

# Faculty Handbook

Johns Hopkins Engineering  
for Professionals

**Whiting School of Engineering  
The Johns Hopkins University**

**Academic Year 2016 - 2017**

**6810 Deerpath Road, Suite 100  
Elkridge, MD 21075  
410-516-2300  
[ep.jhu.edu](http://ep.jhu.edu)**

## TABLE OF CONTENTS

<b>Message from the Associate Dean</b> .....	2
<b>Overview</b> .....	3
Introduction; Organization; Information Sources.....	3
Administration Directory.....	4
Program Chairs.....	5
Locations.....	7
Master’s Degrees; Graduate and Post-Master’s Certificates.....	8
<b>The EP Mission</b> .....	9
Core Purpose; Vision; Strategic Goals; Core Values.....	9
<b>EP Policies and Procedures</b> .....	10
Faculty Responsibilities.....	10
Appointments and Appointment Letters.....	11
Attendance—Faculty and Students; Late Arrivals; Emergencies.....	11
Rescheduling Classes; Alternatives to Rescheduling Classes.....	12
Identification Cards.....	13
Examinations and Assignments; Make-Up Examinations and Assignments; Grades .....	13
Graders; Course/Faculty Evaluations.....	15
Student Advising .....	16
<b>EP Services and Procedures</b> .....	17
Services for EP Students and Faculty Members with Disabilities and/or Special Needs ...	17
Johns Hopkins Student Assistance Program (JHSAP) and Faculty and Staff Assistance Program (FASAP).....	17
Weather and Emergency Situations.....	17
Textbooks; Desk Copies; Duplicating Services; Library Facilities; Classroom Facilities; Faculty Website.....	18
Lectures and Special Programs .....	19
EP Corporate and Organizational Partnerships.....	19
<b>EP Online</b> .....	20
Benefits of Online Instruction.....	20
Teaching/Developing an Online Course .....	20
<b>Johns Hopkins University Policies</b> .....	22
Academic Misconduct; Alcohol and Drug Policy for Students.....	22
Americans with Disabilities Act (ADA) .....	23
Campus Security Act Notice.....	23
Clery Notice of Availability.....	23
Computer Usage and Copyright Guidelines.....	24
Conflict of Commitment and Conflict of Interest.....	25
Equal Opportunity/Nondiscrimination Policy as to Students.....	24
Photography and Film Rights Policy .....	26
Policy on the Ownership and Use of Educational Materials for Online Courses.....	26
Possession of Firearms on University Premises.....	26
Sexual Harassment Prevention and Resolution Policy .....	26
Statement Regarding the Privacy Rights of Students.....	28

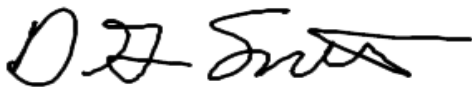
## Message from the Associate Dean

Welcome to the Engineering for Professionals division within the Johns Hopkins University Whiting School of Engineering. You have joined over 450 other instructors who play a key role in defining and delivering educational excellence to practicing engineers and applied scientists. Our vision is to provide a distinctive and high quality graduate educational experience. You are an essential factor in achieving that vision. It is through your excellence in academic content, professional reputation, and teaching skills that students are drawn to the program.

This handbook is intended both to help you navigate the administrative pathways that form the infrastructure of this academic program, as well as to suggest opportunities for you to hone your teaching skills. While this handbook emphasizes the people and procedures that provide the administrative support for you, your program chair and myself, as associate dean, also stand ready to help you in any way that we can to achieve success and satisfaction as you serve as a faculty member in our division.

I certainly hope you find this handbook to be useful. Please let any of us know if there are ways to improve it.

Sincerely,

A handwritten signature in black ink, appearing to read "Dexter G. Smith". The signature is fluid and cursive, with a long horizontal stroke at the end.

Dexter G. Smith, D. Eng.  
Associate Dean, Engineering for Professionals  
Whiting School of Engineering

## Overview

### Introduction

In 1983, the Whiting School of Engineering assumed academic and fiscal responsibility for part-time engineering education at Johns Hopkins University, and reaffirmed the long-standing Hopkins commitment to excellence in continuing professional engineering education.

Johns Hopkins Engineering for Professionals (EP) is committed to providing the highest quality instruction to its students. Outstanding faculty, and continuous efforts to equip and maintain modern classrooms and laboratories have made this commitment a reality. Serving students well in all respects is the goal of everyone associated with EP.

This handbook will answer many questions about policies and procedures of the university, EP, and the various sites where courses are offered, including online. Please feel free to contact any EP office with suggestions regarding future editions of this handbook.

### Organization

EP is administered by the associate dean. A program committee, composed of EP faculty and staff, along with Homewood-based full-time faculty, oversees each degree program. Most academic services and central support functions are located at the Dorsey Student Services Center, although support offices are located at most of the education centers.

### Information Sources

The EP catalog is published annually in April. Course schedules are posted on the EP website three times each year prior to the summer, fall, and spring terms. All of this information is available on the EP website: <http://ep.jhu.edu/>. These sources answer most of the questions asked by students and faculty and address many important subjects. Questions not answered by these sources should be directed to the appropriate staff member on page 4.

## **Administration Directory**

### Whiting School of Engineering

Ed Schlesinger, Benjamin T. Rome Dean

410-516-4050      tschles4@jhu.edu

### Engineering for Professionals

Dexter G. Smith, Associate Dean

410-516-2251      dgsmith@jhu.edu

Dan Horn, Assistant Dean of Academic Programs

410-516-2266      dhorn@jhu.edu

Tim Jarrett, Director, Software Development

410-516-2259      tjarrett@jhu.edu

Paul Hockett, Interim Director, Center for Learning Design

570-786-9561      paul.hockett@jhu.edu

Marielle Nuzback, Senior Director of Operations

410-516-2255      msn@jhu.edu

Ken Schappelle, Director of Marketing, Recruitment and Communications

410-516-6846      kschappelle@jhu.edu

Doug Schiller, Director of Admissions and Student Services

410-516-2278      schiller@jhu.edu

Vacant Position, Director, Center for Digital and Media Initiatives

410-516-2270

Mark Tuminello, Administrative Supervisor, Operations

410-516-2306      mtumine2@jhu.edu

### APL Education Center

Harry Charles, Jr., Education Center Program Manager

443-778-8050      harry.charles@jhuapl.edu

Christine Morris, Partnership Manager

443-778-2387      christine.morris@jhuapl.edu

Tracy Gauthier, Operations Coordinator

443-778-1422      tracy.gauthier@jhuapl.edu

## **Program Chairs**

### Applied Biomedical Engineering

Eileen Haase, Chair	301-785-3375	ehaase@bme.jhu.edu
Brock Wester, Vice Chair	443-778-1383	brock.wester@jhuapl.edu

### Applied and Computational Mathematics

James C. Spall, Chair	443-778-4960	james.spall@jhuapl.edu
-----------------------	--------------	------------------------

### Applied Physics

Harry K. Charles, Jr. Chair	443-778-8050	harry.charles@jhuapl.edu
-----------------------------	--------------	--------------------------

### Chemical and Biomolecular Engineering

Michael Betenbaugh, Chair	410-516-5461	beten@jhu.edu
---------------------------	--------------	---------------

### Civil Engineering

Rachel Sangree, Chair	410-516-7138	sangree@jhu.edu
-----------------------	--------------	-----------------

### Computer Science

Thomas Longstaff, Chair	443-778-9389	thomas.longstaff@jhuapl.edu
John A. Piorkowski, Vice-Chair	443-778-6372	john.piorkowski@jhuapl.edu
Eleanor B. Chlan, Program Manager	443-778-6045	eleanor.chlan@jhuapl.edu

### Cybersecurity

Thomas Longstaff, Chair	443-778-9389	thomas.longstaff@jhuapl.edu
John A. Piorkowski, Vice-Chair	443-778-6372	john.piorkowski@jhuapl.edu
Eleanor B. Chlan, Program Manager	443-778-6045	eleanor.chlan@jhuapl.edu

### Data Science

Thomas Longstaff, Chair	443-778-9389	thomas.longstaff@jhuapl.edu
James C. Spall, Chair	443-778-4960	james.spall@jhuapl.edu

### Electrical and Computer Engineering

Brian K. Jennison, Chair	443-778-6421	brian.jennison@jhuapl.edu
Cleon Davis, Vice-Chair	443-778-9399	cleon.davis@jhuapl.edu
Ramsey Hourani, Program Coordinator	443-778-9154	ramsey.hourani@jhuapl.edu

### Engineering Management

Timothy Collins, Chair	443-778-6350	timothy.collins@jhuapl.edu
Richard Blank, Program Coordinator	443-778-3570	richard.blank@jhuapl.edu

### Environmental Engineering, Science and Management

Hedy V. Alavi, Chair	410-516-6022	alavi@jhu.edu
----------------------	--------------	---------------

<u>Financial Mathematics</u>		
David Audley, Acting Chair	410-516-7136	daudley1@jhu.edu
<u>Information Systems Engineering</u>		
Thomas Longstaff, Chair	443-778-9389	thomas.longstaff@jhuapl.edu
John A. Piorkowski, Vice-Chair	443-778-6372	john.piorkowski@jhuapl.edu
Eleanor B. Chlan, Program Manager	443-778-6045	eleanor.chlan@jhuapl.edu
<u>Materials Science and Engineering</u>		
James Spicer, Chair	410-516-8524	spicer@jhu.edu
<u>Mechanical Engineering</u>		
Gregory Chirikjian, Chair	410-516-7127	gchirik1@jhu.edu
<u>Space Systems Engineering</u>		
Clint Edwards, Chair	443-778-0816	clint.edwards@jhuapl.edu
Aaron Rogers, Program Coordinator	443-778-2261	aaron.rogers@jhuapl.edu
<u>Systems Engineering</u>		
Ronald R. Luman, Chair	443-778-5239	ronald.luman@jhuapl.edu
David Flanigan, Vice Chair, Academics	443-778-8129	david.flanigan@jhuapl.edu
Larry Strawser, ABET Coordinator	204-205-5974	lstraws1@jhu.edu
James Coolahan, Partnership Development and Outreach Manager	410-440-2425	jim.coolahan@comcast.net
Christian Utara, Program Quality Coordinator	301-995-9601	christian.utara@jhu.edu
<u>Technical Management</u>		
Timothy Collins, Chair	443-778-6350	timothy.collins@jhuapl.edu
Richard Blank, Program Coordinator	443-778-3570	richard.blank@jhuapl.edu

## Locations

### Applied Physics Laboratory

Johns Hopkins Applied Physics Laboratory

Kossiakoff Center

11100 Johns Hopkins Road

Laurel, MD 20723-6099

443-778-5280 (special faculty-only line)/443-778-3161 (fax)

Hours: Mon–Thurs 8:30 a.m. to 7:30 p.m. / Fri 8:30 a.m. to 5:00 p.m.

### Crystal City Center<sup>1</sup>

Century II Building

2461 South Clark Street, Suite 1200

Arlington, VA 22202

443-778-8741

### Dorsey Center

Johns Hopkins Engineering for Professionals

6810 Deerpath Road, Suite 100

Elkridge, MD 21075

410-516-2300 /410-579-8049 (fax)

Hours: Mon–Thurs 8:30 a.m. to 10:00 p.m. / Fri 8:30 a.m. to 5:00 p.m.

### Homewood Campus

3400 North Charles Street

Baltimore, MD 21218

410-516-8758

Hours: Mon–Fri 8:30 a.m. to 5:00 p.m.

### Southern Maryland Higher Education Center

44219 Airport Road

California, MD 20619

301-737-2500

---

<sup>1</sup> The JHU Whiting School of Engineering is certified to operate in the Commonwealth of Virginia by the State Council of Higher Education for Virginia.



## **Master's Degrees**

Applied and Computational Mathematics  
Applied Biomedical Engineering  
Applied Physics  
Chemical and Biomolecular Engineering  
Civil Engineering  
Computer Science  
Cybersecurity  
Data Science  
Electrical and Computer Engineering  
Engineering Management  
Environmental Engineering  
Environmental Planning and Management  
Environmental Engineering and Science  
Financial Mathematics  
Information Systems Engineering  
Materials Science and Engineering  
Mechanical Engineering  
Space Systems Engineering  
Systems Engineering  
Technical Management

## **Graduate and Post-Master's Certificates**

Applied and Computational Mathematics  
Applied Biomedical Engineering  
Applied Physics  
Climate Change, Energy, and Environmental Sustainability  
Civil Engineering  
Computer Science  
Cybersecurity  
Data Science  
Electrical and Computer Engineering  
Environmental Engineering  
Environmental Engineering and Science  
Environmental Planning and Management  
Financial Risk Management  
Information Systems Engineering  
Mechanical Engineering  
Quantitative Portfolio Management  
Securitization  
Systems Engineering  
Technical Management

## The EP Mission

### Core Purpose

*To prepare students with the principles, understanding, and tools to solve the world's most challenging engineering problems.*

Since 1913, Johns Hopkins University has offered courses in engineering and applied sciences to working professionals who desire to advance or update their education by taking courses part-time. Currently, we offer twenty master's degree programs. Each year, we have more than 8,000 class registrations during two semesters and the summer session. Over 3,500 students are enrolled in our programs, with more than 600 graduating each year with master's degrees, and graduate and post-master's certificates.

### Vision

*Johns Hopkins Engineering for Professionals provides a rigorous, distinctive graduate education that improves quality of life, and advances technical leadership and national competitiveness.*

### Strategic Goals

- Offer rigorous academic programs that anticipate and respond to the changing needs of our world.
- Attract highly qualified and accomplished students who aspire and are driven to solve complex and challenging problems.
- Continuously improve teaching effectiveness through investment and support.
- Transform our organizational, physical and technical infrastructure into an agile, efficient, and continuously improving system.

### Core Values

Core values are those tenaciously held convictions that govern the manner in which an organization operates in executing the plans designed to achieve its long-term vision. While the list below could certainly be extended to include many other values, we think these five form the core that defines our character:

- Quality
- Integrity
- Collaboration
- Forward-looking
- Systems view

## EP Policies and Procedures

### Faculty Responsibilities

Faculty members are responsible for the overall content and delivery of each course they teach. Faculty members must keep the content of the courses they teach current and relevant to the students' needs. Each faculty member should also continually seek to improve his or her skills as an instructor. Program chairs are also involved in these activities, as they are responsible for maintaining the academic excellence of EP programs by fostering the academic and professional stature of the faculty and managing the content and relevancy of the courses. Program chairs will also seek to improve the instructional quality in EP programs by pursuing faculty development activities.

### General Responsibilities of EP Faculty

- Plan and deliver the courses they are assigned to teach.
- Complete all administrative tasks associated with teaching a course.
- Maintain communications on class issues with the program chair.
- Conduct an annual review of their courses to assure that the needs of students are being met, the content is up to date, and academic standards are being upheld.

### Specific Tasks

- Maintain and update course material.
- Prior to each term, submit a course syllabus to the program chair and create or update the course homepage on the EP website. Faculty members can create and edit these course homepages using a web-based application located on the faculty website (<https://apps.ep.jhu.edu/faculty/course-homepages.php>). Your JHED ID is needed for access.
- For on-site courses, meet each class as scheduled, or inform the class of alternate plans as early as possible. If you are not able to teach a class as regularly scheduled, promptly inform the course site office. If you are not able to reach the course site office, please inform the Dorsey Center staff at 410-516-2300.
- Provide your contact information (telephone number and e-mail address) on your syllabus so students are aware of how to reach you.
- Grade assigned work promptly, and provide adequate feedback to students to enable them to improve their future performance. For online courses, log into the course five out of seven days. Communicate regularly with the online students and return assignments promptly with meaningful feedback.
- Submit grades no later than 72 hours after completion of the last class of the term.
- Engage in the student survey process. Review student feedback each term, discuss any performance issues with the program chair, and prepare an action plan to improve teaching performance.
- Participate in any faculty meetings held by the program chair.
- Attend the annual fall and spring faculty meetings.
- Review and provide an annual update of the catalog course descriptions for approval by the program chair.
- Submit ideas for new courses and/or concentration areas to the program chair.

### **Appointments and Appointment Letters**

Upon the recommendation of program chairs, EP faculty members are appointed by the dean of the Whiting School of Engineering on a term-by-term basis to teach specific courses. Each term, an appointment letter is sent electronically by e-mail. A link to the appointment letter will be provided to login with your JHED ID and password, so that you may view and either approve or decline the appointment online.

Fall and spring terms are divided into six semi-monthly pay periods. Fall semester pay periods run from mid-September thru mid-December; those in the spring run from mid-February through mid-May. The summer term is divided into four semi-monthly pay periods that run in July and August.

Any questions or problems concerning appointment letters and any of the enclosed forms or payroll matters (e.g., direct deposit or missing checks) should be directed to the financial administrator at the EP Dorsey Center, 410-516-2300.

### **Attendance – Faculty and Students**

EP students expect and deserve that each instructor attends every class meeting or arranges for a suitable substitute. Because of the difficulty of rescheduling classes and the long distances traveled by many students to attend classes, it is vital that this policy be strictly observed. Notify the site office of any upcoming absences and any substitute arrangements as far in advance as possible. Notify your students as soon as possible.

Faculty members are expected to meet every class for the entire time scheduled; however, a break of ten minutes is appropriate. In the case of online courses, faculty members are expected to log onto the course five days out of seven, and communicate regularly with the online students.

Students are expected to regularly attend all courses in which they are enrolled. Although EP and the university have no specific rules governing absences, the course instructor may announce certain attendance requirements. It is the student's responsibility to be aware of those requirements. Students who know they will be absent from class, especially for an extended period of time, should notify the instructor as far in advance as possible. It is the student's responsibility to discuss missed assignments and exams with the instructor.

### **Attendance – Late Arrivals**

An instructor who is unavoidably late for class should notify the appropriate site office so that students can be told to wait, if practical.

### **Attendance – Emergencies**

If an emergency prevents an instructor from meeting a class and it is too late to arrange for a substitute, the instructor should notify the site office. Instructors should also e-mail the students using the ISIS roster. A notice will be posted in the classroom informing students of the cancellation and of any assignments. In addition, Dorsey Center staff will make every effort to notify each student on the class roster by phone.

## Rescheduling Classes

If you cannot attend a regularly-scheduled class, the next best option is to reschedule that session. Changes in the regularly-scheduled meeting time or place of a class (whether before the first meeting or during the term) and scheduling of make-up classes may be made only with the prior approval of the site office and notification to the Dorsey Center (ep.registration@jhu.edu or 410-516-2300).

## Alternatives to Rescheduling Classes

- Extending the class session. For example, if your class meets at 4:30 p.m. and the classroom is available afterward at 7:20 p.m., you could arrange to extend the class a few sessions to make up the missed class if the students agree. You could also do this if your class meets at 7:20 p.m. and the classroom is available beforehand at 4:30 p.m. You must reserve the additional time in advance, through your site office, to prevent schedule conflicts.
- Giving a take-home exam. A take-home exam may be substituted for a scheduled in-class exam, allowing the class period that would have been used for the exam to be used for a make-up lecture and discussion.
- Allowing out-of-class work time on team projects. If your class involves the use of class time for students to work on team projects, you could shift that team project work to times outside of class and use the recovered class time for lectures. Team groups are smaller in size and thus it is easier for the team to reschedule a meeting time than for the whole class to reschedule another meeting time.
- EP has various tools available to faculty for recording lectures. If the principal reason for the class to meet in one place is to hear you present a lecture, you might consider using one of these tools to record your lecture, which your students can then view at a later time. For more information, please contact the Instructional Technology Support Team at ep-help-desk@jhu.edu.
- Conducting a live class session using Adobe Connect (on the internet) from any location. It is possible to conduct the entire class via Adobe Connect, with each student logging in and able to participate in any discussions. More information about the use of Adobe Connect can be found at <http://ep.jhu.edu/faculty/teach-and-tech/adobe-connect>. - Zoom is another web conferencing tool available to conduct live class sessions. Zoom accounts can be requested and setup as a recurring meeting for your whole semester. More information about Zoom can be found at: <https://support.zoom.us/hc/en-us/articles/201362033-Getting-Started-on-PC-and-Mac>

**\*Please note:** Having a supplemental Blackboard course site for your class is an important component in compensating for a missed class. You can place all your presentation materials on the Blackboard course site, provide the syllabus to the students, make announcements, and receive and return assignments to the students. Every site-based course has a companion Blackboard course site. For more information on Blackboard, please refer to: <https://ep.jhu.edu/faculty/teaching-and-technology-resources/blackboard>.

## **Identification Cards**

Faculty members who are not already members of the Johns Hopkins community may apply for JHU identification cards, known as JCards. The JCard acts as the university library card, which enables faculty members to check out books from the Homewood campus' Milton S. Eisenhower Library or at any of the campus center libraries. Applications for JCards are mailed to each faculty member upon appointment. To replace a lost or stolen JCard, contact the JCard Office at 410-516-5121.

## **Examinations and Assignments**

If there is to be an in-class final examination in a course, the instructor should give it during regularly scheduled class times. Instructors are expected to take reasonable precautions, including proctoring, to prevent cheating during examinations. Examination procedures for online courses are addressed during development of the course.

For each assignment or examination, the instructor should explain the conditions under which the work is to be done and the consequences of violating these conditions. This is especially important in the case of "take-home" examinations, reports, and other out-of-class assignments.

## **Make-Up Examinations and Assignments**

The appropriate site office must be consulted before students can be permitted to work in a classroom or laboratory following the completion of the term. Make-up examinations must be arranged between the instructor and student. It is the responsibility of the student to arrange with the site office a convenient time to take the exam.

## **Grades**

### Grading System

The following grades can be used for EP courses: A+, A, A- (excellent), B+, B, B- (good), C (unsatisfactory), F (failure), I (incomplete), WD (official withdrawal), and AU (audit). WD and AU are not assigned by instructors. The + and – modifiers are not required. Instructors should make students aware of their grading criteria for each grade at the beginning of the course, including the + and – modifiers, if used. For more information and guidance, please contact your program chair.

A grade of F indicates the student's failure to complete or comprehend the coursework. A course for which an unsatisfactory grade (C or F) has been received may be repeated. The original grade is replaced with an R (retake). If the failed course includes a laboratory, both the lecture and laboratory work must be repeated unless the instructor indicates otherwise. A grade of W is issued to those who have dropped the course after the refund period (the sixth class meeting for on-site courses) but before the withdrawal deadline.

The transcript is part of the student's permanent record at the university. No grade may be changed except to correct an error, to replace an incomplete with a grade, or to replace a grade with an R.

The Whiting School assumes that students possess acceptable written command of the English

language. It is expected that faculty members consider writing quality when assigning grades.

EP students will graduate with honors if they have earned an A+, A, or A- in all courses taken between admission and graduation from the degree program. Any other grade except a withdrawal or audit will disqualify students from receiving honors.

### Incompletes

A grade of Incomplete (I) is assigned when a student fails to complete a course on time **for valid reasons**, usually under circumstances beyond his/her control.

Conditions for resolving an incomplete are established by the instructor. A deadline for completion is determined by both the instructor and the student and must be submitted to the EP administrative office. A final grade must be submitted to the Registrar within four weeks after the start of the following term. A grade of F will be assigned if the incomplete work is not submitted by the deadline.

The Resolution of Incomplete form requires that the instructor specify the grade that the student would receive in the course if the incomplete work were not completed. (This grade may be, but need not be, an F.) Thus, if the coursework is not completed, the student receives the “reversion” grade; that is, the grade that reflects work completed to that point. Students who expect to complete degree requirements, but have an incomplete, usually are not certified for graduation until the end of the following term.

### Grade Reports

At the midpoint of each term, instructors are requested to provide a list of students whose work to that time is unsatisfactory. EP staff notifies students if their names are reported so they can take corrective action. These early reports are for the information of students and their advisors and are not part of the permanent record. At the end of each term, instructors are required to submit grades to the university registrar through the ISIS system so that they are received within 72 hours of the last scheduled meeting of the class. Delayed submission of grades constitutes an undesirable and unnecessary disservice to the students. Many students need the grade in a timely fashion to receive tuition reimbursement from their employer. Continued failure to turn in grades on time may affect the faculty member’s employment status at EP. Grades may not be posted with student names or social security numbers.

Papers or examinations for return to students may not be left in the classroom area. If not distributed during class time, they must be placed in individually sealed envelopes and left in the respective site office for pick-up by the student. To facilitate return of final exams or homework from the last class sessions, the instructor may want to ask students for stamped, self-addressed envelopes large enough to hold the material. The instructor can then mail the material to the students.

Grades are available to students online at <https://sis.jhu.edu/sswf/>. Grades CANNOT be requested by telephone or personal inquiry. Students who desire additional copies of their transcripts or want their transcripts sent to other institutions should make arrangements with

the Office of the Registrar, 75 Garland Hall, 410-516-7088.

### Final Course Grade Appeals

Student concerns regarding grades must be first discussed thoroughly with the instructor. If the student and the instructor are unable to reach an agreement, the student may appeal the instructor's decision, in writing, to the appropriate program chair, and, finally, to the associate dean. At each review level, evaluation criteria will be limited to: (1) verification that there was not an error in recording the grade and (2) verification that the grade was determined on the basis of considered academic judgment. Grade appeals must be initiated within one semester after completing the course in question.

### **Graders**

Graders may be appointed to assist instructors with courses having ten or more enrollments on the last day to add a class. Requests should be directed to the appropriate program chair. If approved, the program chair will notify the EP financial administrator to generate an appointment letter and payroll forms.

### **Course/Faculty Evaluations**

To maintain and enhance the quality of our programs, EP uses course evaluations to solicit student opinions about the quality of courses and instruction. (Sample questionnaires are available at <https://ep.jhu.edu/faculty/preparing-to-teach/mid-term-and-final-course-evaluations>.) The link for the course evaluation is e-mailed to all enrolled students, and faculty members and program chairs are notified via e-mail prior to the administration of the course evaluations. Generally, the course evaluations are made available to students one week prior to the end of the term and remain open for nine days after the course has ended. Student grades will be suppressed during the end of term evaluations. Once a student has completed their evaluation, they will gain access to their grade. If a student elects not to complete the evaluation, they will not have access to their grade in ISIS until the tenth day after their course has ended. Faculty members should encourage students to complete the course evaluation questionnaire.

Mid-term evaluations are administered to all classes at the mid-point of the term. Feedback provided by students through the mid-term evaluations will help to guide instructors to make any adjustments that may be needed prior to the end of the course. The link to access the mid-term evaluations is e-mailed to all students approximately one week prior to the middle of the semester. The evaluation consists of two questions: (1) What is going well in this course? (2) How could this course be improved?

Course evaluations receive careful review by the program chairs. EP instructors who receive two or more mean scores below 3.0, in a section with 5 or more respondents to the survey, will be asked to complete an action plan for review by their program chair. The instructor will identify a plan for improvement in the sections in which their scores were below a 3.0. Once they have completed their action plan, it will be reviewed and approved by their program chair.



The results of the evaluations can be accessed through the following link: <https://www3.gelfondsurveys.com/jhusso>. Faculty members who have questions or concerns regarding evaluations should discuss the matter with their program chair or the EP assistant dean.

### **Student Advising**

All students are assigned an advisor within their fields of specialization. Advisors are available to discuss areas of concern for degree and certificate candidates. They also review the degree audit students are requested to complete (<http://ep.jhu.edu/degree-audit>). The instructor is the best source of information regarding courses. Students with other questions should be referred to advisors or to the appropriate EP office.

## EP Services and Procedures

### Services for EP Students and Faculty Members with Disabilities and/or Special Needs

Johns Hopkins University is committed to making all academic programs, support services, and facilities accessible to qualified individuals. Students and faculty members with disabilities or other special needs that require reasonable accommodations should contact the EP Disability Support Coordinator at 410-516-2306. To ensure that services are available to an instructor, he or she should contact the coordinator at the time of appointment. Faculty members and students should be prepared to specify the type of assistance required and course name and numbers. Please note that in most cases, university policy requires documentation from a recognized medical professional prior to providing accommodations.

If you have additional questions regarding disability, please contact Mark Tuminello, Disability Support Coordinator, at 410-516-2306, or at [ep-disability-svcs@jhu.edu](mailto:ep-disability-svcs@jhu.edu).

### Johns Hopkins Student Assistance Program (JHSAP)

JHSAP assists students with the pressures and difficulties they may encounter during their academic careers. Engineering for Professionals offers the JHSAP student assistance program to all EP students who are actively enrolled and taking classes for credit. The service is provided at no cost to students.

If, as a faculty member, you believe that one of your students may have a personal concern, please feel free to recommend the student to JHSAP for an appointment with a counselor, or visit [www.jhsap.org](http://www.jhsap.org). Facilities are conveniently located at the Johns Hopkins medical and Eastern campuses in Baltimore, in Columbia, Maryland, and at Dupont Circle in Washington, DC. Online students not living in the local area may call for a phone consultation and be referred to appropriate resources near their homes as needed. JHSAP services are completely confidential and comply with all state and federal confidentiality laws. If you have additional questions regarding JHSAP, please contact Doug Schiller, Director of Admissions & Student Services, 410-516-2278, [schiller@jhu.edu](mailto:schiller@jhu.edu).

### Faculty and Staff Assistance Program (FASAP)

The Faculty and Staff Assistance Program (FASAP) is the employee assistance program of the Johns Hopkins University, Johns Hopkins Medicine, and Community Physicians. FASAP provides private and confidential services to faculty members with personal problems and issues, including family or relationship challenges, work-related problems, the death of someone close, concerns about drugs or alcohol, stress, depression, and an array of other personal issues. For more information, please visit <http://www.fasap.org/> or call 443-997-7000.

### Weather and Emergency Situations

The Johns Hopkins Weather Emergency Line can be reached at 410-516-7781 or 800-548-9004. The weather line provides information on class and campus closings due to inclement weather. The university may also use the same phone lines occasionally to distribute other urgent information. Announcements and closings will also be posted on the main JHU website: [www.jhu.edu](http://www.jhu.edu) or [webapps.jhu.edu/emergencynotices](http://webapps.jhu.edu/emergencynotices).

In the event of an emergency during class, e.g., medical or fire, notify the security or facility representative at the front desk in the classroom building.

**\*Please note:** Any closings regarding severe or inclement weather should not affect courses offered online, unless otherwise communicated through program or administrative channels. This policy remains in place for non-weather related emergencies.

### **Textbooks**

Along with the appointment letter, the instructor will receive the website location for specifying the textbook(s) required for the course. If an instructor elects to use a textbook, he or she must complete the textbook adoption process by the specified date in the appointment letter to assure that the books are available for student purchase prior to the start of the term. EP uses MBS Direct as its single online textbook provider for all EP locations. MBS Direct also provides used books, buyback, a return policy, and a secure ordering site.

### **Desk Copies**

Faculty members will receive instructions for obtaining desk copies of textbooks with the package of materials that accompany the appointment letter.

### **Duplicating Services**

Instructors may request duplication of course outlines and examinations by submitting the originals to the appropriate site office at least one week before the date needed. Because resources for providing copies to students are limited, instructors with extensive copying needs are urged to contact the site office at least four weeks before the term begins to discuss alternatives. Copied materials are subject to copyright laws. See the Johns Hopkins University Policies section for complete guidelines on copyright regulations.

### **Library Facilities**

Libraries are located at the Homewood and Montgomery County campuses. Faculty members may request materials to be placed on electronic reserve for the duration of their class term. For more information, visit <http://www.library.jhu.edu/index.html#> or contact the appropriate EP site office.

### **Classroom Facilities**

EP strives to provide classroom environments that support the learning process. Most classrooms have a computer with internet access and an LCD projector, in addition to the more traditional items such as chalk/white boards and overhead projectors. Special audiovisual equipment may be requested via the on-site staff at each location.

### **Faculty Website**

More and more of the student and faculty services are being made available via the EP website at <http://ep.jhu.edu/>, including the course catalog, course schedules, student application, and registration. Faculty members will be notified via the faculty listserv as new services and tools become available.

The updated faculty website (<http://ep.jhu.edu/faculty>) provides useful information and tools including access to update your course homepage, control of your personal information with EP, updating your privacy settings, and more.

## **Lectures and Special Programs**

Throughout the year, various divisions of the university will offer seminars and workshops that may be of interest to faculty members. Events specifically offered by EP, including teaching workshops and other faculty-specific offerings throughout the year, will be announced via the faculty listserv. The following are links to several university event listings:

- Johns Hopkins Weekly Calendar: <http://gazette.jhu.edu/> (click University Calendar under Departments)
- Whiting School of Engineering: <http://engineering.jhu.edu/news-events/calendar/>
- APL Colloquium: <http://jhuapl.edu/colloquium/>

## **EP Corporate and Organizational Partnerships**

Regardless of economic trends, an educated, motivated workforce forms the foundation of achievement for any organization. Through partnerships with EP, organizations in the nation's high-tech community can ensure that employees operate at the highest levels. Each partnership program is customized to fit the organization's unique needs, whether it is on-site instruction for specific employees, a cohort of courses for a certificate, or other arrangements.

Partnership with EP makes it possible for employees within the region and around the nation to conveniently participate in a graduate-level program, establishing a common organizational framework for understanding the principles and current best practices within industry, government, and the private sector. Current and past partner organizations include:

BAE Systems  
Lockheed Martin  
MITRE Corporation  
U.S. Naval Air Systems Command (NAVAIR)  
U.S. Naval Sea Systems Command (NAVSEA)  
U.S. Naval Academy Voluntary Graduate Education Program (VGEP)  
U.S. Naval Test Pilot School  
Northrop Grumman  
Raytheon  
MC Dean  
Ball Aerospace

To explore how EP can help organizations realize employee-based goals, contact Christine Morris, Partnership Manager, at 443-778-2387 or by e-mail at [christine.morris@jhuapl.edu](mailto:christine.morris@jhuapl.edu).

## EP Online

### Benefits of Online Instruction

EP offers fully online programs and individual courses to meet the needs of students who prefer the flexibility of not having to attend on-site classes. This approach to continuing education is expanding rapidly among leading engineering schools. While EP remains committed to the highest quality in-person instruction at all education centers, as it has for more than 85 years, it offers students this additional selection to supplement the rich choice of courses available in all degree programs. Some of the benefits of online instruction include:

- *Flexibility*—Online courses offer students the chance to participate in classes on their own schedule. Students can access their courses anywhere or anytime with an Internet connection.
- *Choice*—Offering online courses gives students additional choices. For instance, a course may not be able to attract enough students at any one location to offer it, but can when students from all those locations are added together.
- *Access*—Online courses allow EP to serve students who live too far away to attend face-to-face courses. It also offers all students the opportunity to be taught by excellent instructors whose location or schedules preclude attendance at local class meetings.
- *Realization of the Benefits of the Web*—The unique nature of the web, including hypertext and multimedia, offers new ways of presenting course material and allowing student interaction that can improve student understanding.
- *Collaboration*—Students will communicate online with their instructor and each other, in some cases working in teams on group projects. The courses are designed to foster active and collaborative learning and use an interactive style of problem solving that improves student learning.
- *Distribution of Time Requirements*—While the workload in online courses is comparable to courses that meet face-to-face, the participation requirements are often distributed throughout the week.

### Teaching/Developing an Online Course

Faculty members who are interested in either teaching online or developing an online course should contact their program chair as a first step.

Whether interested in teaching an existing online course or developing the course you presently teach face-to-face, there are several steps you can take in preparation for that transition. We recommend the following:

- Receive training on Blackboard (EP's course management tool) and Adobe Connect or Zoom (JHU's web conference tool). Use Blackboard to supplement your face-to-face course, minimally 1 or more semesters. Blackboard course sites are created for every course.

There are various ways you can use the Blackboard course site to supplement your face- to-face course.

- Attend EP sponsored faculty development workshops, particularly those focused on online learning.

- Consult with an instructional designer to discuss and/or address any pedagogical concerns you may have about converting your course to online.

Once the program chair has approved your course for conversion for online delivery, and you have taken the necessary steps outlined above, you will be assigned to a development cohort. The development cohorts begin in the late summer/fall and late fall/spring time frame and span approximately twenty-five weeks.

The Center for Learning Design team use a systematic process for developing online courses that will guide you through every step, from establishing the overall course design, to putting the final touches on your course such as grade book setup. To assist you with this process, you will be assigned an Instructional Designer (ID). The Instructional Designer serves as an instructional consultant providing guidance and recommendations on how you can redesign your face-to-face course for the online learning environment. The ID also serves as project manager by securing any necessary resources needed and managing the development timeline.

If interested in learning more about how to teach or develop an online course, you may also contact Paul Hockett, the Interim Director of the Center for Learning Design at [paul.hockett@jhu.edu](mailto:paul.hockett@jhu.edu) or at 410-516-2290. For Blackboard, Adobe Connect and Zoom technology training, contact the Instructional Technology Support Team at [ep-help-desk@jhu.edu](mailto:ep-help-desk@jhu.edu).

## Johns Hopkins University Policies

### Academic Misconduct

This section summarizes the policy on academic misconduct. The specifics of the policy are found at: <http://engineering.jhu.edu/include/content/pdf-word/misconduct-policy.pdf>. This also appears in the EP Graduate Programs catalog. Instructors must refer to this policy when handling a case of alleged academic misconduct.

### The Roles of Students and Faculty

Johns Hopkins faculty and students have a joint responsibility to maintain the academic integrity of the university in all respects. Students must conduct themselves in a manner appropriate to the university's mission as an institution of higher education. Students are obligated to refrain from acts that they know, or under the circumstances have reason to know, impair the academic integrity of the university. Violations of academic integrity include, but are not limited to: cheating; plagiarism; unapproved multiple submissions; knowingly furnishing false information to any agent of the university for inclusion in academic records; and falsification, forgery, alteration, destruction, or misuse of official university documents. Members of the faculty are responsible for announcing the academic requirements of each course, for the conduct of examinations, and for the security of examination papers and teaching laboratories.

It is the duty of faculty members to report suspected violations of academic integrity to the appropriate program chair.

It is the responsibility of each student to report to the instructor any suspected violations of academic integrity.

Beginning summer 2015, all EP students are required to complete an online academic integrity course (505.100.81). Students are automatically enrolled once they have registered for their first course with EP. If you have any interest in viewing the course, we can give you the role of "Teaching Assistant," and then you can browse the content. If you would like to be enrolled as a TA, please e-mail [ep-help-desk@jhu.edu](mailto:ep-help-desk@jhu.edu) and include "Academic Integrity Course" in the title of the e-mail, with your JHED ID and a brief message regarding your request contained in the body. You will receive an e-mail confirmation of your enrollment once it is complete.

### Alcohol and Drug Policy for Students

In keeping with its basic mission, the university recognizes that its primary response to issues of alcohol and drug abuse must be through educational programs, as well as through intervention and treatment efforts. To that end, the university provides appropriate programs and efforts throughout the year. The brochure "Maintaining a Drug-Free Environment: The Hopkins Commitment" is distributed annually to all faculty, students, and staff of The Johns Hopkins University, and copies are available on request from the offices of the Faculty and Staff Assistance Program ([http://hopkinsworklife.org/employee\\_assistance/fasap/](http://hopkinsworklife.org/employee_assistance/fasap/)), 4 East 33rd Street, Baltimore, Maryland 21218; telephone 410-516-3800; or at the Counseling and Student Development Center located on the Homewood Campus (<http://web.jhu.edu/counselingcenter>); telephone 410-516-8270

### **Americans with Disabilities Act (ADA)**

The Johns Hopkins University does not discriminate on the basis of gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, religion, sexual orientation, veteran status, or other legally protected characteristic in any student program or activity administered by the university or with regard to admission or employment.

A person with a disability is defined by the Rehabilitation Act of 1973 and by the Americans with Disabilities Act of 1990 as an individual, who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment. For faculty, staff and students with disabilities, it is important to provide to the University a comprehensive evaluation of a specific disability from an appropriate qualified diagnostician that identifies the disability, describes the current level of functioning in an academic or employment setting and lists recommended accommodations. The university provides appropriate, necessary, and reasonable accommodations in programs and facilities for those individuals who are qualified.

The policy is available on the Johns Hopkins Disability Support Services website at <http://web.jhu.edu/administration/jhuoie/disability>.

Questions regarding compliance with the provisions of the Americans With Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 should be referred to Emily Lucio, ADA Compliance and Disability Services, Office of Institutional Equity (<http://web.jhu.edu/administration/jhuoie/index.html>), Wyman Park Building, Suite 515, 3400 North Charles Street, Baltimore, Maryland, 21218, 410-516-8949 or (TTY) 711 MD Relay.

### **Campus Security Act Notice**

In accordance with the Crime Awareness and Campus Security Act of 1990 (PL 102-26), as amended, and the regulations promulgated thereunder, the university issues its Annual Security Report that describes the security services at each of the university's divisions and reports crime statistics for each of the campuses. The report is published on line at: <http://pages.jh.edu/security/overview.html>. Copies of the report are available from the university's Security Department, 14 Shriver Hall, 3400 North Charles Street, Baltimore, Maryland 21218-2689; telephone 410-516-4600.

### **Clery Notice of Availability**

The Johns Hopkins University Annual Security and Fire Safety Report is available on the University's website at [http://security.jhu.edu/\\_template-assets/documents/annual\\_report.pdf](http://security.jhu.edu/_template-assets/documents/annual_report.pdf). In keeping with the mandates of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), the University's Annual Report contains statistics of certain crimes that are reported and that occurred on campus, in certain off-campus buildings or property owned or controlled by the University or an officially recognized student organization, and on public property within or immediately adjacent to and accessible from the campus for the three most recent calendar years. Also included are campus security policies including those related to missing student notifications, alcohol and drug use, sexual assault, relationship violence, and stalking, crime prevention, the reporting of crimes, and fire safety policies and



statistics. All Johns Hopkins faculty, staff and students are encouraged to read and print out the report at [http://security.jhu.edu/\\_template-assets/documents/annual\\_report.pdf](http://security.jhu.edu/_template-assets/documents/annual_report.pdf) and to report all criminal incidents promptly to your respective security department.

A printed copy of the annual crime report may be obtained from the security offices of Johns Hopkins:

Homewood Campus 410-516-4631; Peabody Institute 410-234-4600; Medical Institutions 410-614-3473; Applied Physics Laboratory 443-778-7176; School of Advanced International Studies, D.C. 202-663-5808; or from the deans/directors/coordinators for our JHU Campuses and centers at: Baltimore, MD (Harbor East) 410-234-9301; Columbia, MD 410-516-9700; Bologna, Italy 202-663-5808; International +39.051.2917.811; Washington, D.C. Zanvyl Krieger School of Arts and Sciences 202-663-5808; Nanjing, China 202-663-5808; International +86.25.8359.2436; Washington, D.C.- Carey Business School 202-663-5808; Dorsey Center 410-516-2278; Montgomery County, MD 301-294-7011.

We have added the Dorsey Center as a separate campus in the 2015 report and have amended the 2013 and 2014 reports to reflect this addition. The amended prior-year's reports can be viewed on the Campus Safety and Security website at [http://security.jhu.edu/\\_template-assets/documents/annual\\_report2013.pdf](http://security.jhu.edu/_template-assets/documents/annual_report2013.pdf) and [http://security.jhu.edu/\\_template-assets/documents/annual\\_report2014.pdf](http://security.jhu.edu/_template-assets/documents/annual_report2014.pdf), and printed copies of these reports may be obtained from the above list of university security offices or personnel.

## **Computer Usage and Copyright Guidelines**

### Computer Usage

Because JHU's Office of Information Technology updates its policies frequently, please visit the JHU IT website, <http://www.it.jhu.edu/>, for the latest information on usage and security, as well as the "Jumpstart" guide for student policies: <http://jumpstart.jhu.edu/>.

The following text includes key elements of the policy, which is posted in all EP computer labs: Acceptable use of IT resources is use that is consistent with Johns Hopkins' missions of education, research, service, and patient care, and is legal, ethical, and honest; it must respect intellectual property, ownership of data, system security mechanisms, and individuals' rights to privacy and freedom from intimidation, harassment, and annoyance; it must show consideration in the consumption and utilization of IT resources; and it must not jeopardize Johns Hopkins' not-for-profit status. Incidental personal use of IT Resources is permitted if consistent with applicable JHU and divisional policy, and if such use is reasonable, not excessive, and does not impair work performance or productivity. Please visit the JHU IT link above for additional information on unacceptable use of IT resources.

### Copyright Reminders

- JHU complies with the provisions of the Digital Millennium Copyright Act (DMCA).
- Copyright exists in any original work that exists or is fixed in any tangible medium of expression. A copyright notice is not required.
- Subject to exceptions contained in 17 U.S.C. §§ 107 and 108 (<http://www.copyright.gov/title17/92chap1.html>), it is a violation of copyright law to copy, distribute, display, exhibit or perform copyrighted works without the authority of the owner of the copyright. Review:

<http://guides.library.jhu.edu/copyright>.

### **Conflict of Commitment and Conflict of Interest**

The WSE policy on Conflict of Commitment and Conflict of Interest may be found at: <http://engineering.jhu.edu/adr-coi/>. Whether actual or perceived, such conflicts raise questions about the integrity and ethics not only of the individual but also of EP, WSE, and the university. The WSE Policy on Conflict of Commitment and Conflict of Interest provides a framework for identifying conflicts of commitment or interest and, when appropriate, resolving or managing situations in which a conflict may exist. Part-time EP faculty, officially designated as lecturers, are covered by most of this policy and are encouraged to review its requirements.

Although the conflict of commitment portion of this policy (Section 6) is intended for full-time university employees, part-time lecturers should be aware that poor teaching performance due to insufficient time devoted to their course may result in the loss of future teaching opportunities. Parts of the conflict of interest policy (Section 7) focus on conflicts arising from the research-related activities not ordinarily conducted by part-time faculty as part of their WSE activities. Yet the principles underlying the conflict of interest policy do apply in the EP classroom and laboratory setting. Potential conflicts of interest include, but are not limited to, the following:

- Lecturers should not receive any financial gain from their EP course, other than the salary provided by the university. For example, lecturers (including members of their immediate family) should not receive or appear to receive any financial gain from textbooks, lab kits, or other instructional materials they require students to purchase.
- Lecturers' financial or commercial interest should never impinge upon a student's academic duties and rights (Section 7.4.5). For example, students should not be assigned projects designed to solve problems for the instructor's company.
- Lecturers may not use their affiliation with the university for financial gain (Section 7.4.6). For example, lecturers should not use the university's name or letterhead to imply endorsement of a product or service.

Potential conflicts of interest must be reported to and reviewed by WSE's Office of Research. You are also encouraged to contact this office if you have any questions about the policy. The Office of Research may be reached at 410-516-5262 or [wseadr@jhu.edu](mailto:wseadr@jhu.edu).

### **Equal Opportunity/Nondiscrimination Policy as to Students**

The Johns Hopkins University admits students of any race, color, gender, religion, national or ethnic origin, age, disability, veteran status, or marital status to all of the rights, privileges, programs, benefits, and activities generally accorded or made available to students at the university. It does not discriminate on the basis of race, color, gender, religion, sexual orientation, national or ethnic origin, age, disability, veteran status, or marital status in any program or activity, including the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other university-administered programs or in employment. Accordingly, the university does not take into consideration personal factors that are irrelevant to the program involved.

Questions regarding access to programs following Title VI, Title IX and Section 504 should be

referred to the director of the Office of Institutional Equity, who is responsible for the coordination of equal opportunity programs, Wyman Park Building, Suite 515, 410-516-8075.

### **Photography and Film Rights Policy**

The Johns Hopkins University reserves the right from time to time to film or take photographs of faculty, staff, and students engaged in teaching, research, clinical practices, and other activities, as well as casual and portrait photography and film. These photographs and films will be used in such publications as catalogs, posters, advertisements, recruitment and development materials, as well as on the university's website, for various videos, or for distribution to local, state, or national media for promotional purposes. Classes will be photographed only with the permission of the faculty member. Such photographs and film— including digital media—which will be kept in the files and archives of the Johns Hopkins University, will remain available for use by the university without time limitations or restrictions. Faculty, students, and staff are made aware by virtue of this policy that the university reserves the right to alter photography and film for creative purposes. Faculty, students, and staff who do not want their photographs used in the manner(s) described in this policy statement should contact the Office of Communications and Public Affairs.

### **Policy on the Ownership and Use of Educational Materials for Online Courses**

- Under the work for hire principle, the University owns the intellectual property for online courses developed by EP faculty, including educational materials such as videos, slides, documents, and assessments, though this is not intended to be an exhaustive list.
- In these instances, the instructor is granted a non-exclusive, no-cost license to use these materials as part of any of their teaching or scholarly functions either inside or outside of the University.

Note: The complete policy can be found here: <https://ep.jhu.edu/files/ep-policy-on-educational-materials-for-online-courses.pdf>

### **Possession of Firearms on University Premises**

The possession, wearing, carrying, transporting, or use of a firearm or pellet weapon is strictly forbidden on university premises. This prohibition also extends to any person who may have acquired a government-issued permit or license. Violation of this regulation will result in disciplinary action and sanctions up to and including expulsion, in the case of students, or termination of employment, in the case of employees. Disciplinary action for violations of this regulation will be the responsibility of the divisional student affairs officer, dean or director, or the vice president for human resources, as may be appropriate, in accordance with applicable procedures. Any questions regarding this policy, including the granting of exceptions for law enforcement officers and for persons acting under the supervision of authorized university personnel, should be addressed to the appropriate chief campus security officer.

### **Sexual Harassment Prevention and Resolution Policy**

#### Preamble

Johns Hopkins University is committed to providing its staff, faculty, and students the opportunity to pursue excellence in their academic and professional endeavors. This can only

exist when each member of the community is assured an atmosphere of mutual respect, one in which they are judged solely on criteria related to academic or job performance. The university is committed to providing such an environment, free from all forms of harassment and discrimination. Each member of the community is responsible for fostering mutual respect, for being familiar with this policy, and for refraining from conduct that violates this policy.

Sexual harassment, whether between people of different sexes or the same sex, is defined to include, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other behavior of a sexual nature when:

- Submission to such conduct is made implicitly or explicitly a term or condition of an individual's employment or participation in an educational program  
Submission to or rejection of such conduct by an individual is used as the basis for personnel decisions or for academic evaluation or advancement  
Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creates an intimidating, hostile, or offensive working or educational environment. Fundamental to the university's purpose is the free and open exchange of ideas. It is not, therefore, the university's purpose, in promulgating this policy, to inhibit free speech or the free communication of ideas by members of the academic community.

### Policy

The university will not tolerate sexual harassment, a form of discrimination, a violation of federal and state law, and a serious violation of university policy. In accordance with its educational mission, the University works to educate its community regarding sexual harassment. The university encourages individuals to report incidents of sexual harassment and provides a variety of avenues by which individuals can report complaints of sexual harassment.

The university encourages reporting of all perceived incidents of sexual harassment, regardless of who the alleged offender may be. Individuals who either believe they have become a victim of sexual harassment or have witnessed sexual harassment should discuss their concerns with any member of the Sexual Harassment Prevention and Resolution Program (SHPRP). Complainants are assured that problems of this nature will be treated in a confidential manner, subject to the university's legal obligation to respond appropriately to any and all allegations of sexual harassment. For more information, contact Kevin McDonald in the Compliance Office at 410-516-8075. The university prohibits acts of reprisal against anyone involved in lodging a complaint of sexual harassment. Conversely, the university considers filing intentionally false reports of sexual harassment a violation of this policy.

The university will promptly respond to all complaints of sexual harassment. When necessary, the university will institute disciplinary proceedings against the offending individual, which may result in a range of sanctions, up to and including termination of university affiliation. Complaints of sexual harassment may be brought to Terry Martinez, Dean of Student Life, 410-516-8208; Caroline Laguerre-Brown, Vice Provost for Institutional Equity; or Allison Boyle, Director of Equity Compliance and Education, 410-516-8075, or (TTY) 410-516-6225.

### **Statement Regarding the Privacy Rights of Students**

Notice is hereby given that Johns Hopkins Engineering for Professionals complies with the provisions of the Family Educational Rights to Privacy Act of 1974 (P.L. 93-380), as amended, and regulations promulgated there-under. The Family Educational Rights and Privacy Act (FERPA) affords eligible students, with certain rights with respect to their education records. Full details regarding this policy can be found on the U.S. Department of Education website: <http://ed.gov/policy/gen/guid/fpco/ferpa/students.html>.

A synopsis of these rights follows:

- The right to inspect and review the student's education records within 45 days of the day the university receives a request for access
- The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA
- The right to provide written consent before the university discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The university discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted as its agent to provide a service instead of using university employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the university.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202-5901