of publication, publisher and date of publication, as well as under most systems of documentation the page(s) where the borrowed material occurs. For a periodical article, documentation will indicate author, article title, periodical title, volume number, year of publication and the page(s) containing the borrowed matter. Intentionally false documentation is, of course, dishonest.

If you have any doubt about whether documentation is needed, consult the instructor before handing in the paper. Err on the side of safety by fully documenting the sources.

Some examples

In order to clarify the boundaries between the acceptable and the unacceptable, consider the following sentences, all based on a passage from Paul Fussell, 'The Stationary Tourist,' The Random House Reader. Ed. Frederick Crews. New York: Random House, 1981. 233-244.

1. In 'The Stationary Tourist,' Paul Fussell contends that tourism 'began more than a century ago, in England [when] the unwhole someness of England's great soot-caked cities made any place abroad ... appear almost mystically salubrious, especially in an age of rampant tuberculosis' (233- 34). Direct quotation, documented. Acceptable

2. The English considered foreign travel almost mystically salubrious according to Fussell (234). Quotation without quotation marks. Unacceptable even though documented.

3. The English considered foreign travel 'almost mystically salubrious,' according to Fussell (234). Partial paraphrase, documented with the brief quotation properly identified. Acceptable.

4. Tourism started more than a century ago in England. The great soot-caked cities were so
unwholesome that any place abroad seemed almost mystically healthful by comparison (233-34). Half-baked paraphrase: the original with a few words changed around. Unacceptable even though documented.


STUDENT SERVICES

For further information on items in this section see www.vesalius.edu.

Libraries:

<table>
<thead>
<tr>
<th>Central Library</th>
<th>Main Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>VUB Campus - Building C</td>
<td>ULB, Solbosch Campus - Building NB</td>
</tr>
<tr>
<td>Tel: +32 (0)2 629 25 05</td>
<td>Tel: +32(0)2 6502377</td>
</tr>
<tr>
<td><a href="http://www.vub.ac.be/BIBLIO">www.vub.ac.be/BIBLIO</a></td>
<td><a href="http://www.bib.ulb.ac.be">www.bib.ulb.ac.be</a></td>
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</table>

Opening hours during Academic Year:

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<thead>
<tr>
<th></th>
<th>Central Library</th>
<th>Main Library</th>
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<tbody>
<tr>
<td>Mon-Thu:</td>
<td>9:00 - 21:00</td>
<td>9:00 - 19:00</td>
</tr>
<tr>
<td>Fri:</td>
<td>9:00 - 19:00</td>
<td>10:00 - 16:00</td>
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<tr>
<td>Sat:</td>
<td>10:00 - 16:00</td>
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</tbody>
</table>

On the main VUB campus, the central library – supporting the humanities, the social sciences and the natural and formalised sciences –provides collections for students in all curricular areas. Students have full access to books and other materials shelved in open stacks and may obtain assistance from the computer search and interlibrary loan services. Library holdings number more than 400,000 volumes and 2,800 periodicals, as well as many online resources.

Vesalius College students also have full access to the library facilities of the French-speaking Université Libre de Bruxelles (ULB). Registration may be done at the loan desk of the ULB library, Solbosch Campus - Building NB. The ULB has campuses adjacent to and close by the VUB main campus. Both libraries have made arrangements for reciprocal use of their collections.

Vesalius College students may also use The Royal Library Albert I (Koninklijke Bibliotheek van België/ Bibliothèque Royale de Belgique), which is situated in the centre of Brussels and can be easily reached by public transport. Registration and an annual fee are required to use the Royal Library (note: there is no lending, only consultation on site).

Together, the three libraries have a collection of more than five million books. To avoid unnecessary travelling, prior consultation of their online catalogues is recommended.
Self-Study Centre

Location: Building F, Level 1

This centre provides a place for students to study and consult reference books, dictionaries and periodicals. There are also collections of slides and videos that complement the lecture courses. The centre also has computers and printers that students can use. No books, materials or equipment may be taken out of the centre.

Computer Facilities

Locations: Vesalius College: Pleinlaan 5 and VUB campus, building B, level 0 (B002 & B006) and building E, level 0.

Students have access to the VUB computer centres and to the dedicated computer room at Vesalius College. Word processing, spreadsheet, database software and a printer-scanner are available at Vesalius College.

Each student also has a VUB computer account which can be activated after registering at Vesalius College. Linked to this account is an email address (webmail.vub.ac.be). Students also have access to the VUB wireless network VUBnext using their dedicated VUB computer account. Instructions can be found on the Vesalius College website and in the orientation pack.

A data communications network, called VUBnet, connects most of the computer equipment available on the three VUB campuses. Fibre optic links and Ethernet cabling between all buildings provide for fast data transfers and easy access to local and remote servers. VUBnet ties into the Internet and, in particular, to Belnet, the Belgian Research network.

Professors may use the online learning platform Canvas to publish additional readings, presentations, course material, assignments and communicate with students. Students should consult Canvas regularly to review this course material. The online learning platform is available at canvas.vesalius.edu

Each student has access to the student portal, which shows the courses the student is registered for. Professors are encouraged to use the online gradebook so student can access their grades on tests and assignments via the student portal. At the end of the semester, the grade reports will be published on the student portal at a pre-set date announced via email and the bulletin boards. This service is available via studentportal.vesalius.edu.

Professors are urged to have assignments handed in by students checked via the plagiarism detection software www.turnitin.com. Instructions on how to use the system are available at the reception of Vesalius College.

Counselling Service

The College Psychologist Alex Anghelou provides confidential help for students with personal concerns, which may or may not be related to their studies. Our professional psychologist helps students deal with their emotional, academic or relationship difficulties, as well as assisting them to overcome culture shock and homesickness. For students with special problems, our psychologist works closely together with a team of other qualified specialists.

Appointments can be made by sending Mr. Alex Anghelou an e-mail to: anghelou@gmail.com.
Career Service

Vesalius College employs a career counsellor, Mona Shair (vesalius@key2advance.com), to help students, especially those in their last year, to explore their career options and search for employment. Meetings and services are announced during the semester to students in their last year. This service includes CV and cover letter writing workshops, interview training and networking sessions and seminars.

Dining

Locations: Cafeteria, Sports Cafe (all on VUB Campus)
Reduced prices for students are available at the cafeteria upon presentation of the VUB student ID card. The cafeteria achieved the MSC Sustainable Seafood Certificate in 2013 and relies heavily on biological farming. It offers a wide range of sandwiches upstairs, 100% fair trade coffee plus two complete menus from Monday to Friday, one vegetarian menu, one vegan menu, pasta bar, salad bar and wok in the free flow restaurant downstairs. These menus include soup, main course, dessert and tap water.

Beyond the campus, there are numerous cafes, restaurants and food trucks that cater for the student lifestyle.

Sports Facilities

All Vesalius students are permitted to make use of the VUB campus athletic facilities including track and field, weight room and swimming pool (for a fee). Additionally, Vesalius students may join VUB sports club teams. Facilities for the following sports are available at the VUB sports complex:

<table>
<thead>
<tr>
<th>Aerobics</th>
<th>Boxing</th>
<th>Rock climbing</th>
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<tbody>
<tr>
<td>Basketball</td>
<td>Football (soccer)</td>
<td>Yoga</td>
</tr>
<tr>
<td>Self-defence</td>
<td>Tennis</td>
<td>Aerobics</td>
</tr>
<tr>
<td>Badminton</td>
<td>Diving</td>
<td>Rugby</td>
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<tr>
<td>Gymnastics</td>
<td>Gymnastic</td>
<td>Weightlifting</td>
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<tr>
<td>Squash</td>
<td>Volleyball</td>
<td>Running</td>
</tr>
<tr>
<td>Basketball</td>
<td>Judo</td>
<td>Swimming</td>
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</tbody>
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• Vsevolod Samokhvalov, PhD, University of Cambridge, UK, Adjunct professor, International Affairs
• Willi Scholz, PhD, University for Social Science, Kiel, Germany, Adjunct professor, International Affairs
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• Francesca Spagnoli, PhD, University of Rome La Sapienza, Italy, Adjunct professor, Communication
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• Ragnar Weilandt, MSc, London School of Economics, UK, Adjunct professor, International Affairs
• Bert Willekens, PhD, KU Leuven, Belgium, Adjunct professor, Business and Economics
• Lei Zhang, PhD, Ghent University, Belgium, Adjunct professor, Foundation Programme, European Business Communication Programme
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tr>
<td>AP</td>
<td>Academic Probation</td>
</tr>
<tr>
<td>AP2/X</td>
<td>Extended Academic Probation Second</td>
</tr>
<tr>
<td>BA</td>
<td>Bachelor</td>
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<tr>
<td>BUS</td>
<td>Business</td>
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*The date to be confirmed.

**Trimester 4 - FALL 2020 (only for students with 120-credits Option)**

Please note that the information highlighted in grey are for faculty and Academic Quality Committee processes only.
Notes