



Bard CEP Graduate Student Handbook

2026 – 2027

CONTENTS

Purpose of the Handbook	2
Bard CEP Academic Requirements and Policies	3
Courses of Study	3
Academic Policies and Procedures	12
Community Life at Bard CEP	16
Communication	16
Facilities Use Policies and Procedures	18
Financial Policies and Procedures	19
Tuition and Fees Policies	19
Financial Aid	21
Second Year Requirements, Policies and Procedures	22
The Internship	22
The Master's Capstone	23
Bard College Policies	27

ACCREDITATION

Bard College is accredited by the Middle States Commission on Higher Education, a regional accrediting agency approved by the United States Education Department. Middle States Commission on Higher Education, 3624 Market Street, 2nd Floor West, Philadelphia, PA 19104; phone 267-284-5000; <https://www.msche.org/institution/0267/>

The New York State Education Department has registered the following courses of study leading to Bard College bachelor, masters, and doctoral degrees: the bachelor of arts, bachelor of music, bachelor of science, master of arts in curatorial studies, master of arts in teaching, master of fine arts, master of business administration in sustainability, master of music in vocal arts, master of music in conducting, master of music in curatorial, critical, and performance studies, master of science in environmental policy, master of science in climate science and policy, master of education in environmental education, master of science and master of arts in economic theory and policy, and the master of arts, master of philosophy, and doctor of philosophy degrees in decorative arts, design history, and material culture. New York State Education Department, Office of Higher Education, Office of College and University Evaluation, Room 960 EBA, 89 Washington Avenue, Albany, NY 12234; phone 518-474-1551. <http://www.nysed.gov/heds/IRPSL1.html>

Bard is also a member of the American Council on Education, American Council of Learned Societies, Association of American Colleges and Universities, College Entrance Examination Board, Commission on Independent Colleges and Universities, Education Records Bureau, and Environmental Consortium of Hudson Valley Colleges and Universities.

PURPOSE OF THE HANDBOOK

Bard CEP is committed to the practice of intersectional environmentalism—to understanding the ways in which environmental injustice is interconnected with broader forms of inequity, including social and racial injustice. We focus specifically on equitable and inclusive community engagement because we believe that, by fostering the skills, knowledge and mindsets to advocate alongside communities experiencing historical and ongoing marginalization, we are advocating for the environment. We seek to mirror this inclusion in our pedagogy by creating a classroom culture that embraces diverse perspectives.

This handbook is a reference tool and guide for Bard CEP students, and it provides information about academic requirements, community life at CEP, and financial and program policies and procedures. The CEP policies it details adhere to the College's policies in intent, but may reflect changes made to accommodate the specific demands and structure of the CEP curriculum and program requirements. Students are responsible for abiding by the regulations and procedures the handbook contains and should read it carefully. It is updated annually, and the information in this version is current as of publication in September 2026.

Be advised that the provisions of this handbook are not to be regarded as an irrevocable contract between the student and Bard College or its officers and faculty. The College reserves the right to make changes affecting admission procedures, tuition, fees, courses of instruction, programs of study, faculty listings, academic grading policies, and general regulations. The information in this handbook is subject to change without notice.

BARD CEP ACADEMIC REQUIREMENTS & POLICIES

Each semester, students are automatically registered for the standard class schedule (see the following charts). All students are required to satisfactorily complete all of the required courses for their degree program unless a written exception for specific coursework has been granted (see below for information on requesting a course or internship waiver).

MS Two-Year Track—Courses of Study

MS Environmental Policy (EP) – First Year

	Fall	Spring
Environmental Science of Natural / Built Environments Graded on 4.0 scale	CEP 501 3 credits	CEP 502 3 credits
Foundations / Applications of Environmental Economics Graded on 4.0 scale	CEP 503 3 credits	CEP 504 3 credits
Environmental Policy I and II Graded on 4.0 scale	CEP 505 3 credits	CEP 506 3 credits
Communication I and II Graded on a 4.0 scale	CEP 525 1 credit	CEP 526 2 credits
Environmental Law for Policy I and II Graded on 4.0 scale	CEP 509 3 credits	CEP 510 2 credits
Data Analytics Graded on 4.0 scale	CEP 507 3 credits	---
Sustainable Development in Oaxaca, Mexico Pass/Fail	---	JT 525 2 credits
Geographic Information Systems Graded on 4.0 scale	---	CEP 508 3 credits

MS Climate Science and Policy (CSP) – First Year

	Fall	Spring
Climate Science / Climate and Agroecology Graded on 4.0 scale	CSP 513 3 credits	CSP 512 3 credits
Foundations / Applications of Environmental Economics Graded on 4.0 scale	CEP 503 3 credits	CEP 504 3 credits
Environmental Policy I / Politics of Solutions Graded on 4.0 Scale	CEP 505 3 credits	CSP522 3 credits
Communication I and II Graded on a 4.0 scale	CEP 525 1 credit	CEP 526 2 credits
Environmental Law for Policy I and II Graded on 4.0 scale	CEP 509 3 credits	CEP 510 2 credits
Data Analytics Graded on 4.0 scale	CEP 507 3 credits	---
Sustainable Development in Oaxaca, Mexico Pass/Fail	---	JT 525 2 credits
Geographic Information Systems Graded on 4.0 scale	---	CEP 508 3 credits

MS – Second Year (residential in the spring*) Summer Fall Spring

Elective Summer Professional Practicum for International Students** / Internship Pass/Fail	CEP 590 2 credits	CEP 600 10 credits	---
Master's Capstone Proposal Graded on a 4.0 scale	---	CEP 605 2 credits	---
Master's Capstone and Capstone Seminar Pass/Fail	---	---	CEP 606 10 credits
Topics in Environmental Policy <i>or</i> Professional Experience Practicum*** Pass/Fail	---	---	CEP 608 <i>or</i> CEP 607 2 credits
Leadership and Careers <i>or</i> Professional Experience Practicum*** Pass/Fail	---	---	CEP 610 <i>or</i> CEP 607 2 credits

*Domestic students who are employed at least 20 hours/week in a policy position that is more than 100 miles from Bard College during the spring semester of their second year can apply for non-residency capstone status. This is not an option for international students, who are required by their visa to be within commuting distance to Bard during the spring semester of their second year.

**International students who secure an internship in the summer between their first and second years will be enrolled in the elective Summer Professional Practicum to provide them with CPT.

***Students who are employed at least 20 hours/week in a policy position during the spring semester of their second year may choose to replace either the Topics in Environmental Policy or the Leadership and Careers course with the Professional Experience Practicum. International students can only work 20 hours/week in their Practicum position to qualify for part-time CPT in the spring semester of their second year.

MS Dual Degree Programs—Courses of Study

MS / MBA with the Bard MBA in Sustainability

Dual-degree MS/MBA students begin their study at Bard CEP and complete the first-year curriculum in either the EP or CSP program. They then proceed into the MBA program on either the two-year or three-year track. They spend their final year of the dual degree enrolled in both the MS and MBA programs, doing MBA coursework and the CEP Master's Capstone.

For dual-degree MS/MBA students, the internship component of the CEP curriculum is fulfilled through a shortened policy internship of at least two months at 30 hours per week, combined with the consulting experience provided by the MBA NYCLab courses. Students usually complete the internship in the summer after their first year at CEP but can complete it at any point during the dual-degree program.

MS / MBA – Final Year

	Fall	Spring
Policy Internship (often occurs in the summer after the first year) Pass/Fail	CEP 601 3 credits	---
Master's Capstone Proposal	CEP 605	---

Graded on a 4.0 scale	2 credits	
Master's Capstone and Capstone Seminar Pass/Fail	---	CEP 606 10 credits
Topics in Environmental Policy Pass/Fail	---	Waived
Leadership and Careers Pass/Fail	---	Waived

MS / MAT with Bard's Master of Arts in Teaching Program

Dual-degree MS/MAT students can pursue a two-year or three-year option. To complete the dual degree in two years, students begin their study at Bard CEP and complete the first-year curriculum in either the EP or CSP program. Students then enroll in the MAT Program in their second year to complete the intensive 12-month teaching program in their chosen discipline. Students finish their MS degree by completing the CEP Master's Capstone, which, for domestic dual degree students, can be completed from remote locations. The CEP internship is fulfilled through student teaching.

To complete the MS/MAT degree in three years, students begin their study at Bard CEP and complete the first-year curriculum in either the EP or CSP program. Students then enroll in the part-time MAT Program for their second year and complete the two-year degree program in their chosen discipline. Students finish their MS degree by completing the CEP Master's Capstone, which, for domestic dual degree students, can be completed from remote locations. The CEP internship is fulfilled through student teaching.

MS / MAT – Final Year	Fall	Spring
Student Teaching replaces Internship Pass/Fail	---	---
Master's Capstone Proposal Graded on a 4.0 scale	CEP 605 2 credits	---
Master's Capstone and Capstone Seminar Pass/Fail	---	CEP 606 10 credits
Topics in Environmental Policy Pass/Fail	---	Waived
Leadership and Careers Pass/Fail	---	Waived

MS / JD with Pace Law School

The joint MS/JD degree program consists of four years in residence, including two-and-a-half years at Pace and one-and-a-half years at Bard. Students in the program must earn 84 credits to obtain a J.D. from Pace Law School (10 of which may be transferred from Bard) and must earn 46 credits to obtain an M.S. from Bard College (10 of which may be transferred from Pace Law School).

Students beginning the MS/JD program at CEP complete the first-year curriculum in either EP or CSP before matriculation to Pace Law School for their first and second years of law study.

The internship requirement at Bard is fulfilled through the completion of two Pace internships, externships, or clinic programs, one of which is CEP approved and has an environmental focus. Students must show proof of internship completion by submitting a Pace transcript to the CEP Assistant Director following each summer at Pace. In addition, students are required to submit an internship report at the end of each Pace internship. During the fourth and final year of study, students complete a Master's Capstone Proposal in the fall and return to CEP in the spring semester to complete the Topics in Environmental Policy class and the Master's Capstone and Capstone Seminar prior to graduation.

MS / JD with Law Schools Other than Pace

Students who wish to earn a JD at a law school other than Pace begin their study at Bard CEP and complete the first-year curriculum in either EP or CSP before matriculating into the law school for their first and second years of law study. The internship requirement at Bard is fulfilled through the completion of two law school internships, externships, or clinic programs, one of which is CEP approved and has an environmental focus. Students must show proof of internship completion by submitting a law school transcript to the CEP Assistant Director following each law school summer. In addition, students are required to submit an internship report at the end of each internship. Students then finish their MS degree by completing all of the second-year MS coursework, either during the fourth year of study or after completing the JD.

MS / JD – Final Year	Fall	Spring
Two law school internships or externships replace Internship (registration waived if JD is at Pace) Pass/Fail	CEP 600 10 credits	---
Master's Capstone Proposal Graded on a 4.0 scale	CEP 605 2 credits	---
Master's Capstone and Capstone Seminar Pass/Fail	---	CEP 606 10 credits
Topics in Environmental Policy Pass/Fail	---	CEP 608 2 Credits
Leadership and Careers (waived if JD is at Pace) Pass/Fail	---	CEP 610 2 credits

MS 5th Year Programs for Qualified Undergraduates—Courses of Study

MS 4+1 for Qualified Bard Undergraduates

MS Bard 4+1 students complete 12 credits of Bard CEP MS courses as Bard undergraduates. A faculty member from CEP sits on the student's undergraduate senior project committee to ensure that the senior project is comparable in ambition to the CEP capstone, and the project must include one chapter relating the work to environmental or climate policy. Bard College

determines transfer credit for the CEP courses they take as undergraduates, both for credits counting toward graduation and toward their major and distributional requirements. MS Bard 4+1 students are responsible for making sure that all their undergraduate requirements have been met. During their final undergraduate year, MS Bard 4+1 students apply to Bard CEP to earn their MS during a fifth year in either the EP or CSP program.

If they are accepted, they participate in a year-long internship, beginning in the summer after they complete their undergraduate degree (at 30 hours/week) and continuing through the fifth year of CEP coursework (at 10 hours/week each semester). MS Bard 4+1 students write a field policy paper in the spring semester of the fifth year. Along with the undergraduate senior project, the field policy paper stands in lieu of the CEP capstone, and it applies learnings from their CEP coursework and internship experience to the student's area of interest.

MS Bard 4+1 Taken as a Bard Undergraduate	Fall	Spring
Environmental Policy I / Environmental Policy II <i>or</i> Politics of Solutions Graded on 4.0 scale	CEP 505 3 credits	CEP 506 <i>or</i> CSP 522 3 credits
Geographic Information Systems Graded on 4.0 scale	---	CEP 508 3 credits
Communication I and II Graded on a 4.0 scale	CEP 525 1 credit	CEP 526 2 credits

MS Bard 4+1 – Fifth Year	Summer	Fall	Spring
Elective Summer Professional Practicum for International Students* / Internship / Internship Pass/Fail	CEP 590 2 credits	CEP 603 7 credits	CEP 604 3 credits
Environmental Science of Natural / Built Environments <i>or</i> Climate Science / Climate and Agroecology Graded on 4.0 scale	---	CEP 501 <i>or</i> CSP 513 3 credits	CEP 502 <i>or</i> CSP 512 3 credits
Foundations / Applications of Environmental Economics Graded on 4.0 scale	---	CEP 503 3 credits	CEP 504 3 credits
Environmental Law for Policy I and II Graded on 4.0 scale	---	CEP 509 3 credits	CEP 510 2 credits
Data Analytics Graded on 4.0 scale	---	CEP 507 3 credits	---
Sustainable Development in Oaxaca, Mexico Pass/Fail	---	---	JT 525 2 credits
Field Policy Paper Pass/Fail	---	---	CEP 602 3 credits
Leadership and Careers Pass/Fail	---	---	CEP 610 2 credits

*International MS Bard 4+1 students will be enrolled in CEP 590, the elective Summer Professional Practicum, to provide them with CPT during the summer portion of their internship.

MS Dual-Degree Program for Qualified Undergraduates from Other Institutions

During their third year of undergraduate study, MS undergraduate dual-degree students complete 28 credits of MS courses at Bard CEP as visiting undergraduate students with an interest in either

EP or CSP. They then return to their undergraduate institution to complete their degree, including a year-long senior project or thesis. A faculty member from Bard CEP sits on the student's senior project committee to ensure that the project is comparable in ambition to the CEP capstone, and the project must include one chapter relating the work to environmental or climate policy. The student's undergraduate institution determines transfer credit for the CEP courses they take as undergraduates, both for credits counting toward graduation and toward a major/minor.

Undergraduate dual-degree students are responsible for making sure that all of their undergraduate requirements have been met. During their final undergraduate year, dual-degree students apply to Bard CEP to earn their MS during a fifth year in either the EP or CSP program.

If they are accepted, they participate in a four-to-six-month internship, usually beginning in the summer after they complete their undergraduate degree, and continuing through fall semester. In the fifth year, they complete 23 credits of MS courses, including a spring-semester field policy paper. Along with the undergraduate senior project, the field policy paper stands in lieu of the CEP capstone, and it applies learnings from their CEP coursework and internship experience to the student's area of interest.

MS Undergraduate Dual-Degree –

Taken as a Visiting Undergraduate

	Fall	Spring
Environmental Policy I Graded on 4.0 scale	CEP 505 3 credits	---
Environmental Science of Natural / Built Environments <i>or</i> Climate Science / Climate and Agroecology Graded on 4.0 scale	CEP 501 <i>or</i> CSP 513 3 credits	CEP 502 <i>or</i> CSP 512 3 credits
Foundations / Applications of Environmental Economics Graded on 4.0 scale	CEP 503 3 credits	CEP 504 3 credits
Environmental Law for Policy I and II Graded on 4.0 scale	CEP 509 3 credits	CEP 510 2 credits
Data Analytics Graded on 4.0 scale	CEP 507 3 credits	---
Geographic Information Systems Graded on 4.0 scale	---	CEP 508 3 credits
Topics in Environmental Policy Pass/Fail	---	CEP 608 2 credits

MS Undergraduate Dual-Degree – 5th Year

	Summer	Fall	Spring
Elective Summer Professional Practicum for International Students* / Internship Pass/Fail	CEP 590 2 credits	CEP 600 10 credits	---
Communication I and II Graded on a 4.0 scale	---	CEP 525 1 credit	CEP 526 2 credits
Sustainable Development in Oaxaca, Mexico Pass/Fail	---	---	JT 525 2 credits
Environmental Policy II <i>or</i> Politics of Solutions Graded on 4.0 scale	---	---	CEP 506 <i>or</i> CSP 522 3 credits
Field Policy Paper Pass/Fail	---	---	CEP 602 3 credits

Leadership and Careers Pass/Fail	---	---	CEP 610 2 credits
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*International MS undergraduate dual-degree students who secure a summer internship will be enrolled in CEP 590, the elective Summer Professional Practicum, to provide them with CPT.

M.Ed. Two-Year Track—Course of Study

M.Ed. – First Year	Fall	Spring
Foundations of Environmental Education Graded on a 4.0 scale	MED 511 3 credits	---
Environmental Education Advisory Pass/Fail	MED 513 1 credit	MED 514 0 credits
Environmental Science of Natural / Built Environments Graded on 4.0 scale	CEP 501 3 credits	CEP 502 3 credits
Environmental Policy I Graded on 4.0 scale	CEP 505 3 credits	---
Communication I and II Graded on a 4.0 scale	CEP 525 1 credit	CEP 526 2 credits
MAT STEM Lab Graded on 4.0 scale	ED 525 3 credits	---
Place-Based and Outdoor Education Pass/Fail	---	MED 525 2 credits
Identity, Culture and the Classroom Graded on a 4.0 scale	---	ED 512 2 credits
Approved Elective Graded on a 4.0 scale	---	TBD 3 credits
Approved Elective Graded on a 4.0 scale	---	TBD 3 credits

M.Ed. – Second Year (Non-Residential*)	Summer	Fall	Spring
Elective Summer Professional Practicum for International Students** / Internship Pass/Fail	MED 590 2 credits	MED 600 7 credits	---
Master's Capstone Proposal Graded on a 4.0 scale	---	MED 605 2 credits	---
Master's Capstone and Capstone Seminar Pass/Fail	---	---	MED 606 6 credits
Leadership and Careers in Environmental Education Pass/Fail	---	---	MED 619 3 credits

* Domestic M.Ed. students are not required to be in residence at Bard during the second year of the program. In the spring semester, the M.Ed. Capstone Seminar and Leadership and Careers courses are usually held online. As of this writing, and in the context of the changing federal landscape around student visas, international M.Ed. students may be required to be in residence in the spring semester for the two spring semester courses, which would then be held in person for them.

**International students who secure an internship in the summer between their first and second years will be enrolled in the elective Summer Professional Practicum to provide them with CPT.

M.Ed. Dual Degree Program—Course of Study

M.Ed. / MAT with Bard's Master of Arts in Teaching Program

Dual-degree M.Ed./MAT students begin study at Bard CEP and complete the first-year curriculum in the M.Ed. program. Students then enroll in Bard's MAT Program in the summer after the first year to complete the 12-month teaching program in their chosen discipline. Simultaneously, students finish their M.Ed. degree by completing the M.Ed. second-year capstone, as well as a 4-credit fall internship with a local environmental education organization. The internship requirement is for 3 months at 20 hours/week or 4 months at 15 hours/week, and the internship must be with an organization that works substantially with middle and/or high school students. Students remain in residence for the entirety of the M.Ed./MAT dual degree program.

M.Ed. / MAT – Final Year	Fall	Spring
M.Ed./MAT Internship Pass/Fail	MED 601 4 credits	---
Master's Capstone Proposal Graded on a 4.0 scale	MED 605 2 credits	---
Master's Capstone and Capstone Seminar Pass/Fail	---	MED 606 6 credits
Leadership and Careers in Environmental Education Pass/Fail	---	Waived

M.Ed. 5th Year Program for Qualified Undergraduates—Course of Study

M.Ed. 4+1 for Qualified Bard Undergraduates

M.Ed. Bard 4+1 students complete 11 credits of CEP courses as Bard undergraduates. A faculty member from CEP sits on the student's undergraduate senior project committee to ensure that the senior project is comparable in ambition to the M.Ed. capstone, and the project must include one chapter relating the work to environmental education. Bard College determines transfer credit for the CEP courses they take as undergraduates, both for credits counting toward graduation and toward their major and distributional requirements. M.Ed. Bard 4+1 students are responsible for making sure that all their undergraduate requirements have been met. During their final undergraduate year, M.Ed. Bard 4+1 students apply to Bard CEP to earn their M.Ed. during a fifth year of study.

If they are accepted, they participate in a year-long internship, beginning in the summer after

they complete their undergraduate degree (at 30 hours/week) and continuing through the fifth year of M.Ed. coursework (at 10 hours/week each semester). M.Ed. Bard 4+1 students write a field education paper in the spring semester of the fifth year. Along with the undergraduate senior project, the field education paper stands in lieu of the M.Ed. capstone, and it applies learnings from their coursework and internship experience to the student's area of interest.

M.Ed. Bard 4+1 Taken as an Undergraduate	Fall	Spring
Environmental Science of Natural / Built Environments Graded on 4.0 scale	CEP 501 3 credits	CEP 502 3 credits
Communication I and II Graded on a 4.0 scale	CEP 525 1 credit	CEP 526 2 credits
Identity, Culture and the Classroom Graded on a 4.0 scale	---	ED 512 2 credits

M.Ed. Bard 4+1 – Fifth Year	Summer	Fall	Spring
Elective Summer Professional Practicum for International Students* / Internship / Internship Pass/Fail	MED 590 2 credits	MED 601 4 credits	MED 602 3 credits
Foundations of Environmental Education Graded on a 4.0 scale	---	MED 511 3 credits	---
Environmental Education Advisory Pass/Fail	---	MED 513 1 credit	MED 514 0 credits
Environmental Policy I Graded on 4.0 scale	---	CEP 503 3 credits	---
STEM Lab Graded on 4.0 scale	---	ED 525 3 credits	---
Approved Elective Graded on a 4.0 scale	---	TBD 3 credits	
Outdoor and Place-Based Education Pass/Fail	---	---	MED 525 2 credits
Approved Elective Graded on a 4.0 scale	---	---	TBD 3 credits
Field Education Paper Pass/Fail	---	---	MED 604 3 credits
Leadership and Careers in Environmental Education Pass/Fail	---	---	MED 619 3 credits

*International M.Ed. Bard 4+1 students will be enrolled in MED 590, the elective Summer Professional Practicum, to provide them with CPT during the summer portion of their internship.

MS and M.Ed. Three-Year Track—Course of Study

Students may complete both the MS and M.Ed. degrees in three years instead of two. A student wishing to pursue the three-year track in either program meets with the Bard CEP Assistant Director to map out a customized course of study, taking into account the student's academic background, their personal and professional obligations, Bard CEP's sequential courses, and the

semesterly class schedules. Typically, students take two years to complete the first-year coursework and then finish the final-year coursework in a single year. If they follow this schedule, three-year students are charged tuition on a per-credit basis in the first two years of the program and are then charged the comprehensive final-year tuition in the third year. If they decide to complete the degree in more than three years, students are charged tuition on a per-credit basis for the entirety of the program.

MS Professional Certificate—Course of Study

Students may earn a Professional Certificate in Environmental Policy or Climate Science and Policy by successfully completing 24-30 credits of graduate coursework at Bard CEP, which must include:

- 3 credits of Economics
- 6 credits of Policy
- 3 credits of Science
- 3 credits of Law
- 3 credits of Communication
- 3 credits of Data Analytics or GIS

Students may earn up to 6 credits towards the certificate through completion of a professional internship. The certificate program can be taken on a full-time or part-time basis. Upon admission, students meet with the CEP Assistant Director to develop an individualized curriculum.

Academic Policies and Procedures

Requesting a Course or Internship Waiver

All requests to revise a program of study must be made in writing to the CEP Assistant Director, who will make the decision in consultation with the Director and the faculty. Requests must be made by October 1st for spring-semester courses, and by August 1st for fall-semester courses. You will receive a written response indicating the decision.

Course Waivers: Students may petition to have credit granted for individual required courses whose content they have previously mastered. In these cases, students will be placed into substitute courses. All students are required to enroll in the second-year Master's Capstone Proposal and Capstone Seminar course sequence.

Internship Waivers: Active professionals who have at least five years of post-baccalaureate experience in an environmentally related field may apply for credit for experience in place of the internship. In applying for credit, students should provide documentation of prior professional experience in the form of letters from supervisors and/or clients attesting to proficiency. The decision to grant the waiver is based on the applicant's work experience and skills exercised in

their professional work. Undergraduate courses and co-curricular activities or volunteer work do not constitute grounds for a waiver.

No tuition discount is associated with the internship waiver, as the program's tuition is already discounted to reflect the student's time away from Annandale. The value of the internship waiver is that it allows students to work in less restricted way during the internship block. However, students are strongly encouraged to pursue an internship or job that will build upon their own backgrounds and skills and will offer new networks for professional development.

Requesting a Leave of Absence

Students wishing to take a leave of absence must notify the CEP Assistant Director in writing. If the leave is approved, the student has up to seven years from their date of matriculation to complete the master's degree. In addition, the student is responsible for an annual maintenance of status fee of \$500. Students who fail to maintain their status may be required to reapply to the program in order to complete coursework for graduation. Students on an approved leave of absence maintain a Bard email account and access to some campus facilities and resources. Students considering taking a leave of absence should consult Bard's Student Financial Services office to ensure that they understand any implications for their student loans.

Withdrawing From the Program

Students wishing to withdraw from their program of study must notify the CEP Assistant Director in writing. Students who withdraw after the first day of classes for the semester (this is Workshop Week in the fall semester for first-year students) will have their tuition refunded according to the "Refunds" policy section below. MS students who withdraw after successful completion of the first-year courses may be eligible to receive the Professional Certificate.

Change of Program Status

Students enrolled in the MS/MAT, MS/JD, MS/MBA, M.Ed., M.Ed./MAT and Professional Certificate programs may petition to change their program status to the MS program. Such requests must be made in writing to the CEP Assistant Director. Likewise, students admitted to the MS program may petition to change status to the MS/MAT, MS/MBA, MS/JD, M.Ed., or M.Ed./MAT program, pending their acceptance by the partner program.

Two-year students enrolled in either the MS or M.Ed. programs (including the dual-degree programs) may petition to switch to the three-year track in those programs. Such requests must be made in writing to the CEP Assistant Director. Students who switch to the three-year track after the first day of classes for the semester (this is Workshop Week in the fall semester for first-year students) will have the tuition for the courses from which they withdrew refunded according to the "Refunds" policy section below.

Grading and Academic Standing

Bard CEP uses the following grading system:

- A (94-100) Exceptional
- A- (90-93) Excellent
- B+ (87-89) Very Good

B	(84-86)	Good
B-	(80-83)	Satisfactory
C	(70-79)	Supplemental Course Required
F	(0-69)	Failure: Must retake course the following year

Students in CEP must earn at least a B- in all of their graded classes. Students may earn up to two Cs (grades of C+ and C- are not given at Bard CEP). Following a third C, students will not be permitted to continue in the program. A student who earns an F in any course must retake that course the following year. A student earning a second F in any course will not be allowed to continue in the program.

For each C grade awarded, students must successfully complete a supplemental course, approved by the faculty, that will reinforce the student's mastery of the subject area in question. If the additional course is at the undergraduate level, students must earn at least a B+ in it. If it is at the graduate level, students must earn at least a B-. All supplemental courses must be completed by December 31st of the following academic year. Note that students in this position are responsible for all tuition expenditures for the supplemental course.

Incompletes

Incomplete grades are assigned to students who face unexpected personal challenges over the course of the semester that interfere with their ability to complete their work in a timely fashion. The timeline for finishing incomplete work is negotiated between the professor and the student. However, all incomplete work must be completed within 4 weeks of the start of the spring term (for all fall incompletes), and within 4 weeks of the last day of exams (for all spring incompletes). For incompletes handed in within these deadlines there is typically no grade penalty assigned.

Accessibility

CEP strives to meet the learning needs of all students. Students who have any kind of disability, whether apparent or non-apparent, cognitive, emotional, or physical, should consider registering with Bard's Office of Disability Access Services.

While it is helpful to get accommodations set up before classes begin, if concerns arise later in the semester, a student should reach out to the Assistant Director at that point. It is never too late to request accommodations, and the CEP faculty recognizes that needs change along with circumstances.

Class and Events Attendance

On-time attendance at all classes and Bard CEP events is expected, except in cases of illness, family or personal emergency, religious observance, or a significant professional opportunity (such as conference attendance or an internship interview).

When meeting guest lecturers or attending events, students represent both CEP and Bard College. Students should keep in mind that they may meet future internship supervisors and/or employers during an event or lecture.

Academic Honesty and Plagiarism

The faculty of Bard CEP regards plagiarism, either deliberate or inadvertent, as a breach of ethical conduct that carries the most serious of consequences. “Two different acts are considered plagiarism: (1) borrowing someone’s ideas, information, or language without documenting the source and (2) documenting the source but paraphrasing the source’s language too closely, without using quotation marks to indicate that words and phrases have been borrowed” (Diana Hacker, The Bedford Handbook). For any assignment (either a draft or completed work) you submit, you must therefore ensure that:

1. All phrases, sentences, and excerpts taken directly from your source, and that are five or more words long, are identified with quotation marks or indentation.
2. When you are paraphrasing or summarizing material from a source, all of your paraphrases or summaries are written in your own words and do not resemble the source too closely, either in language or structure.
3. All ideas, information, data, or language that are not your own are attributed to the source from which you obtained them in a parenthetical citation.
4. The ideas, information, data or language you attribute via citation to a source accurately reflect(s) a central idea of the source.
5. Your bibliography lists all the sources you used for your paper.
6. You do not submit the same paper for two different assignments or courses.

Not understanding how and why sources should be cited is not an acceptable excuse for plagiarism. If you have concerns about whether you are adequately or properly documenting your sources, be sure to discuss this matter with your professor or with the CEP Communication professor before turning in an assignment, even a draft.

Penalties for Plagiarism

1. A grade of zero on the assignment or exam in the first case where plagiarism occurred.
2. A second offense of plagiarism will result in expulsion from the program.
3. A Master’s Capstone that is found to have plagiarized material will not be accepted and the student will be required to rewrite the Capstone or exit the program with a Professional Certificate reflecting successful completion of coursework.

Use of Generative AI Tools

For purposes of this policy, “generative AI tools” refers to tools that generate, draft, summarize, or substantially rewrite content, including but not limited to ChatGPT, Claude, and Gemini. This does not include standard spellcheck, grammar-checking, citation management, or translation tools, which remain permitted for all coursework unless an instructor states otherwise.

As a pre-professional program, Bard CEP recognizes that generative AI is rapidly changing the professional landscape. To ensure students develop both foundational skills and modern

technological literacy, academic policies regarding generative AI are determined on a course-by-course basis by individual faculty. Faculty tailor these policies to maximize students' long-term professional success. While AI may be a valuable tool in certain contexts, relying on it prematurely can undermine the foundational skills and critical ways of thinking that students need to build. Adhering to individual course guidelines ensures students get the full benefit of their training and do not bypass vital learning opportunities.

Students are responsible for reviewing and adhering to the specific AI policies detailed in each course syllabus. **If a syllabus does not address generative AI, students should assume it is not permitted and must ask the instructor before using any AI tool for that course's assignments. Even where an instructor does permit the use of generative AI, students must disclose that use,** noting which tool was used and how, in the manner the instructor specifies, or, absent specific instructions, in a brief note accompanying the submitted work.

Unauthorized use of generative AI tools, including using AI to generate, edit, or summarize coursework without disclosure or explicit instructor permission, is considered academic dishonesty and a violation of our plagiarism policy.

Examinations

CEP faculty members may administer quizzes, tests and exams in a variety of formats, and students should be certain that they understand a professor's expectations prior to the start of a test. In all cases, "closed book" means a test taken without use of or access to notes, books, recordings, headphones, phones, computer files or the internet. In closed book testing situations, speaking to fellow students about the test is prohibited, as is making or receiving phone calls.

Grievances

It is the wish of CEP faculty and staff that all students at CEP enjoy a meaningful and productive educational experience. Student concerns related to academic performance or classroom issues should first be brought to the relevant professor's attention. If an issue cannot be resolved with the professor, the student should meet with the Assistant Director or Director, who may take the issue to the faculty. Students who are experiencing a problem related to the CEP community should speak with the Assistant Director. Appeals to decisions made by the Director should be taken to the Dean of Graduate Studies.

Communication

Bard GPS Guidelines for Community Conversations

These Guidelines facilitate respectful dialogue within conversations in the Bard Graduate Programs in Sustainability (GPS) community to ensure that all members feel welcome and encouraged to participate in discussion. They should be used or referenced in any conversation between community members, whether one-on-one, in class discussion, in group projects, or at community-wide meetings.

1. Listen actively first, then respond

2. Speak with respect towards others and your community

3. Speak from your own experiences

Instead of generalizing ("I" instead of "you," "we" instead of "they").

4. Welcome diverse perspectives

The goal is not to agree; it is to gain a deeper understanding.

5. Challenge ideas, not individuals

Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks. Focus on ideas.

6. Call in, not call out

If a member of the community speaks disrespectfully, thoughtfully ask them to rephrase their statement or question (call in, not call out).

a. Take a moment to explain the impact of the statement or question and why you are asking them to rephrase.

b. If someone asks you to rephrase your statement or question, considerately do so.

c. Be mindful of addressing issues with individuals publicly vs. in private.

7. Value impact over intention

Commit to taking individual responsibility for how we impact others, regardless of intention.

8. Make space, take space

Be conscious of the space you are taking up (lean in/lean back).

9. Be fully present

In virtual conversations, use your video whenever available and comfortable.

10. Utilize the problem/solution model

Important when presenting issues to the community and in group settings.

Definitions

- **Call in/call out:**

- o **Calling in^{1,2}:** Circling back in private to address a hurtful, oppressive, biased, racist, comment.

Use when:

There is an opportunity to explore deeper, make meaning together, and find a mutual sense of understanding across difference

We are seeking to understand or learn more

We want to help imagine different perspectives, possibilities, or outcomes

Additional context:

Provides for multiple perspectives and encourages paradigm shifts

Focused on reflection, not reaction

Is not just a suggestion with an uptick (Don't you think you should...?)

o **Calling Out**^{1,2}: Addressing the hurtful, oppressive, biased, racist comment in real time and in public (as it's happening)

Use when:

We need to let someone know that their words or actions are unacceptable and will not be tolerated

We need to interrupt in order to prevent further harm

Additional context:

Will likely feel hard and uncomfortable, but necessary

Allows us to hit the "pause" button and break the momentum

- **Make space/take space**: Shared intention for each participant to state their point and then make room for other participants to share their perspective. A key part of this is intentionally opening space for opposing opinions.
- **Lean in/lean back**³: Noticing if you are the type of person who often speaks first, being aware of how much time you are taking on the floor - perhaps you need to **step back** in order to allow space for all voices to be heard. On the flip side, if you find that you don't speak up even when you feel moved to do so, you may need to **step up**. Originally coined by Sheryl Sandberg as a commentary on being a woman in the workforce.

¹ Adapted from Oregon Center for Educational Equity: What Did You Just Say? Responses to Racist Comments Collected from the Field

² "This Book is Anti-Racist: 20 Lessons on How to Wake Up, Take Action and Do the Work," by Tiffany Jewell and Aurélie Durand.

³ <https://www.meetingintentions.com/post/step-up-step-back>

Email, Slack and Regular Mail

Email: Students are expected to check their Bard email accounts every day. CEP-wide announcements are made via email, and individual course announcements are made either via email or the course's learning management platform. Students are expected to be aware of messages sent to these locations. Standard practice in the CEP community is to respond to emails within three business days of receipt.

Students are assigned to an email listserv according to their expected date of graduation (cep##). List members can post to the list only with their Bard email account. In order to minimize the number of postings, first- and final-year lists cannot post to one another. Faculty and staff are also members of these class listservs.

Slack: Students are also assigned to the CEP Slack when they enter the program to facilitate student-only and cross-cohort communication. Faculty and most staff (except for the account administrators) are not members of the CEP Slack channel.

Regular Mail: Each student has a mailbox in Achebe House. Course assignments may be returned in these mailboxes, and any other correspondence received at Bard CEP will also be placed in them. CEP is not responsible for forwarding mail when students are not in residence or after they graduate.

CEP Program Calendar

CEP events, exams and major course assignments are noted on the CEP Google Program Calendar at the beginning of the semester and as they occur. The Calendar is shared with students when they enter the program, and students are expected to be aware of upcoming events and due dates indicated on the Program Calendar.

Student Representatives

In the fall of the first year, a cohort may choose to elect student representatives whose task it is to bring student concerns, suggestions and ideas to the CEP administration. They meet regularly with the Assistant Director and Program Coordinator, who take their input to the faculty. The representatives also meet with the student body to gather opinions and ideas.

Student Events

CEP students are encouraged to sponsor educational and social events on campus. Limited funds are available to support such efforts. Students wishing to sponsor an event should submit a brief description of the event, the intended audience and a budget to the CEP Assistant Director and discuss promotion with the CEP enrollment and marketing team. Students are encouraged to work directly with other student organizations on campus to co-sponsor educational and social events.

Photo/Video Usage

Bard CEP regularly takes photos and videos of students, faculty, staff, and alumni participating in program activities. These images are archived for potential future use in program and marketing materials.

Students who do not want their likeness used must submit the Photo/Video Opt-Out Form here: https://connect.bard.edu/register/GPS_photo_opt_out. The opt-out applies to future use of a student's likeness from the date the form is submitted; photos or videos previously published, posted, distributed, or otherwise used by Bard CEP will not be removed or retracted.

Data Privacy

CEP also regularly surveys students. To protect student privacy and to ensure informed consent, any survey that requests student data will clearly state the purpose of the data collection, how the data will be used, with whom the data will be shared, and how the data will be stored.

FACILITIES USE POLICIES AND PROCEDURES

Albee Classroom

Albee B102 is reserved for CEP use during class hours throughout the academic year. Other departments occasionally use the room on evenings or weekends, so please keep it orderly and be respectful of others who may occupy it. CEP is not responsible for items left in the classroom.

Albee Kitchenette and Lockers

The Albee kitchenette is used by CEP students, CEP staff and faculty, and other staff in Albee. Please keep it tidy, return dishes to the cabinets, and clear any unused food out of the fridge.

The lockers located near the restrooms in Albee are available on a first come, first served basis to CEP students. Please see the Program Coordinator to receive permission to use a locker. Lockers must be cleaned out at the end of the academic year.

Bard Chaplaincy Offices in the Albee Basement

The Bard Chaplaincy staff has offices in the suite across from the Albee classroom. Feel free to help yourself to their water cooler and snacks, but please also respect their privacy and professionalism by speaking quietly while using the communal space outside their offices.

Achebe House Conference Room and Kitchen

Students have access to the Achebe House conference room and kitchen during regular office hours, with the exception of the weekly faculty and staff meeting times. Students also have access to the Achebe House conference room and kitchen in the evenings and over the weekend via Bard's Security office. To request access, students must present their Bard ID to the dispatcher at Bard's Security office, who will send a guard to open Achebe House. When students are ready to leave Achebe House, they must contact Security again (845-758-7460) and remain at Achebe House until a guard arrives to re-lock the building.

Books and capstones housed in the Achebe House library must be used in the conference room only—they are not available for borrowing.

FINANCIAL POLICIES AND PROCEDURES

Tuition and Fees Policies

Tuition and Fees, Schedule of Payments, Delinquent Accounts, Payment Plans

Tuition is set each year by the College and the Board of Trustees. Bard CEP lists current tuition and fees on [the website](#). Based on past trends, students should budget for a 3–5% increase in tuition each year. Please note that Bard CEP does not charge tuition for internship credits completed as part of the M.S. and M.Ed. degree programs.

The balance of tuition and fees for the academic year is billed in two installments based on fall and spring/summer enrollment. Billing statements reflect tuition and fees, as well as applicable scholarships, fellowships, and approved student loans. Each semester, tuition and fee payments are split into two installments, with half due in late June and half due in late July for the fall semester, and half due in late November and half due in late December for the spring semester.

Delinquent accounts are subject to a late payment fee of \$100 and finance charges of 1% of unpaid balance per month. A student who has an outstanding debt to the college will not be allowed to register or receive a transcript of record, certification of academic credits, or degree.

Bard College offers the Bard Budget Plan, a payment plan that allows students to spread tuition and fee payments over multiple installments rather than paying the semester balance in full. Graduate students may choose a 3-month or 5-month payment plan. Students should review current Bard Budget Plan options, enrollment information, and deadlines on [the Bard College website](#) and contact the Office of Student Accounts with any questions.

Bard CEP charges a fee for the January-term experiential courses in both the MS and M.Ed. degree tracks. The fee for the MS “Sustainable Development in Oaxaca Mexico” course covers students’ lodging and transportation during the course in Oaxaca, one meal per weekday, payments to Bard CEP’s community partners in Oaxaca, and travel medical/emergency insurance. Students are financially responsible for their plane tickets to and from Oaxaca, meals in Oaxaca beyond those provided by Bard CEP, and incidentals. The fee is assessed with spring semester tuition. The fee for the M.Ed. “Place-based and Outdoor Education” course covers payment to the guiding company Bard CEP contracts to provide the Catskills camping component of the course. The fee is charged with the fall and spring semester tuition.

Note that Bard College also charges a \$120 fee per degree in the spring semester for students who will be graduating. Dual-degree students are therefore charged two graduation fees. This fee is billed separately in mid-spring and is applied toward the cost of Commencement.

Tuition for Dual-Degree Students

Dual-degree students should refer to the partner program’s website for tuition related to that program. Tuition below is for Bard CEP only.

Dual MS/MBA: Students pay first-year tuition and fees. To complete the MS degree, students pay for 12 credits in their final year.

Dual MS/JD: Students pay first-year tuition and fees. To complete the MS degree, students pay for 14 credits in the spring of their final year if the JD is with Pace Law School; they pay full second-year MS tuition in the spring of their final year if the JD is with another law school.

Dual MS/MAT: Students pay first-year tuition and fees. In the final year of the dual-degree program, students pay full MAT tuition, plus Bard CEP tuition for the additional 12 credits required to complete the MS degree.

Dual M.Ed./MAT: Students pay first-year tuition and fees. In the final year of the dual-degree program, students pay full MAT tuition, plus Bard CEP tuition for the additional 2 credits required to complete the M.Ed. degree.

Tuition for MS and M.Ed. Bard 4+1 Students

MS and M.Ed. Bard 4+1 students pay Bard College undergraduate tuition for the CEP courses taken as undergraduates. Tuition below is for the Bard CEP fifth year only.

MS Bard 4+1: To complete the MS degree, students pay for 27 credits in their CEP fifth year.

M.Ed. Bard 4+1: To complete the M.Ed. degree, students pay for 24 credits in their CEP fifth year.

Tuition for MS Undergraduate Dual-Degree Students

M.S. undergraduate dual-degree students pay tuition to their undergraduate institution for Bard CEP courses taken as visiting undergraduate students.

Following graduation from their undergraduate institution, students may return to Bard CEP for a fifth year, during which they will pay for 13 credits to complete the M.S. degree.

Refunds

No refunds of tuition or fees are made when a student withdraws from their program of study or switches from the 2-year to the 3-year track after registration, except as specified below. The enrollment deposit is nonrefundable in all cases.

Students must submit official written notice of their intention to withdraw or switch tracks to the CEP Assistant Director. The date the notice is received determines the amount of any refund. For first-year students in the fall semester, the first day of Workshop Week is considered the first day of classes for purposes of the refund schedule.

- Students who officially withdraw or switch from the 2-year to the 3-year track **before the first day of classes** for the semester in question receive a full refund of tuition. In the case of withdrawal, refundable fees are also returned, minus the nonrefundable \$500 enrollment deposit.
- Students who officially withdraw or switch from the 2-year to the 3-year track **during the first week of classes** receive a refund of 75% of affected tuition.
- Students who officially withdraw or switch tracks **during the second week of classes** receive a refund of 60% of affected tuition.
- Students who officially withdraw or switch tracks **during the third or fourth week of classes** receive a refund of 30% of affected tuition.
- **After the fourth week of classes, no tuition refund is provided.**

Registration, student health insurance, campus housing, facilities, and January term fees are nonrefundable after the first day of classes.

If a student who is receiving financial aid withdraws from the program or a course, their award or loan is prorated. Institutional fellowships are reduced by the same percentage as indicated in the tuition refund schedule above. Federal Direct Loans are calculated according to the federal refund policy on the amount of the loan to be returned to the lender.

A student who is considering withdrawal from the program or a course may wish to confer with the Student Financial Services Office concerning any anticipated refund and the amount of the Federal Direct Loan that the College must return to the lender. This amount has a direct bearing on the amount of refund, if any, that the College will provide the student.

The Office of Student Financial Services can assist you with questions concerning tuition and fees, billing and payment. The general office number is 845-758-7520, and Bard's Student Accounts Representative Elizabeth Gent (egent@bard.edu) is knowledgeable about graduate student billing. No refund is made in cases of suspension or expulsion.

Financial Aid Policies

Bard CEP offers financial assistance in the form of fellowships, scholarships, student employment, internship funding, and student loans. Financial aid is awarded on the basis of academic achievement and promise as well as financial need, according to criteria determined annually by the Bard College Office of Financial Aid, using the student's Free Application for Federal Student Aid (FAFSA) data. External awards can be held concurrently with a CEP fellowship award. Students who have been awarded an external grant or scholarship must provide the CEP and Bard's Financial Aid offices with a copy of the award letter.

Fellowships and scholarships are renewed annually at the rate indicated in first-year financial aid letters. Returning Bard CEP students who wish to access Federal Student Loans must complete an updated FAFSA each year.

Students who experience a significant change in their financial circumstances (for example, unforeseen medical expenses, loss of employment, divorce, death of an immediate family member, or other unexpected financial hardship) may apply for a one-time financial aid adjustment. To have their aid reviewed, students must submit the Scholarship Appeal Request – Change of Circumstances form: https://connect.bard.edu/register/GPS_scholarshipappeal

Financial aid appeals will not be considered for students who wish to apply for a different Bard Graduate Programs in Sustainability (GPS) scholarship than the one for which they were originally awarded. This includes: (1) scholarships that were available when the student applied but for which they did not apply or were not eligible, and (2) new scholarships established after a student's enrollment, unless the scholarship announcement explicitly states that it is open to current students.

Questions regarding scholarship appeals may be directed to the Bard GPS Director of Enrollment & Marketing. For general information about financial aid, scholarships, and student loans, please visit the Financial Aid and Scholarships section of the Bard GPS website.

SECOND YEAR REQUIREMENTS, POLICIES AND PROCEDURES

The Internship

The Bard CEP internship comprises the summer and fall semester of the final year of study for the MS and M.Ed. degrees. Students are required to intern for a minimum of thirty hours per week for at least four consecutive months with an environmental/climate policy or environmental education-focused organization.

Finding an Internship

The internship search begins during the fall of the first year. Students are responsible for following the timeline below, and for providing the impetus for and direction of the internship search.

<i>September</i>	Participate in an online conversation with second-year students to learn about the internship experience.
<i>October</i>	Meet with the CEP Director and/or Assistant Director to discuss internship goals.
<i>November</i>	Identify potential internship organizations, meet with CEP program staff to review your resume and begin working on cover letters.
<i>December-February</i>	Contact potential internship sites to apply for positions.
<i>February</i>	Participate in CEP's annual Internship Dinner, at which second-year students report about their internships and answer questions.
<i>March-May</i>	Formalize the terms of an internship and provide signed an internship agreement to the CEP Program Coordinator.

A database of past CEP students' internships is available, and CEP alums are happy to talk with current students about their own internship experiences or potential internships at their places of work.

Faculty members are also available to discuss internship applications. If you are applying for fellowships, or to organizations that are international or highly acclaimed, we recommend that you reach out to faculty in the fall semester for assistance. Students requesting internship letters of recommendation from faculty should give faculty at least two weeks' notice, if possible.

Internship Funding

For the 26-27 academic year, Bard CEP has access to donor funding to support students who wish to pursue high impact but nonfunded or underfunded internships. The process to apply for these internship support grants is competitive, and it begins in the spring semester with the submission of a personal statement, internship budget and updated resume.

Students are also encouraged to pursue external sources of funding. Previous students have received funding from, among other places, the Soros Foundation, e8 Network, E3 Network, the EPA, the Theodore Gordon Flyfishers Founders Fund, and the Open Space Institute.

Internship Reporting

To receive credit for their internship, students must complete a midway and a final internship report, submitted by email to the CEP Program Coordinator. Further information is available in the internship reporting documents distributed each spring during the Internship/Capstone Brown Bag series.

The Master's Capstone

The capstone at Bard CEP achieves the following goals:

- Students gain mastery of a particular subject in the field of environmental policy or education
- Students become familiar with a variety of methodologies and approaches to answering environmental policy or education questions
- Students draw on and integrate knowledge from the first-year coursework and internship
- Students improve their writing and oral/visual communication abilities
- Students learn how to give and receive constructive guidance
- Students develop project management skills

Students can pursue two different capstone avenues: (1) the thesis, which is designed to help students understand evidence-based policy formation or education research by generating a research question, developing its proof and communicating these ideas to a potential policymaker/educator audience, or (2) the project, which is designed to replicate a professional experience, either in the service of a client as a consultant, or focused on environmental policy/education communication. Capstones are typically more than 50 pages in length, excluding appendices and bibliography.

Extensive information on the capstone process—including due dates, grading, members of the capstone committee, Bard's IRB, the contents of the capstone, citation and formatting, and printing—is included in Bard CEP's Capstone Guidelines. The Guidelines are updated annually and are available to students during the summer following the first year.

The Non-Residency Capstone Option Policy for MS students

General Bard CEP policy is that MS students will complete the capstone in residence during the spring semester of their final year. Experience has demonstrated that it is quite challenging for students to work elsewhere and still complete a capstone and their final-year coursework successfully, in a timely fashion, and without added expense. That said, as a professional master's program, Bard CEP's goal is to encourage students to move quickly into high-impact careers in policy. For this reason, MS students may pursue a "Non-Residence Capstone Option" in the spring semester of their capstone year under the following circumstances:

1. The student must have at least an A- average in their first-year CEP coursework and must have demonstrated a consistent ability to meet deadlines with quality work. Students who

do not student meet these criteria may petition the CEP Assistant Director for consideration.

2. The student must be offered paid employment of half time or more in an approved position in the field of environmental or climate policy.
3. If the employment offer is in the U.S., the student may not be an international student on an F-1 visa. If the employment offer is in the international student's home country, they may pursue the non-residence option, but they should discuss potential implications for their visa eligibility and their ability to apply for OPT after completing the MS with Bard's Office of International Student and Scholar Services before finalizing a decision.
4. The student must be employed more than 100 miles from Bard College—students employed in New York City do not qualify for the non-residence option.
5. The student must obtain the permission of the CEP Assistant Director and their capstone advisor, who will review the employer agreement (see 6).
6. The student must provide an employer agreement form (available on the Internship/Capstone BrightSpace) signed by their potential supervisor that the employer is supportive of the student taking the necessary time to complete their capstone on schedule. This includes up to two full work weeks of leave during the spring semester, time to attend classes remotely several hours per week, and time for research and writing. The supervisor must also agree to evaluate the student's work and professional skills in May of the spring semester.

Under these circumstances, to receive an MS degree, the student must:

1. Complete their capstone in the following way:
 - a. Meet all deadlines as specified in the Capstone Guidelines.
 - b. Spend seven days in residence (5 business days, plus at least 1 weekend day on either side of them for travel) upon receiving comments on their January draft. The student should meet with their advisor on the first business day, then spend the rest of the week *working full time on the capstone* and responding to the direction of their advisor. They should also schedule a meeting with their second reader during this week. They should meet again at the end of the week with their advisor to discuss progress and chart a path for the rest of the semester.
 - c. Spend an additional seven days in residence (5 business days, plus at least 1 weekend day on either side of them for travel) before April 15. The student should meet with their advisor on the first business day, then spend the rest of the week *working full time on the capstone* and responding to the direction of their advisor. They should also schedule a meeting with their second reader during this week. They should meet again at the end of the week with their advisor to discuss progress and chart a path to completion of the capstone. In certain cases, the student can petition their capstone advisor to waive this second residency requirement. To receive a waiver, the student must have:
 - i. met all previous deadlines with high-quality work
 - ii. demonstrated consistent effective communication with all the members of their capstone committee
 - iii. handed in a high-quality draft of their results and discussion chapter of the thesis, or the equivalent material for a project, by March 15th.

Petitions will not be considered earlier than February 15th, and will be accepted as late as March 15th. The petition must be approved by the student's capstone advisor and by the CEP Assistant Director.

- d. Present their capstone either in person or electronically along with their colleagues during the scheduled capstone presentations.
2. Attend Capstone Seminar regularly and participate fully, earning a passing grade, online and in person during residency weeks.
3. Attend either the Topics in Environmental Policy or the Leadership and Careers course regularly and participate fully, earning a passing grade, online and in person during residency weeks. The Capstone Seminar and the Topics course will typically be scheduled on the same weekday.
4. In recognition of the additional work experience gained, the student will receive credit for the Professional Experience Practicum in place of either the Topics in Environmental Policy or the Leadership and Careers course. To receive this credit, the student must earn a favorable evaluation from their employer in May of the spring semester.

Resident Students Working While Completing the Capstone

MS resident students working in a paid position of half time or more in the field of environmental or climate policy during the spring semester of the final year may apply to the CEP Assistant Director to receive credit for the Professional Experience Practicum in place of either the Topics in Environmental Policy or the Leadership and Careers course. The student will be required to submit a statement from their supervisor affirming that they will be employed at least 20 hours per week through June 1, and listing their policy-related responsibilities. They must also earn a favorable evaluation from their employer in May of the spring semester.

Bard CEP experience has demonstrated that it is very difficult for students to work full time, either as a non-resident or a resident student, while writing the capstone. If students choose to work, they should understand that they may need extra time to finish their capstone and that they therefore may not graduate with their cohort (see the requirements for presenting and graduating below).

Requirements for Presenting and Graduating

The CEP capstone process concludes at the end of May in public presentations by the master's candidates and with Bard's Commencement ceremony. In order for a student to present their capstone work with their cohort and walk at Bard's Commencement ceremony, their advisor must sign off on their capstone, and they must submit acceptable final electronic and paper copies of the capstone by the mid-May deadlines. If a student does not submit acceptable final copies of their capstone by the mid-May deadlines, or if they have been notified by their advisor in early May that they are not on track to graduate and must complete their capstone over the summer or beyond, they will not present with their cohort or walk at Commencement. This decision is final.

If a student needs extra time to complete the capstone, they should work diligently with their advisor and capstone committee to submit acceptable final copies by the Friday before the first day of fall classes. If their advisor does not sign off on their capstone after the summer work, or if they do not submit acceptable final copies by the Friday before the first day of fall classes, the student will incur a \$1,300 fee for each additional semester they require to complete the capstone.

BARD COLLEGE POLICIES

Notice of Nondiscrimination

Bard College is committed to ensuring equal access to its educational programs and equal employment without regard to an individual's sex, gender, race, color, national origin, religion, age, disability, gender identity, sexual orientation, predisposing genetic characteristics, marital status, veteran status, military status, domestic violence victim status, ex-offender status, or any other characteristic protected by federal, state, or local law. Students, employees, applicants, and other members of Bard College community (including, but not limited to, vendors, visitors, and guests) shall not be subject to discrimination or harassment prohibited by law or otherwise treated adversely based upon a protected characteristic. Similarly, the College will not tolerate harassing, violent, intimidating, or discriminatory conduct by its students, employees, or any other member of, or visitor to, the College community. This includes, without limitation, sexual harassment, sexual assault, sexual violence, dating violence, and domestic violence.

Educational Rights and Privacy Act

Bard College complies with the provisions of the Family Educational Rights and Privacy Act of 1974. This act assures students attending a postsecondary institution that they will have the right to inspect and review certain of their educational records and, by following the guidelines provided by the College, to correct inaccurate or misleading data through informal or formal hearings. It protects students' rights to privacy by limiting transfer of these records without their consent, except in specific circumstances. Students have the right to file complaints with the Family Policy Compliance Office, U.S. Department of Education, Washington, D.C. College policy relating to the maintenance of student records is available, on request, from the Office of the Registrar.

Please consult the current Bard College Graduate Student Handbook for a detailed further description of the Bard College policies, regulations, and procedures to which all faculty, staff and students are obligated.