



Engineering for Professionals

Faculty Handbook

Academic Year 2025-2026

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Overview

Introduction

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.

Information Sources

The EP catalog is published annually in July. 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: <https://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 the Administration Directory.

Directories

[EP Leadership Team](#)

[EP Staff Listing](#)

Master's Degrees

Applied and Computational Mathematics
Applied Biomedical Engineering
Applied Physics
Artificial Intelligence
Chemical and Biomolecular Engineering
Civil Engineering
Climate, Energy, and Environmental Sustainability
Computer Science
Cybersecurity
Data Science
Electrical and Computer Engineering
Engineering Management
Environmental Engineering
Environmental Engineering and Science
Environmental Planning and Management
Financial Mathematics
Healthcare Systems Engineering
Industrial and Operations Engineering
Information Systems Engineering

Materials Science and Engineering
Mechanical Engineering
Occupational and Environmental Hygiene
Robotics and Autonomous Systems
Space Systems Engineering
Systems Engineering

Graduate and Post-Master's Certificates

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

The EP Strategic Plan

Mission (where we are now)

Engineering for Professionals (EP) offers state-of-the-art graduate education that provides students with the principles, understanding, and tools to solve the world's most challenging engineering and applied science problems.

Vision (what we hope to become)

Engineering for Professionals will become a market leader in online graduate engineering education by offering innovative, impactful, flexible, high-quality programs that meet the evolving needs of the engineering and applied science community, leveraging close collaboration with industry, government, and Johns Hopkins partners.

Strategic Goals

- Increase EP's impact on the part-time professional education community by growing new student enrollment within EP programs and diversifying the range of offerings
- Improve the delivery of student services to increase satisfaction and continued engagement of the EP student community
- Establish EP as a leader in the development and delivery of high-touch online coursework
- Build strategic relationships with industry partners to better serve the engineering community and inform EP new program development
- Increase EP's integration with Homewood departments to build interoperability across the Whiting School graduate degree programs

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.

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 course 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.
- Participate in any program meetings held by the program chair.
- Attend the annual fall and spring faculty meetings sponsored by EP.
- Update the catalog course description when necessary; send for approval by the program chair, then forward revised description to ep-courseupdates@jhu.edu.
- Create or update your personal information entry in the EP Faculty Profile at <https://apps.ep.jhu.edu/faculty/profile/review>. The JHU EP Faculty Profile is a tool for you to keep your personal information up to date with EP, control what information EP publishes about you, share your resume or CV information with EP for administrative reporting purposes, and highlight your accomplishments.

Specific Course-Related Tasks

The tasks below are categorized into three core areas of teaching at EP: course management, facilitation of learning, and administrative tasks.

Course Management:

- Confirm each class module in a 14-week course requires 10 hours (or 11.25 hours in a 12-week summer course) of work for the typical student. Additional information can be found in the [JHU Credit Hour Policy](#).
- Maintain and update course material to ensure it is current and relevant.
- Refresh course assessments on a regular basis to reduce risk of academic misconduct.
Note: If significant course revisions are required, please contact your program chair. See section "Developing an Online Course" below for more details.
- Create or update (if needed) important course information including the course syllabus and course outline and submit it to the program chair. The EP course syllabus and outline template is available on the EP Faculty Website at <http://ep.jhu.edu/faculty/forms>. Please make sure to include your contact information so students are aware of how to reach you. A public, abridged, version of the course syllabus will be published on the EP website.

- Update your course site in Canvas. Instructions on how to do this can be found here: https://support.cmts.jhu.edu/hc/en-us/articles/5314743027981-Canvas-Term-Start-Checklist#h_fbeb6176-5a74-42ac-92b5-1b435b152f09
- Turn on TurnItIn plagiarism in Canvas for your course(s). Instructions on how to do this can be found here: <https://support.cmts.jhu.edu/hc/en-us/articles/5334619261709-Using-Turnitin-for-Canvas-Assignments>
- If you require assistance with creating/editing your course site, please contact CTLD support at CTLD@jh.edu.
- Randomize all short answer and multiple choice exams as outlined in the [Randomization Requirement for Short Answer and Multiple Choice Exams](#).
- Faculty teaching a course with merged sections should treat each merged section as its own course by holding separate office weekly office hours, assigning distinct discussion groups for each section, and maintaining section-specific communications. If you require assistance with your merged sections, please contact cmshelp@jh.edu for support.

Facilitation of Learning:

- Be actively engaged in the course at all times during the term, through frequent communication with students and participation in the course site.
- Use the course communication systems (e.g., Canvas Inbox, discussion board).
- For courses taught in synchronous format, class sessions must be recorded, and students should be provided access to the course recordings within 48 hours of the end of the class session.
- Hold at least one synchronous office hour per section per week. Additional guidance is outlined on the [Office Hours and Expectations](#) webpage.
- Instructors are expected to grade assigned work within **seven days** and provide adequate feedback to students to enable them to improve their future performance. If an instructor is unable to return grades within that timeframe, they should notify students and provide a revised estimated timeframe for graded work.
- Note: Grade information should only be shared through Canvas, the university Learning Management System (LMS), and SIS. Sharing grades or personally identifiable information (PII) via a personal email account or any other method outside JHU is not permitted by the [Family Educational Rights and Privacy Act \(FERPA\)](#).
- Consider attending a faculty development session focused on best practices in teaching and learning to pick up some tips for your teaching, offered through the Faculty Forward Academy <https://facultyforward.jhu.edu/>

Administrative Tasks:

- Report any student academic misconduct to the EP Academic Integrity Officer, Heather Stewart (ep-academic-integrity@jh.edu), by following the [Whiting School Graduate Academic Misconduct Policy](#).
- Use @jhu or @jhuapl email address for any university-related communications. Additional information can be found on the [Faculty, Student, and Staff Email at WSE guide and Preventing Loss of Emails in Focused Inbox](#).
- 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 reach the course site office, please inform the APL Education

Center staff at 443-228-5280. Alternatives to rescheduling classes can be found on page 14 of this handbook.

- *****Submit final grades no later than 72 hours after completion of the last class of the term.***** If you need assistance with submitting your final grades, please review the CMTS article, [Submitting Grades in Canvas](#) or email cmtshelp@jhu.edu.
- Review the mid-term and end-of-semester course evaluations and consider opportunities for course improvements.

Required Trainings:

- [Title IX Training](#)
- [New Faculty Orientation](#)
- [Faculty Program on Accessibility and Disability Inclusion](#)
- [FERPA Training](#)
- Title IV Training (available in [MyLearning](#))

Appointments and Appointment Letters

Upon the recommendation of program chairs and the associate vice dean, EP faculty members are appointed by the vice dean for graduate education of the Whiting School of Engineering on a term-by-term basis to teach specific courses. Each term, an appointment letter will be available for review and approval in the Student Information System (SIS). Appointed faculty members will receive an email notifying you to log into SIS. A JHED ID and password is needed to review and approve the letter.

All new instructors at EP are required to complete the [New Faculty Orientation](#) course in Canvas. This brief, self-paced course provides essential information for teaching at EP and takes less than one hour to finish. Before enrolling, instructors must activate their JHED ID and password. Once set up, they can log in and self-enroll using [this link](#). Completion of the course is mandatory prior to beginning instruction.

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 pay periods vary and depend on a course end date. Pay periods run from end of June through end of 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 ep-finance@jhu.edu.

Academic Misconduct

This section summarizes the [WSE Policy on Academic Misconduct](#). The policy also appears in the EP Graduate Programs catalog. Instructors must refer to this policy and contact the EP Academic Integrity Officer (ep-academic-integrity@jhu.edu) when handling a case of alleged academic misconduct.

It is the duty of faculty members to report suspected violations of academic integrity to the Academic Integrity Officer as outlined in the policy. An academic sanction cannot be applied to a student's grade or academic record without a signed informal resolution form or hearing panel outcome form.

To help prevent instances of misconduct, the following best practices are strongly suggested:

- Refresh course assessments on a regular basis
- For each assignment or examination, the instructor should explain the conditions under which the work is to be done (e.g., use of the internet, student collaboration restrictions, restrictions of AI tools, etc.) 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.

All EP students are required to complete training on academic ethics as part of their orientation. Students are automatically enrolled once they have registered for their first course with EP and must complete the training before gaining access to their course site in Canvas.

Additional support resources such as email templates, academic misconduct workflow, strategies for academic misconduct prevention, and more can be found on the [EP Academic Integrity SharePoint site](#).

Academic Integrity and Generative AI

As generative AI technologies become more widely accessible and sophisticated, it is important that faculty proactively consider the impact on the integrity of student assessments. While AI can be a valuable tool for learning and productivity, it is also being used in coursework meant to demonstrate individual understanding and critical thinking.

To support [academic integrity](#) and ensure our assessments remain significant and fair, EP has two recommendations:

1. We urge you to convey to students [whether or how they may be permitted to use generative AI](#) in your classroom; this can be done right in the Course Policies section of your syllabus. If you would like to reinforce this policy, you may also add this information to the Student Coursework Requirements.
2. We recommend that you run your assessments (e.g., homework questions, exam questions, and discussion prompts) through an [AI tool](#). If the output generated would be considered an acceptable response to your prompt, we encourage you to reconsider the design of the task.

Johns Hopkins University just recently launched its [AI Lab](#) tool to all JHU faculty. You can access this tool at no cost, and it is a “safe” tool, meaning your assessments will remain private to your account. To redesign your assessments in ways that promote deeper learning and are less susceptible to artificial creation, please take advantage of resources provided by [Johns Hopkins](#) and by the [Whiting School](#). The Whiting School’s [CTLD](#) and [CMTS](#) also offer webinars, workshops, and other resources to support your teaching practices in the age of AI.

Student Attendance

Students are expected to regularly attend and be active in all courses in which they are enrolled. If you are concerned about a student who has not attended or participated in your course, please reach out to the Student Academic Success Office (ep-studentsuccess@jhu.edu). Although Johns Hopkins Engineering for Professionals and the university have no specific rules governing absences, the course instructor may announce certain attendance/participation requirements. It is the student’s responsibility to be aware

of those requirements. Students who know they will be absent from an on-site class or unable to engage in an online class module, 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. Students who require accommodations related to a disability should be referred to the EP Student Disability Office (ep-disability-svcs@jhu.edu).

When determining your attendance policies, we ask that you consider students who are suffering from a serious illness or who may be caring for someone suffering a serious illness. Documentation for absences related to illness may be requested, but faculty may not ask for specific information such as diagnosis or other private medical information. If a student is not able to be successful in the course due to extenuating circumstances and it is outside of the 100% [refund period](#), they may request a [Late Drop or Late Withdrawal with Tuition Refund](#).

Faculty Attendance Hybrid Synchronous Online Courses

If an instructor is unavoidably late for class, the site office will attempt to notify students and tell them to wait, if it is practical. If an instructor is unable to meet a class, every attempt will be made by Johns Hopkins Engineering for Professionals staff to inform students of the cancellation, a makeup time for the class (if available), and information regarding assignments. If an instructor informs the Johns Hopkins Engineering for Professionals office of a class cancellation with enough lead time, students will be contacted.

Rescheduling Hybrid Synchronous Online Classes

If you cannot attend a regularly scheduled class, there are several options outlined below as alternatives to cancelling the class.

Changes in the regularly scheduled meeting time or place of a course (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 APL Education Center at 443-228-5280.

Alternatives to Rescheduling Hybrid Synchronous Classes

- Conducting a live class session using Zoom from any location. It is possible to conduct the entire online course via Zoom with each student logging in and able to participate in discussions. More information about the use of Zoom can be found in the [Zoom Quick Start Guide](#) in the EP Knowledge Base.
- Extending the class session. For example, if your course meets at 4:30 p.m. and the classroom is available afterward at 7:20 p.m., you could arrange to extend the course a few sessions to make up the missed class if the students agree. You could also do this if your course 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 course 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.

- **Record Lectures.** EP has various tools available to faculty to create recorded 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 CMTS support team at cmtshelp@jhu.edu.

***Please note:** Having a supplemental Canvas course site is an important component in compensating for a missed class. You can place all your presentation materials on the Canvas 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 Canvas course site. For more information on Canvas, please refer to: <https://ep.jhu.edu/faculty-staff/teaching-technology-resources/>

Identification Cards

All full-time, part-time, and casual faculty and staff are eligible to receive a J-Card, which serves as the official University identification card. Once you have your Hopkins ID number, please visit the J-Card Office in Garland 51 on the Homewood campus to obtain your J-Card.

On the Homewood campus, your J-Card can provide access to the Milton S. Eisenhower Library, parking facilities, and the Ralph S. O'Connor Recreation Center. You can also deposit J-Cash to your card and take advantage of the convenient, cashless way to pay for your purchases on campus or at participating off-campus merchants.

For more information, please visit the Jcard website at <https://studentaffairs.jhu.edu/jcard/>.

Examinations and Assignments for Hybrid Synchronous Classes

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.

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 are used for the courses: A+, A, A– (excellent), B+, B, B– (good), C+, C, C– (limited satisfactory), D+, D (unsatisfactory), F (failure), I (incomplete), W (official withdrawal), and AU (audit). The last two are not assigned by instructors.

A grade of F indicates the student's failure to complete or comprehend the coursework. Students are permitted to retake up to two graduate-level courses, either the same course twice or two different courses once. The original grade is replaced with an R. If the failed course includes laboratory work, both the lecture and laboratory work must be retaken 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 drop 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.

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 their control. **Students should have at least 70% of their coursework completed to qualify for an incomplete.** Students with extenuating circumstances who have less than 70% of their coursework completed should request a [Late Drop or Withdrawal with Tuition Refund](#) to see if they are eligible for a late drop or withdrawal from the course.

Conditions for resolving an incomplete are established by the instructor and must be signed by both instructor and student as an [Incomplete Grade Contract](#). The Incomplete Grade Contract must be initiated by the student in their SIS account. The terms of this contract must be finalized before the end of the term. A final grade must be submitted to the Registrar within by the specified time period in the contract. The default grade provided by the instructor will be assigned if the incomplete work is not submitted by the deadline. Please note: There is deadline by which the missing assignments are due to the faculty and a deadline by which the grade must be entered into SIS. Please update each date separately to allow time to grade after the student's submission deadline.

For academic year 2025-2026, the default dates by which final grades for incomplete work must be resolved are as follows:

Term	Date
Summer term	First day of the 4th week of the Fall term
Fall semester	First day of classes of the Spring term
Spring semester	First day of classes for the Summer term

Under extremely rare circumstances, instructors may extend the deadline date for the incomplete grade. This extension date may not occur beyond the end of the immediately following term by emailing ep.registration@jhu.edu. Students who expect to complete degree requirements but have an incomplete are not certified for graduation until the end of the following term.

Grade Reports

Instructors are expected to grade assigned work within **seven days** and provide adequate feedback to students to enable them to improve their future performance. If an instructor is unable to return grades within that timeframe, they should notify students and provide a revised estimated timeframe for graded work. Grade information should only be shared through Canvas, the university Learning

Management System (LMS), and SIS. Sharing grades or personally identifiable information (PII) via a personal email account or any other method outside JHU is not permitted by the [Family Educational Rights and Privacy Act \(FERPA\)](#).

At the midpoint of each term, the Student Academic Success Office (SASO) will run a Canvas report of all students earning a grade of C+ or below unless the instructor has hidden student access to the final grade in SIS or the course is non-standard (e.g., thesis course, project course, cohort course, etc.). Those instructors will be asked provide a list of students whose grade is C+ or below at the midterm. SASO will send a midterm warning to students who are reported either through the Canvas report or by the instructor so they can take corrective action. These early reports are for the information of students 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 SIS system so that they are received within 72 hours of the last scheduled meeting of the course for on-site courses and within 72 hours of the close of the last module of online courses. Please reach out to ep.registration@jhu.edu if a grade cannot be entered for a student due to extenuating circumstances within this timeframe (e.g., academic misconduct, etc.) 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 or delivered to students via email.

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/>. Grade information should only be shared through Canvas, the university Learning Management System (LMS), and SIS. Sharing grades or personally identifiable information (PII) via a personal email account or any other method outside JHU is not permitted by the [Family Educational Rights and Privacy Act \(FERPA\)](#).

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 vice 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 send a request to ep-finance@jhu.edu to appoint the grader. Faculty who have concerns about their graders hours or performance should contact ep-finance@jhu.edu for support.

Course/Faculty Evaluations

Course evaluation results are made available to all current EP students and faculty members at <https://ep.jhu.edu/faculty-staff/teaching-technology-resources/mid-term-and-final-course-evaluations/>. NOTE: this requires JHED authentication.

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 28 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 SIS until the twenty-ninth day after their course has ended. Faculty members should encourage students to complete the course evaluation questionnaire.

Mid-term evaluations are administered to all courses 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 five 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://ep.jhu.edu/programs-and-courses/course-evaluations>. Faculty members who have questions or concerns regarding evaluations should discuss the matter with their program chair or David Porter (david.l.porter@jhu.edu), Faculty Affairs Lead.

EP Services and Procedures

ADA Compliance

Johns Hopkins University is committed to creating a welcoming and inclusive environment for students, faculty, staff and visitors with disabilities. Consequently, we work to ensure that students, employees and visitors with disabilities have equal access to university programs, facilities, technology and web properties.

Services for EP Faculty Members with Disabilities

As part of our commitment to providing equal employment opportunities for all employees, JHU provides reasonable workplace accommodations to qualified faculty and staff with disabilities. Examples of reasonable accommodations include but are not limited to: acquiring or modifying adaptive equipment, job restructuring, modified work schedules, providing interpreters, removing readily achievable physical barriers and providing paid or unpaid leave. Faculty and staff with disabilities are encouraged to review and understand the university's guidelines for documentation and procedures for submitting an accommodation request. More information can be found at oie.jhu.edu/ada-compliance.

Services for Students with Disabilities

Students with disabilities requiring accommodation should be directed to Disability Services at Engineering for Professionals at 410-516-2328 or at ep-disability-svcs@jhu.edu. The EP Disability Services website can be found at <https://ep.jhu.edu/student-services/disability-services/>. Students must be registered with Disability Services and provide an accommodation letter to receive accommodations.

Accessibility and Faculty Resources

As Johns Hopkins University works to foster diversity and build a campus culture of inclusion, it is committed to assisting people with disabilities so they can enjoy full participation in the university's programs, services, and benefits. Johns Hopkins seeks the continuous improvement of accessibility on its campuses and in its activities and prohibits unlawful discrimination based on disability. More information on accessibility, including a section devoted to faculty resources, can be found at <http://accessibility.jhu.edu/>.

Student Advising

All students are assigned an advisor. Advisors are available to discuss areas of concern for degree and certificate candidates, and review student course-taking progress. The instructor is the best source of information regarding courses. Students with questions outside of the course should be referred to their faculty advisor, APL Program Coordinator, or to the EP Student Academic Success Office (ep-studentsuccess@jhu.edu).

Student Academic Success Office

The Student Academic Success Office (SASO) was established in Summer 2023 to provide policy and procedural guidance to students and faculty, identify student academic needs and develop support programming, monitor student progress and contact at-risk students, and support EP-wide community building activities.

SASO also processes the following requests associated with EP-wide policies:

- **Satisfactory Academic Progress (SAP)**

- **Course Revalidation**
- **Late Drop or Withdrawal with Tuition Refund**
- **Reactivation (full and conditional student statuses only)**
- **Voluntary Withdrawal**

SASO also provides at-risk communications to check-in with students who have not been active in Canvas for more than 7 days, who are on probation, and who have recently been reactivated into their program of study. EP faculty and students can reach the SASO team at ep-studentsuccess@jhu.edu.

APL Education Center Program Coordinators

APL Education Center program coordinators are responsible for providing comprehensive programmatic support to faculty, program advisors and students to ensure smooth operations on behalf of program leadership. Program coordinators manage academic planning and course scheduling, facilitate instructor assignments (including hiring and onboarding), prepare program documentation, review program metrics, forecast program resources, and promote EP and program initiatives to program faculty and staff. Program coordinators keep program and EP leadership apprised of issues impacting faculty and students.

- Valeria Alfara (valeria.alfaro@jhuapl.edu) – Artificial Intelligence, Computer Science, Cybersecurity, and Data Science
- Hayley Beach (hayley.beach@jhu.edu) – Applied and Computational Mathematics, Civil Engineering, Environmental Programs, and Industrial and Operations Engineering
- Annie Cranston (annie.cranston@jhuapl.edu) – Engineering Management, Systems Engineering
- Andrew Marshall (andrew.marshall@jhuapl.edu) – Applied Biomedical Engineering, Applied Physics, Information Systems Engineering, and Robotics and Autonomous Systems
- Sally Kamen (sally.kamen@jhuapl.edu) – Space Systems Engineering
- Brittany Quinn (brittany.quinn@jhuapl.edu) – Electrical and Computer Engineering, Health Systems Engineering, and Mechanical Engineering

Programs without program coordinators can contact SASO (ep-studentsuccess@jhu.edu)— Chemical and Biomolecular Engineering, Financial Mathematics, Materials Science and Engineering, and Occupational and Environmental Health.

Student Affairs

WSE Student Affairs serves Whiting School of Engineering graduate students, learners, and postdoctoral fellows. We offer resources for academic engagement, career planning, community life, and more. You can find information about the office here: <https://engineering.jhu.edu/studentaffairs/>.

Engineering Student Support and Advocacy (ESSA)

Whiting School of Engineering Student Affairs has a dedicated office with Student Support and Advocacy. Engineering Student Support & Advocacy (ESSA) helps students navigate non-Academic issues including mental or physical health, interpersonal issues, conflict with advisors, financial concerns, time management, leaves of absence, being victimized, and family emergencies. Please find information about this office here: <https://engineering.jhu.edu/studentaffairs/navigatingnonacademicissues/>

Advisors should refer student non-responsive students or experiencing non-academic challenges to EP's Case Managers. Case managers provide one-on-one support, advocacy, referrals and follow-up services for students experiencing difficulties related to mental health, physical health, family emergencies, and other areas of concern.

- Allison Leventhal (aleventhal@jhu.edu) – Civil Engineering, Engineering Management, Materials Science & Engineering, Occupational and Environmental Hygiene, Systems Engineering
- Hannah Marks (hmarks3@jhu.edu) – Applied and Computational Mathematics, Artificial Intelligence, Computer Science, Cybersecurity, Data Science, Environmental Engineering programs, Financial Mathematics, Information Systems Engineering, Robotics and Autonomous Systems
- Chase Oatis (coatis1@jhu.edu) – Applied Physics, Applied Biomedical Engineering, Chemical and Biomolecular Engineering, Electrical and Computer Engineering, Healthcare Systems Engineering, Mechanical Engineering, Space Systems Engineering

Mental Health Services

JHU has several resources to support students. Many students struggle with stress or a variety of mental health concerns. Student Health and Well-Being Mental Health Services has many resources available to students: MHS website: <https://wellbeing.jhu.edu/MentalHealthServices/>

MHS also partners with TimelyCare, which offers on-demand mental health support through TalkNow, as well as up to 12 free counseling appointments with the provider of your choice. Psychiatric care is also available through TimelyCare for routine medication management (no stimulants or other controlled substances). <https://app.timelycare.com/auth/login>.

In addition, The Johns Hopkins University Behavioral Health Crisis Support Team (BHCST) pairs experienced, compassionate crisis clinicians with specially trained public safety officers on every shift on and around the Homewood campus, seven days a week. The BHCST will provide immediate assistance to those who need it and, just as importantly, link individuals in crisis to ongoing support services in the days and weeks that follow. Call Public Safety, 410-516-5600, and ask for a BHCST clinician.

If you have concerns about a specific student, please contact:

- For emergencies (threat to self or others): 410-516-4600 or 911
- For on-scene mental health support: BHCST at 410-516-4600
- For WSE Graduate Students: Megan Barrett, Assistant Dean for Engineering Student Affairs

Employee Assistance Program (EAP)

The Employee Assistance Program (EAP) 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 <https://hr.jhu.edu/benefits-worklife/support-programs/>.

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 or <https://www.jhu.edu/alert/>.

In the event of an emergency during class, e.g., medical or fire, call 911 and 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

State and federal mandates require higher education institutions such as ours to support textbook affordability measures by providing students with access to textbook requirements during registration periods. Early selection and adoption of textbooks allows students time to explore budget sensitive options. JHU is using a new service provider, Follett Higher Education, for textbook adoptions.

Student textbook links are available in SIS and on our EP website course schedule (<https://apps.ep.jhu.edu/schedule/search>). This feature allows a student to directly link to the textbook(s) for each course section.

For instructions on how to adopt your textbook, please visit <https://ep.jhu.edu/faculty-staff/preparing-to-teach/textbooks-for-instructors/>

Prior to the start of each term, the instructor will receive an email with the website location for specifying the textbook(s) required for the course and instructions for completing the process. All instructors 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. If the instructor elects not to use a textbook, the instructor must log on and specify that no textbook will be used. EP

uses Follett Higher Education as its single online textbook provider for all EP locations. Any questions should be addressed to Joyce Richardson at jrichard@jhu.edu or Tracy Gauthier at tgauthi1@jhu.edu.

Desk Copies

Faculty members should direct requests for desk or examination copies of course textbooks directly to the publisher. To make a request, at the very minimum, the following information will be required: Publisher, Title, Author, Edition Number, ISBN, Course Number, and Approximate Enrollment in the course. A form is provided on the EP Faculty website to help gather this information on the EP Faculty website under *Preparing to Teach/Textbooks for Your Course* at <https://ep.jhu.edu/wp-content/uploads/2020/09/desk-copy-request.pdf>

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 campus. Faculty members may request materials to be placed on electronic reserve for the duration of their course term. For more information, visit <https://www.library.jhu.edu/library-services/course-readings/reserves-request-form/> or contact the appropriate EP site office.

Faculty Website

The [faculty website](#) provides useful information and tools including access to update your course homepage, control of your personal information with EP, updating your privacy settings, how to address generative AI in your course, 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: <https://hub.jhu.edu/events/>
- 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
Ball Aerospace
Lockheed Martin
MC Dean
MITRE Corporation
Northrop Grumman
Raytheon
Textron
U.S. Naval Academy Voluntary Graduate Education
Program (VGEP)
U.S. Naval Air Systems Command (NAVAIR) U.S. Naval
Sea Systems Command (NAVSEA)
U.S. Naval Test Pilot School

To explore how EP can help organizations realize employee-based goals, contact Lynda Stevens, Associate Director of Corporate Engagement for Education, by e-mail at lstevens@jhu.edu.

EP Online Instruction

Benefits of Online Instruction

EP offers fully online programs and individual courses to meet the needs of local and remote students. Ranked as one of Top 15 Best Online Graduate Engineering Programs, EP's online education provides the highest-quality learning experiences, as they:

- Use state-of-the-art technology and learning tools
- Support a highly interactive environment among students and instructors
- Utilize structured, guided learning that provides students with a pathway for mastering the course content
- Incorporate real-world, project-based learning taught by world-renowned engineers and applied scientists
- Include digital resources, academic advising, and support services from across Johns Hopkins University
- Feature original, carefully constructed course content built specifically for the online environment
- Foster networking opportunities and professional collaborations on a global scale

Developing an Online or Virtual Live Course

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

Once the program chair has approved your course for development/redevelopment for online delivery, you will be assigned to a development cohort. Development cohorts follow a specific timeline dependent on the academic term in which the course will be offered. The development timeline is a minimum of twenty-five weeks.

The Center for Learning Design team use a systematic process for developing/redeveloping 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 pedagogical and technological guidance in creating an online course. The ID also serves as project manager by securing any necessary resources needed and managing the development timeline.

Teaching an Online or Virtual Live Course

Faculty interested in teaching an existing online course should contact their program chair as a first step. We also recommend taking steps to best prepare for the transition of teaching an online:

- Use Canvas to supplement your face-to-face course (Canvas course sites are created for every course).
- Receive training on Canvas (EP's course management tool) and Zoom (JHU's web conference tool).

If interested in learning more about how to develop or teach an online course, you may also contact Olysha Magruder, Interim Assistant Dean for Learning Design & Innovation at olysha@jhu.edu or 667-208-8134.

For training and support with Canvas, Zoom, and other instructional technologies, contact CMTS support team at cmtshelp@jhu.edu.

Johns Hopkins University Policies

Alcohol and Drug Policy for Students

The University, in keeping with its basic mission, 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. In addition to providing appropriate educational programs throughout the year, each division of the University will include such programs as part of its orientation for new students. Additional information and policy guidelines can be found at <https://studentaffairs.jhu.edu/policies-guidelines/university-student-policies>.

Americans with Disabilities Act (ADA)

Johns Hopkins University is committed to ensuring that all qualified individuals with disabilities have the opportunity to participate in educational programs and services on an equal basis. The University supports the integration of all qualified individuals into the programs of the University and is committed to full compliance with all laws regarding equal opportunity for all students with a disability. At the University, students, Student Disability Services (SDS), faculty, academic deans and department chairs, and the Director, ADA Compliance all play a joint role in promoting equal access to campus facilities and programs.

Under the Americans with Disabilities Act of 1990, as amended, and Section 504 of the Rehabilitation Act, all qualified students with a disability (as defined under the law) are eligible for reasonable accommodations or modifications in the academic environment that enable the qualified individual to enjoy equal access to the University's programs, services or activities. Programs and activities must be provided in the most integrated setting appropriate. The University is not required to provide any aid or service that would result in a fundamental alteration to the nature of the program.

SDS and the Director of ADA Compliance work together to provide disability consultation, advocacy and the coordination of support services and accommodations for all qualified students with disabilities. Services and accommodations are determined individually based on disability documentation. In order to receive services, students must disclose their disability and be found eligible for an accommodation.

The University is committed to promoting the full participation of all qualified students with disabilities in all aspects of campus life. Students with disabilities are required to meet the same academic standards as other students at the University. It is only through a student's voluntary disclosure of their disability and request for accommodations that the University can support disability needs. Students that do not voluntarily disclose their disability and request accommodations are not eligible for services.

Students who have a disability and wish to make a request for disability-related accommodations or services must do so through the appropriate disability accommodation process. Each student must submit their documentation along with an intake form in order to apply for services. Students are encouraged to register prior to arrival on campus for the upcoming semester. Once eligibility is determined, appropriate accommodations based on the approved documentation are put in place. Accommodations are determined on a case-by-case basis.

Students should contact:
Disability Services Coordinator
Johns Hopkins Engineering for Professionals

3400 N. Charles Street
Baltimore, MD 21218
Phone: 410-516-2306
E-mail: ep-disability-svcs@jhu.edu
Website: <https://ep.jhu.edu/student-services/other-services/disability-services>

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 online at: <http://security.jhu.edu/>. 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.

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 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 443-228-7176; 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.

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.

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:

<https://engineering.jhu.edu/faculty-staff/policies-conflict-of-commitment-interest-foreign-engagement/>. 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.

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. Courses 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.

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 Misconduct Policy

Purpose and Scope

The Johns Hopkins University is committed to providing a safe and non-discriminatory educational and working environment for its students, trainees, faculty, staff, post-doctoral fellows, residents, and other members of the University community. In particular, the University will not tolerate and is committed to providing members of its community with an environment that is free from sexual harassment, sexual assault, relationship violence, and stalking (Collectively, “sexual misconduct”). This conduct is disruptive of the learning and working environment of the University’s community and deprives students, employees and other community members of equal access to the University’s programs and activities. To that end, the University embraces its responsibility to increase awareness of sexual misconduct, prevent its occurrence, support victims, deal fairly and firmly with offenders, diligently investigate complaints of such misconduct and retaliation, and comply with Title IX of the Higher Education Amendments of 1972 (“Title IX”) and the Campus SaVE Act. The Johns Hopkins University Sexual Misconduct Policy and Procedures (the “Policy” and these “Procedures”) implement the University’s commitment to investigate and resolve cases involving sexual misconduct and retaliation promptly, fairly, equitably, impartially, and in compliance with law.

This Policy and these Procedures apply to all members of the University community, including, but not limited to, students, trainees, faculty, staff, post-doctoral fellows, and residents, and cover prohibited conduct that: occurs on campus or other University property; occurs in connection with University programs or activities, whether on or off-campus, including academic, educational, extracurricular, athletic and other programs and activities; or, otherwise affects the University community. In certain instances, this Policy and these Procedures apply to third parties (e.g., visitors; volunteers; vendors and contractors while on university property, participating in a university sponsored activity, or providing or receiving services to the University; applicants for admission to or employment with the University; and former affiliates of the University). This Policy and these Procedures apply equally regardless of an individual’s sex, gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity or expression, veteran status, or other legally protected characteristic. All academic and administrative units of the University (including all schools, divisions, campuses, departments, and centers) must comply with, and ensure that their policies and procedures comply with, this Policy and these Procedures. To the extent there is any inconsistency between unit policies and procedures and this Policy and these Procedures, this Policy, and these Procedures control.

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.

The University may amend this Policy and these Procedures from time to time. Further, the Title IX Coordinator, with the approval of the General Counsel, may from time to time make revisions and updates to this Policy and these Procedures to comply with applicable laws, regulations and governmental guidance and any amendments thereto. Nothing in this Policy and these Procedures shall affect the inherent authority of the University to take such actions as it deems appropriate to further the educational mission of the University or to protect the safety and security of the University community.

Questions regarding this Policy and these Procedures and any questions concerning Title IX should be referred to Linda Boyd, JD, the University's Assistant Vice Provost/Title IX Coordinator and/or Linda Boyd, JD, Deputy Title IX Coordinator:

Assistant Vice Provost and Title IX Coordinator

Linda Boyd

The Johns Hopkins University

Office of Institutional Equity

Wyman Park Building, Suite 515

3400 North Charles Street

Baltimore, MD 21218

Telephone: (410) 516-8075

TTY: Dial 711

E-mail: titleixcoordinator@jhu.edu

Policy

The University prohibits sexual misconduct, which, as defined below, includes sexual harassment, sexual assault, relationship violence, and stalking. The University further prohibits any form of retaliation, intimidation, threats, coercion, or discrimination or attempts thereof, whether direct or indirect, by any officer, employee, faculty, student, trainee, post-doctoral fellow, resident or agent of the University against a person who makes a complaint or report of sexual misconduct or participates in any way in the investigation or resolution of such a complaint or report, or who exercises his or her rights or responsibilities under the Policy, these Procedures or the law.

Thus, sexual misconduct and retaliation are violations of this Policy, and these Procedures apply to the investigation and resolution of reports and complaints of each of these violations. Any person with a concern or complaint about a violation of this Policy is urged to contact the Title IX Coordinator. 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.

The University prohibits filing complaints or reports of sexual misconduct or retaliation that the complainant knows to be false.

Engaging in conduct prohibited by this Policy may result in disciplinary action.

Personal Relationships Policy

The Johns Hopkins University ("JHU" or "University") is committed to the personal, academic, and professional well-being and development of its students, trainees, faculty, staff, post-doctoral fellows, clinical residents, and all other members of the University community. In particular, the University is committed to fostering an environment that promotes academic and professional success for all members of its community by addressing behaviors that can undermine the important missions of our institution. The University seeks to create and maintain an atmosphere of mutual respect, collegiality, fairness, and trust. The Personal Relationships Policy implements the University's commitment to maintaining the integrity of its educational and working environment.

For comprehensive information about this policy, please visit <https://policies.jhu.edu>.

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: <https://studentprivacy.ed.gov/ferpa>

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