



**Johns Hopkins University
School of Education**

**Academic Policy Manual
Academic Year 2009-10**

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Introduction

I am pleased to share with you the Academic Policy Manual for the School of Education. The purpose of this manual is to define comprehensive and clear policies that foster a high standard of excellence for all academic activities in our School. The manual is a reference for those who seek information and guidance in areas concerned with curricula, students, and faculty. This manual does not constitute an express or implied contract and its provisions are not intended to be contractually binding.

The manual is the result of many hours of discussion and revision by the School of Education faculty and senior staff who serve on the Academic Policy Committee, and has been reviewed by the Provost's Office and the General Counsel's Office. Special thanks must be extended to the Committee members and all who have worked so diligently on this manual.

While the Academic Policy Manual is intended to be inclusive as to rules and regulations, it must also be flexible and responsive to the changing needs of our student population in a diverse and dynamic academic environment. In order to ensure the continued improvement and success of our programs, we look forward to any comments you may have that will make this manual even more meaningful and effective.

Ralph Fessler
Dean

Academic Year 2009-10

Mission and Core Values

The mission of the School of Education is to support and advance the quality of education and human services for the continuous development of children, youth and adults through teaching, research, program development, leadership and service, and partnership programs. This mission, which forms the core of the unit's Conceptual Framework, is accomplished through:

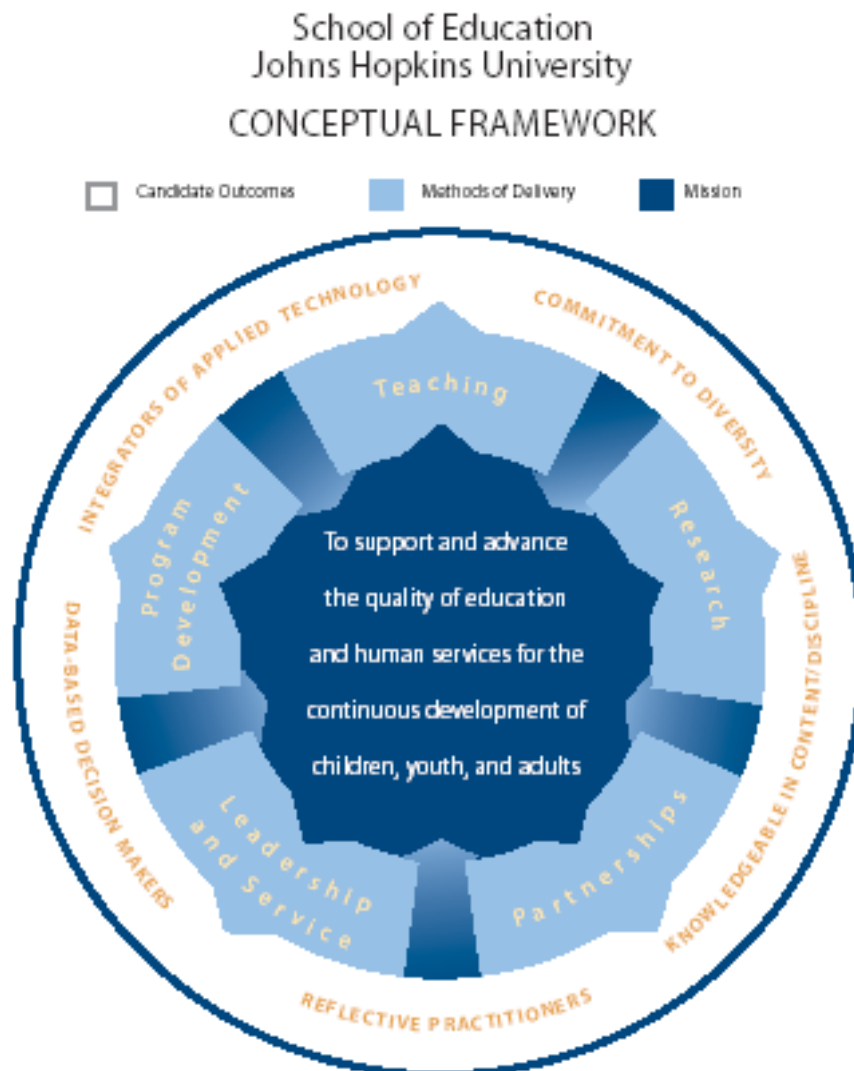
1. Graduate programs that prepare school and human service personnel to be leaders and change agents
2. Partnership programs with schools, other educational institutions, and human service agencies
3. Policy formation, research, and dissemination activities that contribute to regional and national educational and human service reforms.

In fulfilling its mission, the School of Education strives to produce candidates that are:

- **Knowledgeable in their respective content area/discipline:** understanding of content and demonstration of an ability to integrate appropriate national, state, and local standards in the candidate's work.
- **Reflective practitioners:** ability to modify, differentiate, and analyze effectiveness of instruction within the context of a particular classroom or school; ability to engage in and benefit from research that leads to improved student outcomes; cultivation of a reflective disposition for lifelong learning.
- **Committed to diversity:** respect for the differences among learners (e.g., but not limited to cultural, ethnic, racial, gender, sexual orientation, ability, socio-economic) in the candidate's classroom/school; commitment to the development of all students; commitment to working in schools characterized

by diversity of students; understanding of different learning needs/styles and an ability to differentiate instruction appropriately.

- **Data-based decision makers:** understanding of the formal and informal assessments by which progress can be measured at the individual student, classroom, and school levels; ability to use data to plan for instruction (classroom-based or school-wide).
- **Integrators of applied technology:** ability to enhance instruction through the appropriate integration of technology; ability to use technologies appropriate to school-based instruction.



In pursuing its mission, the School of Education will sustain its historical commitment to flexible format programs for working professionals in the Baltimore-Washington region, and will selectively expand specialized and exemplary academic programs and research activities to national and international audiences.

To achieve its mission, School of Education faculty, staff, and students uphold and promote the following **Core Values**:

- **Community.** We are a community of teaching professionals—students, faculty, and academic and administrative staff—who engage beyond the University with members of regional and national communities to improve the quality of life in our region—and beyond. We are focused on the common goal of advancing the School's academic programs, research initiatives, and student achievement.
- **Learning.** Since education is vital to developing an individual's potential, we are a learning organization that promotes the achievement of the educational goals of all members of our community—students, faculty, staff, and partners—through our instruction, scholarship, support services, technology infrastructure, and administrative processes.
- **Scholarship.** The discovery of new knowledge is at the heart of the university. We support and encourage all School of Education faculty, staff, and students to contribute to the expansion of knowledge through scholarship and research, both theoretical and applied.
- **Creativity and Innovation.** In response to change, we encourage and support creativity and innovation in all academic and administrative endeavors. This spirit of entrepreneurship that has been a hallmark of the School since 1909 positions us not only to respond to change, but to be agents for positive change in our School, University, and the broader communities with which we engage.
- **Diversity and Civility.** To cultivate and sustain a civil community that values all its members, we demonstrate active respect and appreciation for

the perspectives and contributions of others. We also strive to recruit a diverse mix of students, faculty, and staff and to honor the various ethnic, racial, and cultural histories they bring to our School. We strive always to maintain an environment that will serve as a model for respect and civility in the workplace.

- **Collaboration.** To address successfully the educational needs and interests of a wide range of individuals and organizations, we encourage interdisciplinary partnerships—both internal and external to Johns Hopkins University. We pursue and support meaningful working relationships with corporate, governmental, educational, and non-profit organizations. We also sustain a collaborative faculty structure that blends the expertise of full-time academic faculty with that of leading professional practitioners who teach part-time.
- **Financial Responsibility.** We recognize the importance of sound fiscal management and shared responsibility to ensure the viability and strength of our educational programs, administrative services, and technology infrastructure. While tuition remains our greatest source of revenue, we are committed to diversifying our income to include more grants and contracts, and to expanding our development initiatives to build endowments for faculty positions, venture funds for program development, and student scholarships.
- **Continuous Improvement.** We work toward high standards of quality and excellence in our academic programs, as well as in academic support services and administrative systems. To demonstrate this excellence, we maintain rigorous internal review processes for all new and revised programs, benchmark against national programs, and align core programs with professional standards. Where appropriate, program or divisional accreditation will be sought, but not at the cost of sacrificing our creative responses to regional and national needs.

Structure

The School of Education awards approximately 500 master's degrees in education annually, the largest number by any institution in Maryland, as well as offering undergraduate, graduate certificate, and doctoral degree programs. It is home to more than 2,000 students, approximately 55 full-time faculty, and approximately 30 research and professional staff. Classes are offered at the Homewood, Columbia and Montgomery County JHU campuses.

The organizational structure of the School of Education encourages innovation within an academic setting recognized for excellence and creativity. Guiding principles assure academic quality, flexibility, accessibility, fiscal responsibility, and rapid response to individual and community needs.

The School of Education is organized into academic and administrative components. Academic units are responsible for the quality and delivery of educational programs, and administrative units provide support services for these programs. The School's academic units, which have overall responsibility for academic programs, consist of the Departments of Teacher Preparation, Teacher Development and Leadership, Special Education, Counseling and Human Services, and Interdisciplinary Studies in Education, as well as the Division of Public Safety Leadership. In addition, the School supports research and development activities for P-12 improvement through its Centers for Research and Reform in Education and Technology in Education.

The Dean of the School has overall responsibility for the School of Education's administration and academic programs. Reporting directly to the Dean are the Senior Associate Dean for Graduate Education; the Associate Deans for Administration, Development and Alumni Relations, Education Technology, Financial Operations, Public Safety Leadership, and Research; and the Assistant Deans for External Affairs, Teaching, Learning, and Assessment, and Urban Schools Partnerships. An Academic Council, comprising JHU's President and Provost and

School of Education deans, faculty, and department chairs, provides guidance on academic matters.

Two sub-committees of the School's Academic Council support its work. The Academic Policy Committee (APC) is responsible for establishing and maintaining policies related to academic standards and quality control in areas such as curriculum design, student admission, student conduct, and grades. The various policies stated in this manual evolved from APC discussions and decisions. The committee comprises faculty, students, and administrative representatives from the School's academic and administrative units. Full- and part-time faculty who desire to bring suggestions or issues to the APC for consideration should contact their Division Director or Department Chair. The Faculty Promotions Committee reviews and recommends candidates being considered for promotion, as well as the policies and procedures related to academic appointments and promotions.

The diversity of the School's academic units is illustrated by the composition of their respective faculties. Each academic division or department has a core of full-time faculty members who are leaders in their fields. Each division or department enriches its offerings through the select use of part-time instructors (faculty associates) who are leading practitioners in the Baltimore/Washington area and prominent guest faculty from other universities.

Academic Governance Committees

Academic Council

The Academic Council provides overall governance of academic affairs within the School of Education. The Council meets four times each academic year to review and take action on recommendations forwarded by the School's Faculty Promotions and Academic Policy Committees.

Faculty Promotions Committee

The Faculty Promotions Committee is a subcommittee of the Academic Council with responsibility for establishing and implementing policies and procedures related to School of Education faculty positions. All actions taken by this committee are forwarded to the Dean and then to the Academic Council for review and approval. Specific areas of responsibility include:

- Development and periodic review of criteria, policies, and procedures related to School of Education academic appointments and promotions;
- Review and evaluation of initial appointments at the ranks of associate and full professor;
- Oversight of annual reviews of all School of Education assistant and associate professors;
- Review and evaluation of all faculty promotion proposals at the ranks of associate and full professor.

Academic Policy Committee

The Academic Policy Committee is a subcommittee of the Academic Council with responsibility for establishing and implementing policies related to academic affairs. All actions taken by this committee are forwarded to the Dean and then to the Academic Council for review and approval. Specific areas of responsibility include:

- Development and periodic review of academic policies and procedures related to program development, approval, and review; student admissions, performance, and conduct; and issues related to academic quality and oversight;
- Review and evaluation of all proposals for new degrees, majors, or concentrations;
- Monitor or conduct, as necessary, periodic reviews and audits of academic programs.

STUDENT POLICIES

Admission

General Admission Policy

The admission process for degree and certificate programs in the School of Education is designed to assure academic quality and program integrity. The admission process respects the dignity, privacy, and academic well-being of the applicant and is based on principles of fairness and equality of opportunity.

Johns Hopkins University is committed to recruiting, supporting, and fostering a diverse community of outstanding faculty, staff, and students. As such, Johns Hopkins does not discriminate on the basis of 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 in any student program or activity administered by the university or with regard to admission or employment.¹

To be admitted to a degree or certificate program, students must submit a formal application. At minimum, this will include an essay, official transcripts from all post-secondary institutions attended, and the application fee. If found eligible for admission to a program, applicants may also receive a personal admission interview. Because admission requirements (e.g., standardized test scores and letters of recommendation) vary by program, applicants should contact the Office of Admissions or go online to determine specific admission criteria, suitability of prior qualifications, or certification requirements.

Applicants for graduate degree and certificate programs must hold a bachelor's degree (and in some cases a master's degree) from a regionally or nationally accredited college or university. Academic records (transcripts, diplomas, and degree certificates) from non-U.S. institutions must be evaluated by an

¹ Defense Department discrimination in ROTC programs on the basis of sexual orientation conflicts with this university policy. The university continues its ROTC program, but encourages a change in the Defense Department Policy. Questions regarding access to programs following Title VI, Title IX, and Section 504 should be referred to the Office of Institutional Equity, Garland Hall, Suite 130, Homewood campus, 410-516-8075/410-516-6225 (TTY).

authorized credential evaluation agency (see International Credential Evaluation). Students who provide fraudulent or incomplete information during the admission process will be dismissed.

The admission process, while considering grade point average and, for some programs, standardized test scores, also takes into consideration professional experience and other distinctive characteristics of individual adult learners.

Applications are processed and files managed through the School of Education's Office of Admissions; however, admission decisions are made by the academic departments in the School of Education. The School of Education has a rolling admission policy, and applications are accepted and processed throughout the year. Applicants to cohort group programs and international students, however, should refer to specific application deadlines.

Prospective students should allow approximately four to six weeks for completion of the entire admission process (from submission of complete application packet to the admission decision). To expedite the process, applicants must submit official copies of undergraduate and/or graduate transcripts with their admission application. To be considered "official," transcripts must be submitted in the institution's sealed envelope.

Applicants to graduate degree and certificate programs may register for one semester only while they are completing the application process; however, certain restrictions apply (see Registration Prior to Admission).

To be eligible for federal financial aid, federal regulations require that a student be accepted (unconditionally) into a 15-credit or greater degree or certificate program and maintain an enrollment status of at least half-time each semester. Provisionally admitted students who are taking the three to nine prerequisite credits necessary for full admission to their program may be considered for limited federal loan assistance for one semester (or two depending on the number of prerequisites required). Loans may not exceed tuition charges for the

specific number of required credits, registration or course fees, and a book allowance, less any direct tuition payments. No funds are available for repeated courses.

Admission decisions remain active for one year from the semester of admission into a degree or certificate program. A student who wishes to extend this time period must seek written approval from the academic adviser or department chair within one year of receiving notice of acceptance into that program.

Undergraduate Programs Admission Policy – Division of Public Safety Leadership

The Division of Public Safety Leadership (DPSL) is the only unit in the School of Education that offers undergraduate programs. Applicants for admission to a DPSL undergraduate program must hold a high school degree or equivalent and have earned at least 60 transferable college-level credits with a minimum cumulative grade point average of 3.0 (on a 4.0 scale).

Applicants must submit an admission application and any other required supporting documents (such as a résumé or essay), along with official transcripts from all post-secondary regionally or nationally accredited colleges or universities attended. Academic records from non-U.S. institutions must be evaluated by one of the certified credential evaluation agencies (see International Credential Evaluation). In addition, the admission process includes an interview.

Graduate Certificate Programs Admission Policy

Applicants to graduate certificate programs must hold, depending on the program, a bachelor's or master's degree from a regionally or nationally accredited college or university and have earned a minimum cumulative grade point average of at least 3.0 (on a 4.0 scale) during their undergraduate program, or at least have earned a 3.0 grade point average (on a 4.0 scale) in the last half of their undergraduate program.

Note: To be eligible for federal financial aid, graduate certificate programs must include a minimum of 15 or more credits in a nine-month or shorter time frame.

Master's Programs Admission Policy

As a minimum, applicants to master's degree programs must hold a bachelor's degree from a regionally or nationally accredited college or university. Admission to a master's program generally requires that a student has earned a minimum cumulative grade point average of at least 3.0 (on a 4.0 scale) during his/her undergraduate program, or at least have earned a 3.0 grade point average (on a 4.0 scale) in the last half of his/her undergraduate program.

Applicants must submit an application for admission, application fee, essay, and official transcripts from all post-secondary institutions attended. For additional program-specific application requirements, students should contact the appropriate academic adviser.

While grade point average is among the important factors considered in all admission decisions, individual programs may apply additional criteria. For example, some programs may require applicants to submit supporting materials, such as letters of recommendation, a current professional resume, or standardized test scores; and most programs require an interview. Additional materials are required for international student admission (see International Student Admission Policy).

Master's degree applicants may register (within guidelines) for one semester while they are completing the application process (see Registration Prior to Admission).

Note: Students may not enroll in two master's programs concurrently. (See Adding a Second Master's Degree Program)

Note: For Doctoral Program Admission Requirements, see page 38.

International Student Admission Policy

Demonstration of English Language Proficiency by Non-native-speaking Applicants

As one measure of potential for academic success while a student in the School of Education, international applicants must demonstrate proficiency in both written and spoken English.

To demonstrate proficiency, applicants to both undergraduate and graduate programs must submit official TOEFL (Test of English as a Foreign Language) scores if English is not their native language. The minimum TOEFL requirement is 600 (paper-based), 250 (computer-based), or 100 (Internet-based). In addition, applicants to certain graduate programs may be required to provide additional evidence of English proficiency, including:

- an official TSE (Test of Spoken English) score of at least 520
- a telephone or in-person interview with an admission committee member
- a writing sample certified to be the applicant's own work
- a writing examination administered by the School of Education

The respective department chair or division director will determine and request the additional evidence of English proficiency required for admission to the given graduate program. The respective department chair or division director may grant a waiver from the TOEFL requirement if the applicant has demonstrated by other means sufficient proficiency in spoken and written English for success in the program and in the profession. An applicant may file a TOEFL waiver request form when submitting his/her application to the Office of Admissions.

Some applicants to graduate and undergraduate programs may be admitted with the requirement that they complete a workshop(s) and/or course(s) in spoken and/or written English.

Admissions Policy for International Students Requiring a Student (F-1) Visa

An international applicant requiring a student (F-1) visa to attend school must obtain full admission to a degree program well in advance of the start of the semester. The School of Education does not issue certificates of eligibility (Form I-20) for provisional or conditional acceptance to a degree program, nor does it issue an I-20 for any certificate programs. The application and other required admission documents must be received by the Office of Admissions on or before the posted deadlines for international applicants. If applications and other required documents are not received by the Office of Admissions on or before the deadline, the application will automatically be considered for the next available semester.

International Credential Evaluation

Applicants who hold degrees or have earned credits from non-U.S. institutions must have their academic records evaluated by a credential evaluation agency before they can be considered for Graduate Special Student (Non-Degree) status or admission to a degree/certificate program. Applicants should make arrangements with an authorized credential evaluation agency for an evaluation of the degree, an assessment of the overall grade point average, and a course-by-course evaluation. The official course-by-course evaluation should be sent to the Office of Admissions in lieu of academic transcripts.

International Student Services

Upon receipt of an acceptance package from the School of Education, the international student who needs to obtain a student (F-1) visa is required to contact the International Services Office to request a certificate of eligibility (Form I-20). The I-20 is not automatically sent with the acceptance package. Before an I-20 is issued, the international student is required to send financial documentation and a notarized affidavit of support to the International Services Office. Current information on the required amount of funds, types of acceptable financial documentation, and forms may be found online on the OneStop Web site.

In order to maintain F-1 visa status, students must adhere to the regulations set by the U.S. Citizenship and Immigration Services (USCIS). Failure to abide by any of the regulations could result in students being considered "out of status" by the USCIS.

Upon arrival at Johns Hopkins, international students on an F-1 visa are required to visit the International Services Office and bring passports, I-94 cards, and I-20s. Before leaving the United States for any reason, the I-20 must be signed by an International Services Office staff member in order for the student to re-enter the country. It is imperative to schedule an appointment with the International Services Office four weeks prior to the departure date.

Students on an F-1 visa must pursue a full course of study at the school listed on the currently valid Form I-20 during every academic session or semester except during official school breaks. Full-time status/full course of study is defined by the School of Education as being enrolled in minimally nine credits each fall and nine credits each spring semester for graduate study, and as being enrolled in minimally 12 credits each fall and 12 credits each spring semester for undergraduate study. Credits completed during the January intersession are included in the total number of credits for the preceding fall semester, and those in the May session are included in the total number of preceding spring credits (for example, six credits completed in the fall semester and three credits completed in the January intersession total nine credits for the fall semester). Summer semester courses are not considered when calculating full-time F-1 visa status, although credit earned during summer semester courses may be applied towards the student's degree.

In order to comply with USCIS regulations, all F-1 students are required to register for the full course load at the beginning of each fall and each spring semester. Furthermore, a newly enrolled F-1 student can only begin his/her program in the fall or spring semester (not in the summer semester). Other regulations are outlined in the letter the international student receives with the Form I-20.

Assisting students on F-1 visas is central to the support for international students provided by the International Services Office. The office can also assist students who hold other nonimmigrant visas and direct them to the appropriate resources or government offices.

All current international students on F-1 visas sponsored by the School of Education are automatically subscribed to the International Service listserv upon the first semester of enrollment. Regular updates are sent regarding visa-related matters and other items of interest to international students.

Note: Federal financial aid is not available for international students.

International Graduate Special Students (Non-Degree)

International applicants who hold types of visas other than an F-1 visa and who wish to enroll as part-time Graduate Special Students (Non-Degree) should follow the application directions outlined under Graduate Special Students (Non-Degree). International graduate students attending other institutions on student (F-1) visas during the regular academic year are also welcome to enroll as Graduate Special Students (Non-Degree) during the summer.

Provisional Admission

At the discretion of a department, an applicant with a grade point average between 2.7 and 3.0 (on a 4.0 scale) may be admitted on a provisional basis, pending fulfillment of clearly defined conditions that are stated to the applicant in writing. Such conditions may include successful completion of specific courses that relate to the academic area that the applicant wishes to pursue; attainment of specified minimum scores on standardized tests, such as the Praxis I; writing samples; letters of recommendation; and/or a review of the applicant's resume. When these conditions have been successfully met, the applicant will be considered for full admission.

Graduate students admitted on a provisional basis may be required to complete up to nine credits to fulfill conditions for full admission. Credits earned under a provisional admission plan may be applied to a certificate or degree program only if permitted by the academic policy of the program to which the applicant seeks admission. To successfully complete a provisional admission plan, the applicant must complete the required courses with a grade of B or better (a grade of B- is not acceptable) within the stated timeframe.

It is the responsibility of the student to notify the department adviser or coordinator once they have successfully completed the provisional admission requirements put in place for them. Once the provisional requirements have been successfully completed, the student will receive a letter confirming his/her full admission from the Office of Admissions. Applicants who do not fulfill the conditions specified will not be admitted to a degree or certificate program in the School of Education and are so informed in writing. There is no provisional admission for the doctoral program in education.

Note: Decisions to admit applicants with a GPA below 2.7 (on a 4.0 scale) rest with the department chair/division director. In all such admissions cases, the department/division shall provide an explanation for the decision on the decision worksheet. The worksheet must then be signed off on by both the adviser and the department chair/division director prior to being returned to the Office of Admissions (with a copy of the signed worksheet forwarded to the Dean's Office). Applicants admitted with a GPA below 2.7 are subject to the same strictures as outlined in the above Provisional Admission policy.

Registration Prior to Admission

Applicants to graduate degree or certificate programs may be allowed to register for one semester while they are waiting for the application process to be completed (and only after the completed application materials have been submitted). If the application is later denied, the applicant will receive

undergraduate credit for the course(s), but will not be allowed to register for subsequent graduate-level courses. Applicants are strongly encouraged to speak with an academic adviser regarding their course selection. Applicants wishing to register for courses above the .500-level must receive the approval of an academic adviser. Some courses are restricted to matriculated students.

Note: Graduate Special Student (Non-Degree) applicants may also be allowed to register prior to admission. For more information, please see the Graduate Special Students (Non-Degree) section below.

Graduate Special Students (Non-Degree)

Post-baccalaureate students who wish to take graduate level credit courses (.500-level and above), but who are not interested in earning a degree or certificate, may enroll as Graduate Special Students (Non-Degree).² Potential Graduate Special Student (Non-Degree) applicants are strongly encouraged to speak with an academic adviser before applying.

Graduate Special Students (Non-Degree) must meet all prerequisites for course registration. Graduate Special Students (Non-Degree) must possess a bachelor's or graduate degree from a regionally or nationally accredited college or university and have earned a minimum cumulative grade point average of at least 3.0 (on a 4.0 scale) during their undergraduate program, or at least have earned a 3.0 grade point average (on a 4.0 scale) in the last half of their undergraduate program.

Graduate Special Student (Non-Degree) applicants may be allowed to register for one semester while their application is pending. They will not be permitted to register for a second semester until they complete the application process and are admitted to Graduate Special Student (Non-Degree) status (or to a degree/certificate program as a regular School of Education student). However, if

² Graduate Special Student (Non-Degree) status is not permitted for persons seeking initial teacher certification.

the application is later denied, the Graduate Special Student (Non-Degree) will receive undergraduate credit for all completed coursework. Registration prior to admission is limited to .500-level courses for those applying as Graduate Special Students (Non-Degree). Applicants wishing to register for courses above the .500-level must receive the approval of an academic adviser. Some courses are restricted to matriculated students.

Graduate Special Student (Non-Degree) applicants must submit:

- An Application for Graduate Special Student Status form, available from the Office of Admissions, at all campus centers, and online.
- The application fee.
- Official transcripts of all undergraduate and graduate work.

Graduate Special Student (Non-Degree) applicants will be informed in writing of the admission decision as early as possible, but generally no more than 60 days after submission of the complete application.

Any application of credits earned as a Graduate Special Student (Non-Degree) toward a degree or certificate is subject to approval by a program director. The number of credits earned by a Graduate Special Student (Non-Degree) that may be applied toward a degree or certificate varies by program, but in no case shall exceed 9 credits. Graduate Special Students (Non-Degree) who do not intend to pursue or apply credits toward a degree or certificate program may register for courses totaling more than 9 credits. All Graduate Special Students (Non-Degree) are subject to School of Education academic standards.

School of Education Graduate Degree Recipients Seeking Enrollment as Graduate Special Students (Non-Degree)

Graduate Special Student (Non-Degree) status is well suited for School of Education graduate degree- and certificate-holders who are interested in taking additional courses for personal and professional development, as opposed to

pursuing another degree or certificate. School of Education graduates may enroll in further courses by completing an Application for Graduate Special Student Status form. No additional transcripts or application fees are required for this status, and School of Education graduates can register immediately. Applicants must meet prerequisites for any courses they seek to take. In no circumstances will these courses count toward a graduate degree program.

Visiting Graduate Special Students (Non-Degree) from Other Institutions

A student who is matriculated and is in good standing in another college or university's graduate degree program may be accepted as a visiting Graduate Special Student (Non-Degree). The student should submit an Application for Graduate Special Student Status, the application fee, and an official letter (on university letterhead) from his/her academic adviser or university registrar confirming the student's status as a graduate student in good standing. In some cases, Visiting Graduate Special Student (Non-Degree) applicants may need to provide official copies of their current graduate transcripts for approval to register for .600- or .700-level courses.

Transfer of Credits

Transfer of Undergraduate Credits

Undergraduate degree applicants may transfer credits for courses taken at regionally or nationally accredited institutions of higher education when a grade of C or above has been earned. Transfer credits will be viewed in the context of the student's proposed program of study. Transfer credits will be judged as appropriate to the student's program by the program director.

A student may also receive credit for extra-institutional learning by achieving a minimum score, as determined by the School of Education, on examinations offered by the Advanced Placement (AP) examination program, and the College-Level Examination Program (CLEP), or DSST examination programs approved by the American Council on Education's Center for Lifelong Learning.

A maximum of 60 credits may be transferred into an undergraduate degree program in the School of Education, including credits by examination.

Transfer of Graduate Credits

The maximum number of credits earned at another regionally or nationally accredited college or university that may be transferred into a graduate degree program in the School of Education varies by program, but in no case shall exceed six. Decisions regarding the number of credits that may be transferred from one School of Education (or other Johns Hopkins University) graduate degree or certificate program into another School of Education graduate degree or certificate program are at the discretion of the receiving department/division and will be decided upon on a case by case basis. Only graduate level credits earned at the grade of "B" or above (or equivalent) may be transferred into a School of Education graduate degree or certificate program.

A matriculated graduate student in the School who, under extraordinary circumstances, wishes to take a course offered by another institution to satisfy School of Education degree requirements must obtain written approval in advance from his/her department chair, program director, or academic adviser. Approval is granted only in exceptional cases.

Changing Programs

Applicants to degree or certificate programs who wish to change to another degree or certificate program offered within the School of Education must submit a request in writing to the Office of Admissions. Students who have already been admitted to a degree or certificate program, and who wish to change to another degree or certificate program offered by another department or division within the School of Education, must resubmit formal applications and all other required materials (excluding transcripts and fees) to the Office of Admissions. Students who have already been admitted to a degree or certificate program, and who wish to

change to another degree or certificate program within the same department or division, need not go through the Office of Admissions; instead, such students should seek departmental/divisional approval to change programs.

Students are not automatically admitted to a new program; their requests must be approved by the appropriate academic unit and the decision communicated directly to the student. Financial aid recipients must notify the financial aid office when changing a degree or certificate program.

Decisions regarding the number of credits that may be transferred from one School of Education graduate degree or certificate program to another are at the discretion of the receiving department/division and will be decided upon on a case by case basis.

Adding a Second Master's Degree

Graduates with a School of Education master's degree who subsequently enroll in a second master's program must complete a minimum of 30 additional credits beyond the first master's program to earn a second master's degree. The second master's program may, however, include specific program requirements that obligate students to take more than the minimum 30 additional credits. (Refer to individual program descriptions for specific credit requirements.) Students should submit formal applications and all required materials (excluding transcripts and fees) to the Office of Admissions.

Note: Students may not enroll in two master's programs concurrently. Students may, however, enroll in two graduate certificate programs or a master's program and a graduate certificate program simultaneously.

Admission to Other Schools of the University

Students in the School of Education who wish to transfer to one of the other schools in the university (such as Engineering, Public Health, or the Carey Business School) are required to submit an admission application to that school. Admission to

the School of Education establishes no claim or priority for admission to any other school in the University.

Length of Time Admissions Decisions Remain Active

Admission decisions remain active for one year from the semester of admission into a degree or certificate program. A student who wishes to extend this time period must seek written approval from the academic adviser or department chair within one year of receiving notice of acceptance into that program.

Inactive/Deactivated Certificate or Degree Applications

If it has been longer than a year since a student was admitted to the School of Education, and the student has not enrolled during that time, nor sought and received written approval from his/her academic adviser or department chair to extend the admission time period, the student will be required to submit another application, with all supporting documents and the application fee, to the Office of Admissions.

Note: Veterans applying for readmission following inactivation/deactivation of a previous admission decision cannot be denied entrance for reasons relating to their service.

Leave of Absence

A student may be placed on leave of absence for personal reasons. The approval of a student's academic adviser and department chair or division director is required before leave is granted for a specific period, not normally to exceed one year. (A student whose leave of absence status expires has the option to request a leave of absence extension on a yearly basis, subject to the approval of the academic adviser and department chair/division director.) Once a leave of absence is granted, the department will notify the Office of the Registrar.

There is no fee for a leave of absence. The period of leave is considered an approved interruption of the degree program and will not count towards the maximum time allowed for degree completion.

Note: Veterans applying for readmission following inactivation/deactivation of a previous admission decision cannot be denied entrance for reasons relating to their service.

Graduate Degree Program Requirements

Once admitted to a graduate degree program in the School of Education, students must complete all coursework at Johns Hopkins University, except with prior written approval from an academic adviser. Exceptions are rarely given (see Transfer of Credits section above).

Graduate students must have a cumulative grade point average of at least 3.0 (on a 4.0 scale) to maintain eligibility for financial aid and to receive approval for graduation. Unless indicated otherwise, graduate students enrolled in master's or certificate programs have a maximum of five years to complete their degree.

Registration

General Registration Policy

Students are encouraged to register for courses as early as possible during each registration period since a course may close or be cancelled due to low enrollment before the end of registration. Students may not sit in on a class without being officially registered for that class, nor should they contact instructors to request permission to register for or attend a closed course. Students who fail to complete their registration and sit in on a class will not receive a grade or credit for attending class.

Registration begins several months before each semester. Prospective students may access the course schedule via the Web. Students who have been admitted to a program may register for courses online using the School of Education's ISIS Self-Service Web site. (Students should refer to the OneStop Student Services Web site for instructions.) Registration materials may also be brought to any campus center or to the Office of the Registrar at the Columbia Center. When registering online, by mail, or by fax, students may choose to pay then or be electronically billed.

In addition to tuition fees, when students initially register for courses each semester, they will be charged a non-refundable registration fee. Following their initial course registration, students may register for additional courses without being subject to any additional course registration fees (see Adding a Course below).

January intersession is considered a separate semester from the fall semester. However, students may register for the January intersession at the same time they register for fall semester courses, and one registration fee covers both semesters. May session courses are considered spring semester courses. Students should register for May session courses at the same time they register for spring semester courses.

Registrations are processed as they are received. If a selected course is full, the student is placed in an alternate course as noted on the registration form. Additional information regarding registration may be found in the course schedule.

Note: Social Security Numbers (SSNs) are required for a student's initial registration. Once a student is in the School of Education's registration system, the student may use his/her student ID number in place of the SSN to register for courses. All outstanding debts to Johns Hopkins University must be paid in full in order to register for courses.

Adding a Course

Following initial course registration (see General Registration Policy above), students may register for additional courses (or "add" a course), provided that the course(s) has not met for the first time and is not already closed. Students also may add alternate format courses (i.e., mini-courses, or those that meet for one or two weeks) anytime before the first class meeting, provided the course is not closed.

Students may not add a course once that course has held its first class meeting.

Students may add courses online using the ISIS Self-Service Web site, or by submitting the facsimile Add/Drop Form (downloadable from the OneStop Web site) in person, by fax, or by mail to the Office of the Registrar. (Johns Hopkins employees must submit a tuition remission voucher. Faxed copies of the vouchers are acceptable).

When dropping one course and adding another course during the first two weeks of the semester, 100 percent of the tuition from the dropped course may be applied to the tuition of the added course, provided that the added course has not met. (To ensure that 100 percent of the tuition from the dropped course will be applied to the course being added, the Add/Drop Form needs to be submitted to the Office of the Registrar. After the second class meeting, a student who wishes to drop a 12- to 15-session course and add an alternate format course (provided the

alternate format course has not already held its first class meeting or is closed) may apply the appropriate refund from the dropped course to the tuition of the added course.

Dropping a Course

Students may drop a course without financial penalty up to the date of the first class using the ISIS Self-Service Web site, or by submitting the facsimile Add/Drop Form (downloadable from the OneStop Web site) in person, by fax, or by mail to the Office of the Registrar. Students who drop a course after the first class has met receive a pro-rated tuition refund. Tuition refunds are calculated from the date the drop occurs (if done online) or the date that the Office of the Registrar receives the facsimile Add/Drop Form. The registration fee is non-refundable. Financial aid recipients will have their aid award adjusted according to credits registered. Students dropping to less than half-time status will have their aid canceled and will be responsible for any debit balance created.

Withdrawing from a Course

To withdraw from a course, students must submit the facsimile Add/Drop Form (downloadable from the OneStop Web site) in person, by fax, or by mail to the Office of the Registrar. Students may not withdraw from courses online using the ISIS Self-Service Web site. Notice to the instructor of intent to withdraw is not sufficient, nor are telephone withdrawals accepted. The Withdrawal/Audit Calendar lists the last date each semester to withdraw without academic penalty (without receiving the grade of F). Students should contact the Office of the Registrar to confirm the last date to withdraw without academic penalty or to change to auditor status for other alternate format courses.

Students who withdraw after the official withdrawal date deadline or stop attending class at any time without properly submitting an official Add/Drop Form receive an F (Failure) grade for the course(s). Tuition refunds are calculated from the date the Office of the Registrar receives the Add/Drop Form. The registration

fee is non-refundable. Financial aid recipients will have their aid award adjusted according to credits registered. International students on an F-1 visa are advised to contact the International Services Office before withdrawing or dropping a course.

Auditing Courses

Students who register as auditors pay full course tuition. Regular attendance is expected, and the course is recorded on the student's transcript. Auditors are not required to complete quizzes, examinations, and other assigned work and do not receive academic credit for the course. Audited courses do not count toward the credits required for financial aid eligibility. Not all courses are open to auditors.

Students enrolled for credit who wish to change to auditor status must submit official Add/Drop Forms (dropping the class for credit and adding the same class for audit) before the appropriate deadline each semester, as noted in the Withdrawal/Audit Calendar in the current Course Schedule. For the last day to change to auditor status for alternate format classes, students should consult the Withdrawal/Audit Calendar, or contact the Office of the Registrar.

Wait Lists

If the course for which a student is attempting to register is full (i.e. it has met its enrollment limit), that student can opt via the ISIS Self-Service Web site to be placed on a wait list. Students placed on a wait list for any course will be contacted in the order in which they were placed on the list. Students should not contact the instructor to request approval to be removed from the wait list and officially registered for a course. Students may wait list for only one section of a particular course. The Office of the Registrar will contact the student (via the students' JHU email address) only if an opening occurs prior to the first class meeting of the course. Students may not participate in a class unless officially registered for it. Wait listing for a course is not an official registration.

Course Load

A student who is employed full-time is encouraged to take only one or two courses each semester, and must receive written permission from an academic adviser before registering for three or more courses. To accelerate a course of study, students should consider enrolling in the January intersession or May session.

Full-time undergraduate students are those who enroll for twelve or more credits each semester. Full-time graduate students are those who enroll for nine or more credits each semester. Part-time graduate students are those who enroll for less than full-time each semester as previously defined. Graduate courses require an average of three hours outside preparation for each class hour.

Interdivisional Registration

During the fall and spring semesters, degree-seeking students in the School of Education may register for courses in another school at Johns Hopkins University by submitting a Registration Form with the host school's course and section number to the Office of the Registrar. The student's academic adviser must approve the interdivisional registration and documentation of the approval should be attached to the Registration Form. Payment for the course should be included with the Registration Form. All appropriate approval signatures from the School of Education must be obtained before the registration can be processed. Students pay the per-credit rate of the school offering the course. Graduate Special Students (Non-Degree) in the School of Education are not permitted to register interdivisionally.

Conversely, students from other divisions (except the schools of Arts and Sciences and Engineering) of the university may take courses offered by the School of Education by completing the Interdivisional Registration Form, including all appropriate signatures from their home school and from the School of Education, and submitting it to their home school Registrar for processing. Students in Arts and Sciences and Engineering programs should use the Supplemental Registration Form, available from the Homewood Registrar's Office, which requires the permission of their academic adviser and the appropriate School of Education program director or

adviser. School of Education students have priority in registering for School of Education courses. All interdivisional students must abide by School of Education policies, procedures, and deadlines. All published prerequisites for the course must be met prior to enrollment.

Students from the Zanvyl Krieger School of Arts and Sciences (other than those in Advanced Academic Programs), Whiting School of Engineering (other than those in Engineering for Professionals), Bloomberg School of Public Health, School of Medicine, School of Nursing, Nitze School of Advanced International Studies, and The Peabody Institute and should follow the same registration procedures for summer as for fall and spring, with the exception that payment for the summer course needs to accompany the registration. Students from Advanced Academic Programs in the Zanvyl Krieger School of Arts and Sciences and Engineering for Professionals in the Whiting School of Engineering register and pay for summer courses as they do for fall and spring courses (through their home school's Registrar's Office).

Refunds

Students who officially drop or withdraw from a course during an academic semester will receive tuition refunds based on the Refund Schedule. Refunds apply only to the tuition portion of a student's charges and are calculated from the date drop occurs (if done online) or the date that the Office of the Registrar receives an official Add/Drop Form. Refunds are not applicable to registration and other non-tuition fees and are not granted to students suspended or dismissed for disciplinary reasons.

Federal aid recipients who withdraw from all coursework will have aid returned to the federal government according to federal "Return of Title IV funds" regulations, a copy of which can be obtained from the Office of the Registrar. Those partially withdrawing will have their aid awards adjusted to the reduced cost of attendance. Students who drop to less than half-time prior to commencing courses that yield half-time attendance will have their federal aid canceled, even portions

which may have been refunded to them for living expenses, and will receive a bill from the School for the balance due.

If a course is canceled by the School, the tuition is refunded in full, and the registration fee is refunded if that course was the only course for which the student registered. All refunds will be approved by the Office of the Registrar in accordance with the Refund Schedule. A refund may take four to six weeks to process. Students will receive refunds according to the method of payment they originally used to pay their tuition.

Exceptions to the Refund Policy

Students may receive an exception to the refund policy for extraordinary circumstances beyond their control, provided that the request is made during the same semester in which the course is taken and that the circumstances can be documented. Maximum refunds under such circumstances will be equal to one refund level higher than the student received. Students who experience severe medical problems, a death in their immediate family, or are called into active duty may receive a 100 percent refund. All petitions including supporting documentation should be submitted in writing to the Office of the Registrar.

New Immunization Law for New and Continuing Students under the Age of 26

According to Washington, DC, Immunization Law 3-20, students under the age of 26 who attend classes in Washington, DC, must get vaccinations for Measles, Mumps, Rubella (MMR) and Tetanus/Diphtheria. Students will need to submit proof of their immunizations (using the Immunization Form downloadable from the OneStop Web site) the first semester they register for courses in Washington, DC. Completed immunization forms can be faxed to the Office of the Registrar. Students who may have already submitted proof of immunizations for another school/program within Johns Hopkins University are required to resubmit the form to the School of Education's Office of the Registrar to fulfill the requirement, as these forms are not transferable across schools/programs. A registration hold will be

placed on the student's record if completed immunization forms are not submitted by the following semester's registration period.

Doctoral Programs

The School of Education's doctoral programs are a significant feature of the school's research function and contribute greatly to its mission to support and advance the quality of education and human services for the continuous development of children, youths, and adults. The Doctor of Education is awarded by the university based on the recommendation of the appropriate faculty and the Academic Council of the School of Education. These competency-based programs include formal coursework; field experiences; and research preparation for students who will assume leadership positions in college-level teaching, research, administration, and supervision of educational and human services organizations. Students must complete the program, including dissertation and defense, within seven years.

Program Requirements and Admission

The School offers the degree of Doctor of Education with concentrations in special education and teacher development and leadership. Admission to doctoral programs is limited and very competitive. Since admission to doctoral programs is not offered every year or may be offered only as a cohort, those interested in doctoral study should confer with the appropriate department to determine specific program and admission requirements, program openings, and admission timelines before submitting an application.

Doctoral programs require students to take coursework to prepare for qualifying examinations in a major field of study and one or two support areas. Depending on the doctoral program, the course of study may include doctoral seminars, research design and methodology courses, internships, dissertation research, comprehensive exams, and a final oral examination or portfolio review. Program requirements include a minimum of 99 graduate credits beyond the baccalaureate, with at least 51 of those credits taken at the doctoral level.

Applicants to Doctor of Education programs must hold a baccalaureate, master's, or doctoral degree, or a certificate of advanced graduate study, from a regionally or nationally accredited college or university. (Preference will be given to applicants holding master's degrees, doctoral degrees, or certificates of advanced graduate study.) Previous degrees must document outstanding academic achievement in an area of study closely associated with the program applied for in the School of Education.

Applicants must submit an admission application, application fee, and official transcripts from all post-secondary institutions attended. Each applicant is required to score satisfactorily on the Graduate Record Examination (GRE). Three letters of reference affirming the applicant's qualifications for advanced graduate study and potential for professional development in the field must be submitted to the School of Education. Additionally, a Curriculum Vitae (résumé) and personal statement (outlining professional plans, goals, and expectations related to the academic program) are required. Applicants who meet minimal entrance requirements are further evaluated in a personal interview and by the doctoral admissions committee.

Withdrawal from the Program

A doctoral student wishing to withdraw from the doctoral program must file a written notice with the Chair of the Doctoral Studies Committee. Before doing so, a student should consult with his/her academic adviser.

Leave of Absence

Doctoral students may be placed on leave of absence for personal reasons. The approval of the Chair of the Doctoral Studies Committee is required before leave is granted for a specific period, normally not exceeding two years. Possible reasons include personal or family illness and military service obligations. There is no fee for a semester leave of absence. The period of the leave is considered an approved interruption of the degree program. Departure of a student from the doctoral program without prior arrangement for withdrawal is interpreted as withdrawal from the program.

Grading System and Academic Records

General Grading Policy

The grading scale used for official grades for all School of Education students—graduate, undergraduate, and non-degree—is listed in the table below. Please note that the grades of D+, D, and D- pertain only to undergraduate coursework offered in the Division of Public Safety Leadership. The grade of A+ is not assigned at any level.

Grades	Meaning	Quality Points
A		4.0
A-		3.7
B+		3.3
B		3.0
B-		2.7
C+		2.3
C		2.0
C-		1.7
*D+		1.3
*D		1.0
*D-		0.7
F		0.0
I	Incomplete	
MR	No grade reported as yet by the instructor, not a failing grade	
WD	Official withdrawal (not assigned by instructor)	
X	Grade not yet submitted by instructor	

No notation on an official report may be changed except to correct an error or to replace an "I" (incomplete) grade.

**The grades of D+, D, and D- are awarded at the undergraduate level only.*

Note: Counseling and Special Education students are subject to additional grading requirements.

Each instructor assigns grades according to his/her own system, which should be explained in the course syllabus. All students must possess acceptable written command of the English language; instructors will consider writing quality when assigning grades, and make referrals for those needing improvement in writing skills.

Alternative Grading Scale

Some courses may choose to employ a Pass (P)/Fail (F) grading system rather than a letter-based grading scale (as outlined in the above table). In such cases, the award of a Pass (P) grade is the equivalent to the award of a "B" grade or above, while the award of a Fail (F), and the consequences thereof, equate to the award of an "F" in the letter-based grading scale. The use of the Pass (P)/Fail (F) grading system for courses should be clearly stated in the course syllabus.

Note: Pass (P) grades are not considered in the determination of a student's Grade Point Average (GPA). However, Fail (F) grades awarded on the basis of Pass (P)/Fail (F) grading system will count towards a student's GPA.

Failure

An "F" (failure) grade indicates the student's failure to complete satisfactorily the work of the course. No grade of "F" may be counted toward a graduate degree or certificate. If the course in which the "F" is received is not required for graduation, it need not be repeated. However, if the course is mandatory and laboratory work forms part of the course, both the lecture and laboratory work must be repeated unless the instructor in the course indicates otherwise. In all cases in

which an “F” grade was received, the failing grade will remain on the transcript and will be calculated into the grade point average.

Withdrawal

The WD (withdrawal) grade signifies an official withdrawal from a course approved by the Office of the Registrar. It is not assigned by the instructor. Students who wish to withdraw from a course must submit the facsimile Add/Drop Form (downloadable from the OneStop Web site) in person, by fax, or by mail to the Office of the Registrar. (See *Withdrawing from a Course* above.)

Incomplete

An “I” (incomplete) grade is used when the instructor is not prepared to give a final grade for the course because of some justifiable delay in the student's completion of specific coursework. A final grade is submitted to the Office of the Registrar by the instructor (using the Grade Change Form, see Appendix A) after the student's completed work has been graded, provided the work was done within the agreed time frame. In the event that the work is not completed within the agreed time frame, and no grade is reported within four weeks after the start of the following semester, a grade of “F” replaces the “I” on the student's academic transcript. The Academic Year Calendar details the last date that students may submit incomplete work for each semester.

Repeated Courses

Graduate Students

A graduate student may repeat only one course while enrolled in a program; and it can only be a course in which a grade of B- or below was received. The course may be repeated only once. When a course is repeated, both the original and repeated grades appear on the academic record; however, only the second grade is used in calculating the grade point average. Course credit may be applied toward degree requirements only once, even if a course is repeated. The repeated

course is indicated with an "R" on the academic record. Graduate students should be aware of the following when repeating courses:

- If a graduate student with provisional admission status to a program earns a grade of B- or below, the course may not be repeated and the student will not be admitted to the program.
- Only one course with a grade of C+, C, or C- will count toward a graduate degree program. Graduate students do not receive credit toward their degree or certificate for courses in which second or third grades of C+, C, or C- are earned.
- The number of C and F grades used to determine academic disciplinary actions includes repeated course grades. (See section on Unsatisfactory Academic Standing.)
- Graduate students must have a minimum cumulative grade point average of 3.0 (on a 4.0 scale) to maintain eligibility for financial aid and to receive approval for graduation.
- Counseling and special education students have additional grade requirements for repeated courses.

Grade Point Average

To calculate grade point average (GPA):

1. multiply the number of credits for each course by the quality points (noted on Grading Scale) associated with the grades received in each course
2. add quality points
3. add credits
4. divide quality points by the number of credits

Grade Appeals

Grades for academic work and courses are determined by the faculty through the exercise of their considered academic judgment, and the School of Education will not override grades that are so determined.

A student who disagrees with a grade on a particular assignment or for a course should discuss the matter with the faculty member. If that discussion fails to resolve the matter, the student may appeal the faculty member's decision to the Division Director or Chair of the Department in which the course was offered. The appeal must be in writing, stating the student's basis for believing that the grade assigned was not based on the faculty member's considered academic judgment. Mere disagreement with a faculty member is not basis for a grade appeal.

If the matter is not resolved following consultation with the Division Director or Department Chair, a student may appeal in writing to the Dean of the School of Education. In such cases, the Dean may appoint a hearing committee to review the case and make a recommendation; the Dean shall make the final decision in the matter.

All appeals must be in writing, setting forth the specific basis and evidence for the appeal. At each review level, consideration of grade appeals is limited to an evaluation of whether the grade being appealed was determined based on the faculty member's considered academic judgment. A faculty member's failure to follow standards announced in the syllabus may be considered evidence that the grade was not so determined.

All grade appeals must be initiated and resolved within one semester after completion of the course in question. For appeals that reach the Division Director/Department Chair and/or Dean's level review stage, the School of Education shall notify the student in writing that the student's grade appeal has been received. Notification of the final decision concerning a grade appeal will be communicated to the Student Affairs office and placed in the student's record.

Grade Reports, Transcripts, and Academic Record Requests

Grade Reports

Students can request via email to receive grade reports once the instructor has submitted the course grade to the Office of the Registrar following the end of the course. The grade report will be mailed to the student's home address; it is not available by telephone or personal inquiry. Currently enrolled students can also access their semester grades and review and update their address information via the ISIS Self-Service Web site. Students who have questions about this service should contact the Office of the Registrar.

Note: Grade reports are not issued for a student with an outstanding financial obligation to the university.

Transcripts

Students who wish to obtain transcripts of their School of Education academic records should access the OneStop Web site for information on how to order transcripts online, by mail, or in person. Students who wish to obtain transcripts from previously attended colleges and universities should contact those institutions directly.

Photocopies of transcripts received by the School of Education from other domestic educational institutions will not be made available to a student. These documents are submitted specifically for consideration of admission and cannot be made available for any other use. Requests for photocopies of transcripts from international educational institutions, however, will be considered due to the difficulty of obtaining those documents directly.

Note: Transcripts are not issued for a student with an outstanding financial obligation to the university, nor will they be released without a student's signed authorization.

Academic Records Requests

Requests to inspect and/or receive copies of documents (other than transcripts from previous institutions and confidential letters of recommendation) maintained in the academic record of a student must be submitted in writing with an original signature to the Office of the Registrar. Faxed requests will not be honored. For further information or questions, students should contact the Office of the Registrar.

Verification Requests

Requests for verification of enrollment or degrees earned can be submitted to the Office of the Registrar via telephone or email. The student's name, Social Security Number, and the name(s) and address(es) of the recipient(s) are required to process the request. For more information or assistance, contact the School's Transcript/Records Coordinator.

Family Educational Rights and Privacy Act

The University maintains its academic records in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974 (commonly known as FERPA), as amended. Each October, the university publishes its policy on family educational rights and privacy in the Johns Hopkins *Gazette*. Copies of this policy can be obtained from the Office of Registrar or online **at** www.jhu.edu/news_info/policy/ferpa.html.

Retention of Records

The academic record includes all documents related to an individual student such as application for admission, letters of recommendation, etc., as well as the record of academic performance commonly referred to as the transcript.

- Retention of student records is dependent on an individual's student status within the School of Education.
- Records for individuals who are denied admission are retained for a period of one year
- Records for students who are admitted to a program but do not register for courses are retained for a period of one year.
- Records for students who are admitted to a program, enroll, but do not complete the program and do not graduate are retained for six years after the last term of enrollment
- Records for students who are admitted to a program and graduate from that program are retained permanently.

Transcript records are archived permanently in the Registrar's Office. Documentation pertaining to registration is held only for a period of five years. If any questions should arise regarding documentation of enrollment in a course beyond that five-year period, it will be the student's responsibility to produce proper documentation to support any claim for a change to their record.

Academic Standards

The requirements for the degrees and certificates offered through the School of Education are subject to change. The school does not guarantee continuation of any particular curriculum or program of study.

The University does not guarantee the award of a degree or certificate to students enrolled in any academic program. The award of degrees and certificates is conditional based on satisfaction of all current degree/certificate and instructional requirements at the time of such award, compliance with the university and school regulations, as well as performance meeting the expectations of faculty. Any breach of academic standards may result in disciplinary actions against the student(s) involved; please see the Academic and Student Conduct Policies section for an overview of grievance and due process procedures.

Good Academic Standing

Undergraduate Students

To remain in good academic standing, undergraduate students in Public Safety Leadership programs in the School of Education must maintain at least a C average (2.0 on a 4.0 scale) throughout their enrollment. Undergraduates may not count any D+, D, or D- grades earned in a course. In addition, undergraduate students must have a minimum cumulative grade point average of 2.0 (on a 4.0 scale) to receive approval for graduation.

Graduate Students

To remain in good academic standing, School of Education graduate students (degree, certificate, and non-degree) must maintain at least a B average (3.0 on a 4.0 scale) throughout their enrollment. In addition, graduate students must have a minimum cumulative grade point average of 3.0 (on a 4.0 scale) to receive approval for graduation.

Unsatisfactory Academic Standing

Undergraduate Students

An undergraduate student's academic standing is considered unsatisfactory if his/her cumulative grade point average falls below 2.0. In such an event, the student will be placed on academic probation. To be removed from academic probation, the student must raise his/her cumulative grade point average above 2.0 within 24 credits of being placed on academic probation.

If a student on academic probation fails to raise his/her cumulative grade point average above 2.0 by the semester in which he/she completes an additional 24 credits, the student will be academically suspended. A student will also be academically suspended if he/she achieves a grade point average below 2.0 during a semester(s) while on academic probation.

After a period of not less than one year, an academically suspended student may submit a written petition to the Director of the Division of Public Safety Leadership for consideration of reinstatement on a probationary basis. Suspended students must meet with an academic adviser prior to reinstatement. If a student is reinstated, any additional grade below C will result in academic dismissal from the university, which is final.

Graduate Students

A graduate student's academic standing is considered unsatisfactory if either of the following two outcomes occur:

- The student earns a grade of F for a course. No grade of F may be counted toward a degree or certificate program.
- The student earns a second grade of C+, C, or C- for a course. (D grades are not given to graduate students.) No more than one course in which the grade of C+, C, or C- is earned may be counted toward the degree or certificate. Graduate students receive no credits for courses in which a second or third grade of C+, C, or C- is earned.

In the event that a student earns a grade of F or a second grade of C+, C, or C- for a course, the following actions are taken:

- The student is placed on academic probation for a period of not less than one semester. The student should contact his/her academic adviser to develop a plan for reinstatement to good academic standing. Any courses taken during the probationary period must be approved by the student's academic adviser. If it is a required course, the student must repeat the course in which the unsatisfactory grade was earned. (See section on Repeated Courses.) If the unsatisfactory grade was earned in a course that is not required, the student may take another course that meets with academic adviser approval.
- The student will be released from probation when s/he has completed the course with a satisfactory grade, has met all other conditions of probation set by his/her academic adviser, and has regained the 3.0 grade point average required for good academic standing.
- If a student is reinstated, any additional grade of C+ or below will result in academic dismissal, which is final.

Attendance

Participation in lectures, discussions, and other activities is an essential part of the instructional process. Students are expected to attend class regularly; those who are compelled to miss class meetings should inform their instructors of the reasons for absences. Faculty often include classroom participation and attendance in student grading and evaluation. The instructor will clearly communicate expectations and grading policy in the course syllabus. Students who expect to miss several class sessions for personal, professional, religious, or other reasons are encouraged to meet with their academic advisers to consider alternative courses prior to registration.

Examinations

A student who must miss an examination should notify the instructor. If the absence is justifiable, the instructor may permit a deferred examination.

Religious Holiday Observance

Religious holidays are valid reasons to be excused from class. Students who must miss a class or examination because of a religious holiday must inform the instructor as early in the semester as possible in order to be excused from class and to make arrangements to make up any work that is missed. Students who expect to miss several classes because of religious holidays are encouraged to meet with their academic advisers to consider alternative courses prior to registration.

Academic and Student Conduct Policies

I. **Statement of Principles**

The purpose of the Academic and Student Conduct Policies is to promote and protect the rights, welfare, intellectual integrity, safety, property, and health of all members of the academic community, as well as to promote the orderly operation of the School and to safeguard its property and facilities.

These policies are based on the principle that each student assumes individual responsibility to abide by them. They pertain to any person who is currently enrolled in a School of Education course or program, or who has completed degree or certificate requirements and is awaiting graduation. These policies apply to misconduct committed on University premises or during School of Education related or sponsored activities off School premises.

The Academic and Student Conduct Policies are intended to resolve student related matters in as informal an administrative setting as possible. The School reserves the right to institute disciplinary action whether or not the offense results or may result in action by a civil or criminal court. The University reserves the right to dismiss at any time a student whose academic standing or general conduct is considered unsatisfactory.

All records of academic and student conduct cases, and all supporting documentation, shall be maintained in accordance with the University policy and state and federal laws concerning maintenance and disclosure of student records.

II. **Policies Governing Academic Conduct**

School of Education students assume an obligation to conduct themselves in a manner appropriate to the Johns Hopkins University's mission as an institution of higher education and with accepted standards of ethical and professional conduct. Students must demonstrate personal integrity and honesty at all times in completing classroom assignments and examinations, in carrying out their fieldwork or other applied learning activities, and in their interactions with others. Students are

obligated to refrain from acts they know or, under the circumstances, have reason to know will impair their integrity or the integrity of the University. Violations of academic integrity and ethical conduct include, but are not limited to, cheating, plagiarism, unapproved multiple submissions, knowingly furnishing false or incomplete information to any agent of the University for inclusion in academic records, violation of the rights of human and animal subjects in research, and falsification, forgery, alteration, destruction, or misuse of the University seal and official documents. (For further information on what constitutes cheating, plagiarism, etc., please see Appendix B, Fostering an Academic Community Based on Integrity. For violations related to non-academic conduct matters, see Policies Governing Student Conduct below.)

a) Procedures Governing Student-Initiated Complaints

Students who wish to initiate a complaint regarding the academic conduct of another student should consult with the instructor of the course in question or with their academic adviser. (Students who wish to initiate a complaint related to student conduct should contact the Student Affairs office. See Procedures Governing Student Conduct Complaints below.)

b) Procedures Governing Faculty-Initiated Complaints

Academic Misconduct Proceedings

To assure that charges of student academic misconduct (including, but not limited to, cheating and plagiarism and other violations as outlined above in the Policies Governing Academic Conduct) are decided in a fair and impartial manner, the procedures listed below are to be followed:

- The faculty member shall notify his/her Department Chair or Division Director and the student's academic adviser of the charge.
- The student receives written notice of the charge from the appropriate Department Chair or Division Director.

- Evidence supporting the charge is made available to the student.
- The student is given the opportunity to resolve the matter directly with the faculty member and/or appropriate Chair or Director. If the student admits the infraction and a penalty is agreed upon, a written report containing a brief description of the infraction and the penalty agreed to, signed by all parties, is placed in the student's record. The decision in the signed written report outlining the infraction and penalty is final.
- If no agreement is reached as provided for above, the Department Chair or Division Director will notify the Dean of the School of Education. In such cases, the Dean (or his/her designee) will appoint a hearing committee to consider the matter. The committee shall comprise at least three members and include a faculty member drawn from the department or division offering the course in which the alleged infraction took place, a senior administrator (equivalent to an Assistant or Associate Dean level appointment), and a representative from the Student Affairs office. Following a presentation of the evidence in support of the charge and the evidence the student offers in response, the committee will render a decision within seven working days and determine the appropriate course of action. A written report prepared by the committee containing a brief description of the infraction and the penalty imposed is placed in the student's record.
- Following notification of the hearing committee's decision, the student may submit a written appeal within seven working days to the Dean of the School of Education. An appeal to the Dean must be based on procedural error that had a significant, substantive effect on the outcome of the proceedings, or on newly discovered evidence that was not available at the time of the initial hearing. When the request is based on new evidence, the case may be referred back to the hearing committee for further consideration. After final review of all documentation and the

final recommendation of the hearing committee, the Dean (or his/her designee) shall make the final decision in the matter.

III. Policies Governing Student Conduct

In addition to maintaining good academic standing and integrity, students are expected to refrain from conduct that injures persons or property; impedes in any way the orderly operations of the School; prevents the work of its faculty, staff, or students; or disrupts the intellectual exchange in the classroom. The School expects students to be law-abiding citizens, to respect the rights of others, and to refrain from behavior which tends to impair the School's purpose or its reputation in the community. Students who have committed acts that are a danger to their own personal safety or that harm or have the potential of harming others, or who destroy, impair, or wrongfully appropriate property, will be disciplined and may forfeit their right to be members of the University community.

a) Regulations Governing Student Conduct

The School of Education prohibits the following types of conduct. Students and student organizations that engage in such conduct will be subject to the disciplinary proceedings and sanctions and penalties outlined below.

Specifically, students and student organizations are expected to refrain from:

- acts which disrupt or interfere with the orderly operation of teaching, administration, research, and other academic activities.
- intentionally or recklessly interfering with normal School or University activities or emergency services.
- behavior that causes, or can reasonably be expected to cause, physical harm to a person.

- physical, verbal, or written threats against; intimidation of; or persistent, unwanted contact with any member of or visitor to the University community.
- conduct that constitutes sexual abuse, assault, or rape of another person. (See the University's [Policy on Sexual Assault and Procedures](#)). (Students are also expected to abide by all Maryland state laws relating to the abuse of minors and, where applicable, the regulations of school district systems with whom the School of Education partners pertaining to teacher-student relations.)
- conduct that constitutes sexual or discriminatory harassment of another person in violation of the University's [Anti-Harassment Policy](#).
- refusing to comply with the directions of School or University officials, faculty, administrators, or staff acting in performance of their duties.
- refusing to appear or giving false statements when asked to present evidence or respond to an investigation involving student conduct.
- theft, vandalism, or deliberate misuse of School or University property, or the property of others, or knowingly possessing stolen property.
- falsifying, forging, altering, destroying or otherwise misusing official School or University documents or seals.
- the unauthorized use, possession, or storage of any chemicals, weapons, or explosives, including fireworks, on School or University property.
- the unauthorized distribution, possession, or use of any controlled substance (including, but not limited to, illegal drugs) on School or University property.
- the possession or consumption of alcohol by individuals under the legal drinking age in Maryland (21 years of age), or the provision of alcohol to minors on School or University property. (Students are also expected to abide by the University's policies regarding the use and abuse of alcohol.)
- the unauthorized or improper use of School or University property, facilities (leased or owned), equipment, keys, identification cards,

documents, records, or resources. (This includes any misuse of electronic resources and equipment defined in the University's Policies for Student Use of Shared Information Technology Resources.)

- failure to observe policies regulating the use of School or University buildings, property, or other resources.
- violations of criminal law that occur on School premises or in connection with School functions, that affect members of the School or University community, or that impair the School's or University's reputation.
- violations of any other University-wide policies or campus regulations governing student conduct, including orders issued pursuant to a declared state of emergency.

Other behavior may be equally inconsistent with the standard of conduct expected of a student in the School of Education and the School's commitment to providing an environment conducive to learning and research. To remain in good standing, students are also expected to abide by the academic regulations outlined above in the Policies Governing Academic Conduct.

b) Procedures Governing Student Conduct Complaints

A member of the faculty or staff, a student, and other aggrieved persons may file a complaint alleging misconduct by a student and/or student organization for a non-academic related matter (as outlined above in the Regulations Governing Student Conduct) with the Student Affairs office (SA). (To file a complaint alleging academic misconduct, please refer to the Policies Governing Academic Conduct). The complaint must be submitted in written form. Complaints alleging violation of certain campus policies, which provide procedures for handling matters within the purview of the policies, will be referred to the appropriate University office for handling (e.g., complaints of

discrimination or harassment in violation of the University's policies on nondiscrimination will be referred to the Office of Institutional Equity).

All allegations that a student and/or student organization has violated School of Education policies or campus regulations are intended to be resolved as expeditiously as possible. Accordingly, the procedures outlined here in the Academic and Student Conduct Policies will not be delayed pending the resolution of any criminal or other legal proceedings arising out of the same incidents.

Within seven working days of receipt of a written complaint, SA will notify the student and/or student organization of the allegations and will schedule a personal meeting. If the student and/or student organization cannot be reached, a certified letter will be sent to the student and/or student organization outlining the allegations.

Within 30 days of receipt of a written complaint, SA will conduct an inquiry into the matter to determine the seriousness of the allegations and whether sanctions are necessary. The student's academic adviser and Department Chair will be notified, on a need to know basis, of the complaint and/or investigation. Depending on the severity of the allegations, the student may be asked not to attend classes during the investigation. If the complaint involves sexual assault, sexual harassment, or discriminatory harassment, the Office of Institutional Equity will be asked to investigate and assist in resolving the issue. For other complaints, if it is determined that sanctions are not necessary, SA and the student and/or student organization may arrive at a mutually acceptable agreement concerning the disposition of the charges. However, if it is determined that sanctions are necessary, SA will meet with the student and/or student organization to present the imposed sanctions.

c) Procedures for Convening a Hearing Committee

If no agreement is reached as provided for above, SA will notify the Dean of the School of Education. In such cases, the Dean (or his/her designee) will appoint a hearing committee to consider the matter. The hearing committee shall comprise at least three members, drawn from the faculty and senior administrative staff. In some cases, another student enrolled in a School of Education program may be asked to serve on the hearing committee. At the hearing, the committee will meet with the accused student and/or student organization and the complainant to make findings of fact, determine whether there has been a violation of the School's student conduct policies, and, in such cases, makes decisions concerning sanctions within seven working days of being convened.

The evidence considered by the hearing committee shall be open to review by the accused student and/or student organization and the complainant prior to the hearing, as will the records of all proceedings of the hearing committee itself. Otherwise, the committee's proceedings will be closed. Neither the accused student and/or student organization, nor the complainant, will be allowed to make copies of the records or to keep them.

d) Procedures for Appealing Hearing Committee Decisions

Following notification of the decision of a hearing committee, the complainant or the accused student and/or student organization may submit a written appeal within seven working days to the Dean of the School of Education. When such a request is submitted by the party contesting the decision, the Dean (or his/her designee) may send a copy of the request to the opposing party, who, within seven working days of receiving it, may submit a written response to the Dean (or his/her designee). A request for appeal must be based on procedural error that had a significant, substantive effect on the outcome of the proceedings, or on newly discovered evidence that was not available at the time of the initial hearing. When the request is

based on new evidence, the case may be referred back to the hearing committee for further consideration. After final review of all documentation and the final recommendation of the hearing committee, the Dean (or his/her designee) shall make the final decision in the matter.

e) Sanctions and Penalties for Violating Student Conduct Policies

Students violating the School of Education student conduct policies may be subject to the following sanctions:

- **Warning:** written notice to a student that continued or repeated violations of specified School or University policies may be cause for further disciplinary action (censure, suspension, dismissal, restitution). A permanent record of the violation will be retained in the student's file.
- **Censure:** written reprimand for violations of specified School or University policies, including notice to the student that repeated violations may be cause for further disciplinary action (suspension, dismissal, restitution).
- **Suspension:** termination of student status for a specified period of time, including an academic semester or semesters, with reinstatement subject to specified conditions, the violation of which may be cause for further disciplinary action, normally in the form of dismissal.
- **Dismissal:** termination of student status at the University.
- **Restitution:** reimbursement for damage to or misappropriation of School, University, or private property, which may be imposed exclusively or in combination with other disciplinary actions. (Such reimbursement may take the form of monetary payment or appropriate service to repair or otherwise compensate for damages. Restitution may be imposed on any student who, either alone or through group or concerted activities, participates in causing the damages or costs.)

Graduation

A student who expects to receive a degree or certificate must submit an Application for Graduation Form and graduation fee. This form is available online and at all campus locations. The application must be submitted no later than the start of the student's final semester of coursework. The deadline for the spring semester will be the start date of the January Intersession. **Students must complete separate applications for each degree and/or certificate they expect to receive.** The Academic Year Calendar lists the graduation application deadlines. Applications should be mailed or faxed with the appropriate graduation fee to the Office of the Registrar.

Students who are planning to graduate should complete all coursework on time and should not request or receive the grade of "I" (incomplete) during their final semester.

Approximately one month after the semester begins, students who have submitted the Application for Graduation Form receive confirming letters from the graduation coordinator. Their names are placed on the tentative graduation list for the semester in which they anticipate completing their degree/certificate requirements.

The School of Education Academic Council meets three times each year to review candidates for conferral and to make recommendations to the University President for commencement. Students completing all requirements at the end of the May session and summer sessions are reviewed by the Academic Council in October; those finishing at the end of the fall semester are reviewed in February; and those finishing at the end of the January intersession and spring semester are reviewed in May. After the Academic Council meets in October and February, students on the graduation list receive letters confirming the Council's action.

The Johns Hopkins University confers degrees at the end of the summer, fall, and spring semesters. The commencement ceremonies are held in May. The May commencement brochure will include the names of those students who applied to

graduate by the designated deadlines for the 2009-10 academic year. (See the application deadlines at the end of this section.) Students who submit graduation applications after the spring semester deadline may need to wait until the end of the following semester to have their degree conferred.

Diplomas will be mailed to the permanent address listed in the Student Information System approximately 2-3 months after the summer and fall conferrals. Students who apply on time and complete their studies in the spring semester will have the choice of having their diplomas mailed to them approximately two weeks after the May commencement ceremonies, or they can attend the commencement ceremonies and pick up their diplomas at the conclusion of the ceremony. (Note: students in certificate programs will receive their diplomas via mail.)

Ceremony information is sent to those on the tentative graduation list at the beginning of March. To receive their diplomas, students must pay all student accounts in full and resolve all outstanding charges of misconduct and violations of academic integrity.

Note: Johns Hopkins diplomas indicate the degree qualification and major without identifying the student's concentration.

Disability Services

The Disability Services Office collaborates with students, instructors, and staff to provide equitable, inclusive, and sustainable learning environments that promote academic success for all students. Students needing academic accommodations must register with the Disability Services Office by contacting Karen Clark Salinas at ksalinas@jhu.edu or 410-516-9823. Recent documentation from a credentialed professional must be provided—all information remains confidential. The Disability Services Office recognizes the diverse characteristics and experiences of the School of Education community and commits to creating a climate of mutual respect that supports one another's success. For more information, visit <http://onestop.jhu.edu/education/disability>.

Note: Faculty members should not attempt to provide accommodations on their own, but should refer students to the Disability Services Office, which will help coordinate appropriate accommodations.

CURRICULUM POLICIES

Academic Programs

In a complex, rapidly changing society that emphasizes expertise and specialized knowledge, new academic programs and courses should constantly be developed and implemented to support the career and personal goals of individuals and the workforce development needs of organizations. The following policies provide some fundamental guidelines for such academic change in the School of Education.

Instituting a New Academic Program

A new academic program is defined as a degree or credit certificate program that addresses a specific academic purpose. New academic programs are subject to review by the School of Education Academic Policy Committee (see Appendix C for “Guidelines for Academic Policy Committee Review of New and Redesigned Programs”) and to approval by the School of Education Academic Council and the Dean, who informs the Provost's Office. The Provost's Office circulates the proposal to other Johns Hopkins University Deans for comment. New programs are submitted to relevant Maryland state agencies and other accrediting associations as required.

The development of a new academic program reflects involvement from appropriate faculty (including both full-time faculty and part-time faculty associates), administrators, school systems, government agencies, professional organizations, practicing professionals, and potential student constituencies. The program must also address a specific societal need in accordance with the mission and academic capabilities of the School and University and must be supported by appropriate facilities and other resources.

Discontinuing an Existing Academic Program

An existing academic program in the School of Education may be discontinued after review by the School of Education Academic Policy Committee and the approval

of the Dean. A program may be discontinued, among other reasons, because: 1) it no longer conforms to the mission of School of Education; 2) its enrollments do not support its viability; or 3) it no longer responds to a societal need. Provision must be made to inform matriculated students that the program is being discontinued; matriculated students must be informed in writing of the precise conditions under which they may complete their program. At the appropriate time, notification that a program has been discontinued will be sent to the School of Education Academic Council, the Provost's Office, and appropriate state and accreditation agencies.

Major Revision of an Existing Academic Program

A major revision of an existing academic program involves curricular and any other changes that result in the program's assuming a substantially different purpose; serving a new student population; or providing a significant change in professional training, skills, or certification. Major revision of an existing academic program in the School of Education is subject to review by the School of Education Academic Policy Committee (see Appendix C for "Guidelines for Academic Policy Committee Review of New and Redesigned Programs") and to approval by the School of Education Academic Council and the Dean, who informs the Provost's Office. Students in a program will be notified of revisions to the program and the effect of the program revision on their courses of study.

Evaluation of an Academic Program

Academic programs are reviewed periodically for content, quality, appropriateness, and relevancy to the field. Evaluation of academic programs is a systematic and thorough procedure, involving faculty and student input and external reviews. Revisions are subsequently made to assure that the academic program meets the goals for which it was developed and the high standards of School of Education and Johns Hopkins. Students are notified of revisions and the effect of the

revisions on their courses of study. (See Appendix D, "External Program Review," for guidelines on external review of academic programs.)

Academic Courses

Instituting a New Academic Course

A new academic course is defined as one that is not currently offered by the School (i.e., not included in a previous/current academic catalog) and that provides credit that can be applied toward a degree or certificate. Division Directors and Department Chairs are responsible for developing new academic courses in response to current trends and needs in their fields. New courses are expected to reflect involvement of appropriate faculty, administrators, government agencies, practicing professionals, professional organizations, and students. The Division Directors or Department Chairs must demonstrate that there is a specific academic need for the course; that it is in accordance with the School's mission; that appropriate faculty, library resources, and facilities are available; and that the course will be self-supporting.

- Course Syllabus

An essential element in the development of new academic courses is the syllabus, which:

- ◇ informs students about the content and details of the course, teaching methods, determination of grades, course objectives, and student competencies
- ◇ informs students about qualifying information, such as prerequisites; whether the course is open to lower division students; whether it may be taken for graduate credit; and, in some cases, how the course sequentially fits within the overall academic program
- ◇ provides direction to new faculty concerning the overall framework of the course

- ◇ informs academic institutions and organizations about the content of the course so that accurate decisions relative to transfer credit can be made.

While the content, structure, length, and specificity of course syllabi vary by division or department and field of study, they should generally include:

- ◇ Course title, number, and section number
- ◇ Location (campus or center, building, and room number)
- ◇ Instructor's name and phone number
- ◇ Textbook information and other required and recommended readings, including author(s), publisher, edition, and publication date
- ◇ Course description, including qualifying information such as prerequisites
- ◇ Course outcomes and, if appropriate, competencies that the student will be able to perform upon completion of the course
- ◇ Course requirements, including examinations, research papers, projects, and attendance expectations
- ◇ Grade determination, including evaluation criteria and procedures
- ◇ Class schedule, on a meeting by meeting basis, for the entire course
- ◇ A statement outlining the School of Education's policy regarding diversity and civility
- ◇ A statement outlining the School of Education's policy on accommodating students with disabilities.

Course syllabi are prepared by the faculty and require approval by the respective Division Director or Department Chair. Each Division and Department has procedures for initial approval and periodic review of all course syllabi. The Division Director or Department Chair is responsible for retaining and evaluating all course syllabi, including every section of each course. All syllabi and

documentation of the divisional or departmental review process are kept on file in the divisional or departmental office and are available for review.

- **Catalog Course Description**

Course descriptions contained in catalogs, pamphlets, and brochures--as well as course syllabi--provide the reader with an overview of the course. Initially, the course description is written by the Division Director or Department Chair, in consultation with appropriate faculty, as part of the process of developing a new course. All catalog course descriptions are subsequently edited by the approving authority within each Division or Department and then reviewed and approved by the Dean of the School of Education.

Discontinuing an Existing Academic Course

Discontinuation of an existing academic course in the School of Education is proposed by the Division Director or Department Chair. Adequate provision is made to inform students affected by the change that the course is being discontinued. If it is a required course, matriculated students are informed of the conditions under which they may complete their academic programs.

Major Revision of an Existing Academic Course

A major revision of an existing academic course is defined as modifications that result in the provision of new types of knowledge, training, or skills; or change in the status of a course (e.g., from required to recommended or optional); or that require a substantially different teaching strategy. Major revision of an existing academic course in the School of Education is conducted by the Division Director or Department Chair in consultation with appropriate faculty. Changes in the academic course are reflected in the new course syllabus and catalog course descriptions.

Evaluation of an Academic Course

Recommendations for the revision of a course for content, appropriateness, and relevance to the field are solicited from faculty every time a course is offered. The Division Director or Department Chair consolidates these recommendations, along with input from students, and initiates an annual review process for each course. Changes are reflected in course descriptions that are written for catalogs, brochures, and course syllabi.

Intellectual Property Policy

I. INTRODUCTION

The Intellectual Property Policy statement aims to define the School of Education's policies regarding intellectual property and to differentiate and make equitable the application of these policies to full-time and part-time faculty, as well as to students. The Policy also addresses a pressing need to recognize the growing impact of electronic technologies on teaching and learning. The proliferation of instructional technology demands more clarity from institutions regarding copyright ownership of intellectual property. The Policy is designed to be consistent with, and augment, [The Johns Hopkins University Intellectual Property Policy](#) and the [University Policy on Conflict of Interest and Conflict of Commitment](#). Should there be any inconsistency between this policy and the aforementioned policies, the aforementioned policies shall control.

This Policy is guided by two beliefs:

- A. The ownership and use of educational materials must appropriately recognize the contribution of individual faculty members to the development of these materials and provide for their liberal use by the faculty who develop them.
- B. The Policy also must recognize the financial support provided by the School of Education in the development of these materials and provide for some protection of its investment. Support from the School of Education may include facilities, administrative assistance, funding of research and teaching assistants, computers, and facilitation provided by technical staff.

The School of Education Intellectual Property Policy addresses intellectual property issues specifically related to instruction in the School. For other

intellectual property considerations, such as patents for inventions, faculty, and staff are referred to The Johns Hopkins University Intellectual Property Policy.

II. RESPONSIBILITIES

A. The Johns Hopkins University Office of General Counsel

The JHU Office of General Counsel represents and advises the School of Education regarding legal issues, including issues and questions involving compliance with intellectual property laws and policies.

B. School of Education

1. The School of Education is committed to providing an environment that supports teaching, learning, and the scholarly activities of its faculty and students. As a matter of principle and practice, the School encourages all full-time and part-time faculty to disseminate their scholarly work in order to share openly and fully their findings and knowledge with students, colleagues, and the public.
2. The School of Education is committed to fostering the use of new instructional media. The School will continue to develop its hardware/software infrastructure and support faculty and student use of technology in the curriculum.
3. The School of Education is committed to protecting its digitized course materials from unauthorized use and its students, faculty, and staff against electronic theft.
4. The School of Education will be vigilant when approving and overseeing the use of the name and logo of The Johns Hopkins University and the School of Education.

5. The School of Education will regularly review and revise its Intellectual Property Policy, disseminate it to full-time and part-time faculty and staff, and integrate it into faculty orientation activities.

C. Faculty

Faculty members serve the School of Education within a specific set of expectations, depending on their full-time or part-time affiliation with the School.

1. Full-time Faculty

Full-time faculty members are appointed for term contract periods. General responsibilities of full-time faculty are outlined below under Faculty Policies. Specific responsibilities of full-time faculty regarding the development and use of intellectual property are:

(a) Early Disclosure

The most important obligation of full-time faculty is early disclosure to their Dean, Division Director, or Department Chair of their activities and developments designed to use information technologies. In particular, full-time faculty should disclose efforts and obtain appropriate approvals in writing when those outside the University are proposing to pay them to develop new teaching content or new media technologies for commercial use, or to teach current Hopkins courses at other institutions.

(b) Use of Material Protected by Copyright

Full-time faculty are required to obtain in writing any necessary permissions from copyright owners to use material protected by copyright in courses, except for uses permitted by the exceptions and limitations included in federal copyright law. Consultation with the Johns Hopkins

University Office of General Counsel and/or the Johns Hopkins University libraries is encouraged.

(c) Inventions

Full-time faculty are expected to comply with The Johns Hopkins University Intellectual Property Policy.

2. Part-time Faculty

General responsibilities of part-time faculty with Instructional Contracts are outlined below under Faculty Policies. Part-time faculty members are retained to bring a specific set of knowledge and expertise and, in some cases, previously developed course materials, to the classroom. Specific responsibilities of part-time faculty regarding the development and use of intellectual property are:

(a) Use of Material Protected by Copyright

Part-time faculty members are required to obtain in writing any necessary permissions from copyright owners to use material protected by copyright in courses, except for uses permitted by the exceptions and limitations included in federal copyright law. Consultation with the Johns Hopkins University Office of General Counsel and/or the Johns Hopkins University libraries is encouraged.

(b) Submission of Syllabus

Part-time faculty members are expected to submit a copy of their syllabus to their Division Director, Department Chair, or Program Director.

3. Developers

Developers are individuals retained to: (1) develop a specific set of deliverables (course and instructional materials) for University ownership and use within the School of Education; or (2) provide specific consulting services for instructional development.

Responsibilities of developers with Development Contracts regarding the creation and use of intellectual property are:

(a) Early Disclosure

The most important obligation of individuals with Development Contracts is early disclosure to their Division Director, Department Chair, or Program Director of their plans and activities designed to use information technology for instruction.

(b) Use of Material Protected by Copyright

Developers are required to obtain in writing any necessary permissions from copyright owners to use material protected by copyright in courses.

III. COPYRIGHT OWNERSHIP OF COURSE MATERIALS

A. Full-time Faculty

1. Under the provisions of domestic and foreign copyright laws, the University reserves the right to obtain title to the intellectual property developed by full-time faculty as part of their usual teaching, service, and/or research activities – i.e., developed as a result of University support either directly from, or channeled through, the University. However, the University waives any work-made-for-hire rights it may have in conventional works of faculty authorship prepared for potential publication outside of the University (e.g., journal articles, texts), unless such material was

prepared at the direction of the University for University use or is a deliverable under an agreement between the University and another party. All revenues received from tuition or other sources based on University courses and their content shall belong to the University.

2. Full-time faculty who develop course materials as part of their usual teaching, service, and/or research activities are granted a non-exclusive, royalty-free license to use these materials in any of their teaching or other scholarly functions both within and outside the University. The University retains all other proprietary rights.
3. Full-time faculty may assign copyright to a publisher of a traditional work of authorship (i.e., textbook, book chapter, or journal article) provided a University approved "Reservation of Rights" for the author and the University is included in the agreement (see Appendix E, Reservation of Rights).
4. When a full-time faculty member leaves the University, or for any other reason is not available to teach a course he/she develops, the University retains the right to use and revise materials developed for the course, provided appropriate acknowledgement is attributed to the faculty author.

B. Part-time Faculty with Instructional Contracts

Part-time faculty retained for their specific knowledge and expertise, with previously developed curriculum and course materials, remain sole owners of their materials.

C. Developers with Development Contracts

When individuals sign Development Contracts to create specific deliverables (course and instructional materials) for use within School of Education, or to provide specific consulting services for instructional development, they acknowledge that The Johns Hopkins University is the copyright owner of all resulting deliverables as works-made-for-hire.

IV. POLICY IMPLEMENTATION

Responsibility for implementation and enforcement of the School of Education Intellectual Property Policy resides in the Office of the Dean of the School of Education.

V. OTHER PROVISIONS

A. Use of Course Syllabi

The School of Education reserves the right to make available to students and others syllabi for all School of Education courses, in print or digital format.

B. Research

The University shall enter into a research contract or other binding commitment only to perform work that can reasonably be expected to be publishable, provide educational opportunities, and/or be in the public interest.

C. Publication

The University shall enter into contracts or other binding commitments to conduct research and training only if they permit the disclosure and publication of research.

D. Confidentiality

The faculty member shall not undertake any research project at Johns Hopkins University in which the sponsor:

1. Prohibits the faculty member from disclosing the existence of the agreement; or
2. Prohibits or unreasonably restricts the faculty member's public disclosure of information developed by that faculty member.

E. Use of the University's Name

All written or broadcast material containing the University's name for advertising, marketing, or other promotional purposes shall be submitted for approval to the Assistant Dean for Communications and Public Affairs, and the Dean, prior to use of such material. A statement on the use of the University's name shall be included in all appropriate contracts between industry (company) and the University.

VI. DEFINITIONS

Copyright

A form of intellectual property. Copyright exists in original works of authorship fixed in any tangible medium of expression. Works of authorship include the following categories:

1. Literary works
2. Software
3. Musical works
4. Pictorial, graphic, and sculptural works
5. Motion pictures and other audiovisual works
6. Sound recordings

Copyright gives its owner the exclusive right to reproduce copies, to prepare derivative works based upon the copyrighted work, to distribute copies, as well as other rights.

Course Materials (See Deliverables)

Course Products

Materials produced by students and/or faculty during a course, including databases, software, Web pages, and case studies. Materials are owned by the University, and may be used during the course with the Copyright symbol and notice asserting Johns Hopkins University ownership, hot-linked to the School of Education Intellectual Property Policy posted on the School of Education Web site.

Deliverables (also called Course Materials)

Materials developed at the request of the University for University ownership. Examples of such materials include, but are not limited to: syllabi, lecture notes, case studies, course handouts, illustrations, or technology-enhanced materials (e.g., databases, Web sites, etc.) developed with the demonstrated support, by or through, The Johns Hopkins University. Such support may consist of University staff, courseware, networks or servers, grants, sponsorships, or other tangible resources.

Developer

An individual retained to: 1) develop a specific course and instructional materials (deliverables) for use within School of Education; or 2) provide consulting services for instructional development within the School of Education.

Development Contract

A contractual agreement whereby the School of Education retains the services of an individual to develop curriculum and instructional materials (deliverables) for a specific course. The contract recognizes The Johns Hopkins University as copyright owner of course materials as works-made-for-hire. If the School of Education wishes to retain the developer to deliver the course he or she has developed, an Instructional Contract also must be used. (See Instructional Contract.)

Employee

For the purposes of the School of Education Intellectual Property Policy, employment means that an individual receives support from the University including compensation as the result of an employer-employee relationship with the University. In addition, individuals who may not be receiving support or compensation but whose affiliation with the University may place them in a position of conflict between personal and University interests are identified as "employees" for the purposes of this policy.

Faculty Associate

Part-time faculty in the School of Education. Faculty Associates are considered employees of The Johns Hopkins University.

Full-time Faculty

All full-time professorial faculty and instructors with term contracts with the School of Education.

Instructional Contract

A contractual agreement whereby the School of Education engages the instructional services of a faculty associate for a given course, and recognizes him/her as sole owner of course materials for that course.

Intellectual Property

Any new and useful process, machine, composition of matter, life form, article of manufacture, software, copyrighted work, or tangible property.

License

Within the context of this Policy, a contract that awards to a party other than the owner(s) of the copyright the right to reproduce, use, or sell the copyrighted material. Licenses may be awarded on an exclusive or non-exclusive basis and may provide for payment of fees, royalties, or other income to the owners(s) of the copyright.

Part-time Faculty (See Faculty Associates)**Reservation of Rights** (for Journal Articles)

A document to be included in agreements between faculty/authors and publishers that asserts retention of certain rights for the faculty/author and for The Johns Hopkins University.

Scope of Employment

Acts done in the furtherance of the employer's business for the accomplishment of the purpose for which the employee is hired. The term includes acts that the employee has been directed to do by the employer, as well as any act that can reasonably and fairly be said to be a natural incident of employment, or logically and naturally connected therewith.

University Support

Financial or other support, regardless of origin, that is used in the discovery or development of course materials, and is provided through University channels.

Provision of an appointment shall not in and of itself be construed as University support for purposes of this definition.

Work-Made-for-Hire

A work prepared by an employee within the scope of his or her employment.

The employer or other person for whom the work was prepared is considered to be the copyright owner.

FACULTY POLICIES

Full-Time School of Education Faculty³

Effective instruction and quality academic programs are core missions of the School of Education. The School of Education is in a geographic region rich in part-time faculty resources, and these highly qualified faculty associates will continue to teach and enrich academic programs. In addition, a core of full-time faculty will provide the leadership and oversight of the School of Education's academic programs.

Full-time academic faculty are expected to maintain high academic standards, demonstrate excellence in teaching, and provide leadership for developing and implementing academic programs. Full-time faculty also develop academic policy, provide educational services, assist in student recruitment, coordinate work of the part-time faculty members in their disciplines, and serve on academic committees.

The Dean shall submit recommendations for full-time School of Education faculty appointments according to procedures outlined in this document.

I. ACADEMIC RANKS

Academic ranks in the School of Education will be subject to the criteria indicated in each rank description and listed at the end of this section.

Instructor

Educational background shall include an appropriate graduate degree and the experience, knowledge, and skills necessary to perform assigned teaching and program coordination responsibilities. The Instructor rank is a non-

³ The following criteria for full-time faculty appointments and promotions were approved by the Academic Council of the School of Professional Studies in Business and Education on December 11, 2001.

promotion track position, and individuals at this rank must demonstrate capacity for meeting School of Education criteria # 1 and # 2. These activities should be reflected in the Instructor's job description at the time of employment and should be assessed in the individual's annual review with the appropriate Division Director or Department Chair.

Assistant Professor

Educational background shall include an appropriate doctoral degree and a strong academic background. Professional experience and administrative strengths are also desirable and, in special cases, may be accepted in lieu of the doctoral degree.

An Assistant Professor must demonstrate a balanced portfolio, documenting attainment of or a capacity for excelling in each of the four School of Education promotion criteria. These activities should be reflected in the Assistant Professor's job description at the time of employment and should be assessed in the individual's annual review with the appropriate Division Director or Department Chair.

Associate Professor

An Associate Professor must demonstrate attainment of a balanced portfolio with a high level of performance in each of the School of Education promotion criteria. These criteria must be reflected in the Associate Professor's job description and assignments and must be assessed in the individual's annual review with the appropriate Division Director or Department Chair.

Full Professor

A Full Professor must demonstrate a sustained level of high performance on each of the School of Education promotion criteria. In addition, a Full

Professor must have acquired professional recognition nationally as a leader in his or her field. These criteria must be reflected in the Full Professor's job description and assignments and must be assessed in the individual's annual review with the appropriate Division Director or Department Chair.

CRITERIA:

1. Outstanding teaching and advising. This may be evidenced by formal or informal evaluations, peer observation, and student projects. Both outstanding performance in classroom teaching and student advising must be evident.
2. Contributions to academic administration and program initiation, direction, and development. This may be evidenced by activities related to program coordination; establishment of partnerships for new program initiatives; new program development and curriculum designs; student recruitment; attainment of program approval or accreditation from state, regional, or professional organizations; and attainment of grants or contracts to support program initiatives.
3. Scholarly activity. This may be evidenced by publications in appropriate professional journals and books, presentations at professional meetings, and research activities related to grants or contracts. Both quality and quantity of activities in this area will be considered.
4. Service to the University, the profession, and the community. Service to the University may be evidenced by effective service on committees at the divisional/departmental, School, and University levels, as well as representing the University to external groups (e.g., state and national commissions, professional boards, and certification boards). Service to

the profession may include leadership in professional organizations, serving as a reviewer for professional publications or conferences, and membership on boards of professional organizations and societies. Service to the community may be evidenced by pro-bono consulting, assistance to organizations and institutions, and the contribution of professional expertise to address the needs of specific community groups.

II. PROCESSING ACADEMIC RANK RECOMMENDATIONS

1. The Dean has authority to make initial appointments to the ranks of Instructor and Assistant Professor.
2. For a full-time faculty member for whom initial appointment at the rank of Associate Professor or Full Professor is being considered, the Dean shall appoint a committee to evaluate his or her qualifications. The committee for initial appointment or promotion to the rank of Associate Professor or Full Professor will be composed of, but not limited to, the Division Director or Department Chair and two full-time senior faculty members (one of whom shall be a member of the School of Education Academic Council and may be asked to serve as Chair of the Committee). The committee's recommendations are forwarded to the Dean, who in turn forwards those recommendations along with his/her own to the Academic Council for its consideration.
3. The School of Education Faculty Promotions Committee is charged with reviewing the portfolios of faculty being considered for promotion to the ranks of associate or full professor based upon the policies and criteria outlined in this document. When the Committee's internal review results in a conclusion that the candidate has meet the promotion criteria, a member is designated to solicit letters from external reviewers. Generally,

8-12 letters are obtained, with at least two from individuals not identified by the candidate. After reviewing these letters, the Committee forwards its recommendation to the Dean, who in turn forwards those recommendations along with his/her own to the Academic Council for its consideration.

III. INITIAL APPOINTMENT, PROMOTION, AND TERM CONTRACT POLICIES

The policies described below apply to faculty hired after the approval of this policy by the Academic Council of the School of Professional Studies in Business and Education (12/11/2001). Faculty hired prior to that time will be subject to contract terms approved by the Academic Council on February 14, 1973, and modified on May 6, 1981, and again on October 10, 1989. With approval of the Dean, faculty may elect to follow these new contract length policies when their current contracts are up for renewal consideration.

The Dean may modify contract periods to accommodate special circumstances determined in consultation with the appropriate Division Director or Department Chair. In addition, the contract period of faculty whose initial appointment was supported by external funding will be contingent upon both their annual review and the continuation of those funds.

Term Contract Periods

Instructor

The contract period shall be annual. Individuals will be notified by May 1 whether their contract is to be renewed or terminated for the following academic year.

Assistant Professor

The initial appointment of Assistant Professor will be for a period of two years. Assistant Professors may receive up to two additional two year contracts (for a total of six years). Promotion to Associate Professor must be obtained before a contract is issued for a seventh year of consecutive service. Failure to achieve promotion before the seventh year will result in termination of employment. The Dean may issue extensions not to exceed a total of three years for exceptional personal or professional circumstances.

Assistant Professors must be notified at least one year in advance whether their contract will be renewed or terminated.

Associate Professor

An individual initially appointed at the Associate Professor level will be awarded a two-year contract. A promoted Assistant Professor will be awarded a three-year contract. Subsequent contracts at the Associate Professor level will be for terms of three years each. The Associate Professor rank may be considered as a terminal rank, and promotion to the rank of Full Professor is not required for continued employment.

Associate Professors must be notified at least one year in advance whether their contract will be renewed or terminated.

Full Professor

An individual initially appointed at the rank of Full Professor will receive a two-year contract. Before the end of the first year (July 1), the faculty member will be informed whether: 1) his/her contract will be renewed as a five-year contract; or 2) the contract will be terminated at the end of the initial two-year contract period.

A promoted Associate Professor will be awarded a five-year contract. Subsequent contracts for Full Professors will be for terms of five years each. Full Professors on five-year contracts will be informed at least two years in advance whether their contracts will be renewed or terminated.

IV. JOINT APPOINTMENTS

School of Education faculty members may have joint appointments with other Johns Hopkins Schools. However, there can be only one primary appointment. Faculty with primary appointments in the School of Education are subject to the appointments and promotions policies set forth in this document. Faculty with primary appointments in other Johns Hopkins Schools with secondary appointments in the School of Education follow the appointments and promotions policies and procedures of their primary appointment school. Secondary School of Education appointments can be awarded with approval of the appropriate Division Director or Department Chair and the Dean of the School of Education. In all cases, academic rank is determined by the primary appointment school. The length and terms of agreement for joint appointments must be approved by both schools after both intra- and inter-school discussion.

V. DISMISSAL FOR JUST CAUSE

Incompetence, neglect of duty, or misconduct in office shall constitute just cause for termination of the appointment of any faculty member. Terminations for cause may be initiated by the Dean of the School after consultation with the appropriate Division Director or Department Chair. After written notice of the charges is given to the accused faculty member, the matter shall be heard and decided by a convened subcommittee of the Academic Council at a hearing to be presided over by a member of the subcommittee. If the subcommittee finds that just

cause for termination exists, the faculty member may file an appeal in writing with the Provost of the University within fourteen days of receipt of the decision of the subcommittee. A decision by the Provost affirming the finding that just cause for termination exists shall be final.

VI. FINANCIAL EXIGENCY

When, in the judgment of the Dean, a state of financial exigency exists or is imminent in the School or one of its units, the Dean will convene a committee of senior administrators and faculty members from the School's Academic Council to consider the magnitude of the financial exigency and the extent of the reduction, if any, needed in the fiscal obligations of the School or unit as well as the means by which such reductions are to be effected. The findings of this committee and its recommendations shall be reported in writing to the Dean. Any case involving alteration of the contract length of a full-time faculty member shall be submitted to a committee of faculty members from the School's Academic Council. The findings of the subcommittee and its recommendations shall be reported to the Dean for consideration and appropriate action.

Faculty Associates

Effective instruction and quality academic programs are core missions of the School of Education. The School draws upon the rich pool of teaching talent available in the Baltimore-Washington area. The identification of qualified and experienced individuals to serve as part-time instructors (faculty associates) offers the opportunity to greatly enrich existing courses, as well as develop new program areas. With this opportunity, however, comes the responsibility to maintain appropriate standards of quality in the hiring, supervision, and evaluation of faculty associates—a need that is intensified with the School's expanded multi-campus activities.

The procedures outlined below describe the general policies and practices regarding the use of faculty associates in the School of Education. Because of the diversity in programs and staffing in the School's departments, minor variations in implementation may exist.

Minimum Requirements for Appointment

Part-time teaching appointments are made on the basis of the individual's background, experience, and academic preparation. Since the assignment is instructional, evidence of a thorough knowledge of the subject matter is essential, and professional and previous teaching experiences are valued highly. The individual must have appropriate graduate training in the discipline to be taught, with the doctoral degree preferred and a master's degree required. On rare occasions, however, highly qualified individuals may be considered for specific teaching assignments without master's degrees.

Hiring Process

Prospective faculty associates are identified and recruited by the appropriate Division Director or Department Chair. Individuals are asked to submit a résumé and references. If the experience and educational level are satisfactory and warrant

further consideration, the candidate is interviewed by the Division Director or Department Chair and other appropriate personnel. Each School of Education Division and Department has specific criteria and procedures for hiring faculty associates that assure careful review and considered academic judgment of an individual's qualifications for teaching. A form documenting such review and the résumés for all individuals hired to teach in the School of Education are kept in a central file maintained in the office of the appropriate Division Director or Department Chair.

Supervision and Evaluation

Each new part-time faculty associate is evaluated during the first course taught.

The evaluation may include:

- * class visitation
- * conferences with the Division Director or Department Chair
- * student feedback through a course evaluation instrument
- * review of syllabi and course materials to assure that course content is current and appropriate.

New faculty associates who do not meet the teaching standards of the School may be provided with a reasonable level of assistance to guide them in improving their performance. If substantial improvement is not noted, an associate's appointment is not renewed.

The Division Director or Department Chair also applies the evaluation process outlined above in working with experienced faculty associates to assure continuation of high-quality instruction. These evaluations are conducted on a regular basis, and renewal of an appointment is based upon overall satisfactory teaching. In addition, faculty associates are required to participate in periodic meetings and planning sessions that provide: 1) an overview of the scope and sequence of the program; and 2) opportunities to coordinate with other faculty associates who teach the same or similar courses. This enables faculty associates to understand better how their courses fit into

the entire program and facilitates appropriate continuity among courses. These meetings are also used to solicit input and suggestions from faculty associates.

Terms of Employment

Faculty associates in the School of Education are hired to teach specific courses during a specific semester. Appointments are expressly contingent upon adequate enrollment in the specific course. Each course taught is on the basis of a specific contract with the faculty associate for the term specified in the contract, and no commitments are made for tenured, continuous, or long-term appointments.

Professional Development and Evaluation

Ongoing Evaluation

An evaluation of each course ensures that faculty are facilitating student learning to achieve appropriate objectives for that course. Results of each course evaluation are shared with faculty members to support their ongoing professional development. For questions regarding the evaluation process, faculty should speak with their Division Director, Department Chair, or Program Director.

Faculty Development Opportunities

Because quality teaching is primary to our mission, the School of Education offers a variety of development opportunities to all part- and full-time faculty. These include:

- * orientation to teaching in the School of Education;
- * seminars on instruction, assessment, and grading; planning and organization; creating positive learning environments; and instructional technology resources;
- * workshops focused on innovative instruction and technology in the classroom;
- * opportunities to mentor or be mentored by peers;
- * individual and group meetings to discuss teaching and curricular issues in programs;
- * feedback from students and colleagues with teaching suggestions;
- * opportunities to be videotaped for self reflection.

Faculty Loads and Responsibilities

Full-time faculty in the School of Education are required to engage in a range of activities that support the academic programs and priorities of the School. Assignments in a faculty member's load include:

- Teaching
- Advising
- Scholarship
- Contributions to academic administration and program initiation, direction, and development
- Coordination and supervision of part-time faculty
- Service on university, school, and/or external committees
- Other assignments deemed appropriate by the Dean, Division Director, or Department Chair.

In performing their duties, faculty members are expected to conform to all policies and procedures of the School of Education and the University.

Load Distribution

A contract year comprises eleven months and three academic terms (summer, fall, and spring). The specific distribution of an individual faculty member's responsibilities is determined in consultation with his/her Department Chair and/or Division Director. Load distributions and professional activities are reported each academic year to the office of the Dean (using the "Faculty Activity Report" form). Faculty are generally expected to teach six courses per academic year (distributed over two semesters and the summer session). If teaching were evenly distributed over fall, spring and summer semesters, the load distribution would be as follows:

Two courses (50% of load)

Program Coordination, advising, and faculty committees (25% of load)

Research/scholarly activity (25% of load)

The distribution of these courses over the three academic year semesters can be negotiated with the Division Director or Department Chair, but it is generally expected that at least one course be taught each semester (including summer). Teaching loads may be reduced for administrative assignments, special program responsibilities, grants, and related activities. Whenever possible, these reductions should occur in 25% increments. For example, a grant may “purchase” 25% of one’s time, or one course equivalent. Final approval of all faculty loads rests with the appropriate Division Director or Department Chair and the Dean of the School of Education. The loads of faculty who are teaching in non-traditional course formats will be determined in consultation with his/her respective Division Director or Department Chair.

A “Faculty Activity Report” will be submitted for review and approval by the appropriate Division Director or Department Chair and the Dean prior to the close of each academic year. An annual review of each full-time faculty member’s activities will be conducted by the respective Division Director or Department Chair (or designee) that will include both a summary of work activities and an assessment of performance and accomplishments.

Overloads and Consulting

With approval of the appropriate Division Director or Department Chair and the Dean of the School of Education, full-time faculty may teach up to **one** three-credit course per semester (summer, fall, and spring) on an overload basis. Requests for overload teaching must be submitted along with documentation of on-load teaching and other faculty responsibilities.

Full-time faculty at the rank of assistant professor and above may engage in external consulting activities within the framework of the School of Education

and JHU policies (see [University Policy on Conflict of Interest and Conflict of Commitment](#)). Consulting activities must be approved in advance (i.e., before committing to any consulting activity) by the appropriate Division Director or Department Chair and the Dean of the School of Education to assure that the proposed activities do not present a conflict of interest and do not interfere with the quantity and quality of work expected from the faculty member's primary assignments and responsibilities (see "Disclosure of and Request for Approval of Faculty Consulting Activities" form, Appendix F). While consulting generally refers to approved work for hire outside of the university, included in this consulting policy is non-credit coursework that is done for the School or University on an overload payment basis, such as for executive education training. Consulting activities must not exceed one day per week. Under no circumstances may a School of Education faculty member receive reimbursement for professional activities from funds that originated within School of Education and were later subcontracted to an outside vendor.

Faculty must adhere to the School of Education overload and consulting practices and provide full disclosure of all such activities to the appropriate Division Director or Department Chair and to the Dean of School of Education.

Teaching Loads for Deans and Department Chairs

Deans do not have assigned teaching responsibilities. Department chairs are generally assigned two three-credit courses per year.

Overloads and Consulting for Deans and Department Chairs

Deans in the School of Education may teach up to two three-credit overload courses per year, but not more than one per semester. Department Chairs may teach up to three three-credit overload courses per year, but not more than one per semester. Deans and Department Chairs must adhere to faculty consulting policies and procedures.

Instructors

Instructors are generally hired to teach in regular or flexible course or program formats and are expected to teach eight courses per academic year (distributed over two semesters and the summer session). Their specific roles and responsibilities should be determined in consultation with their Division Director or Department Chair, and must be approved by the appropriate Division Director or Department Chair and Dean of the School of Education.

Faculty Associates

Part-time faculty associates in the School of Education are hired to teach specific courses during a specific semester or term. Appointments are contingent upon adequate enrollment in the specific course. For each course taught, the faculty associate is issued a specific contract that indicates the term of employment and level of compensation. No commitments are made for continuous or long-term appointments.

Faculty associates who are employed full-time outside the School of Education may teach up to two three-credit School of Education courses during any one academic term. Exceptions are subject to review and approval by the Division Director or Department Chair and Dean of the School of Education.

APPENDIXES

Appendix A

JOHNS HOPKINS UNIVERSITY
School of Education
OFFICE OF THE REGISTRAR

GRADE CHANGE FORM

Instructions: This form is to be used to report any change of a final grade, including incomplete and previously unreported grades. Please submit the change directly to the School of Education Registrar's Office, 6740 Alexander Bell Dr., Suite 110, Columbia, MD 21046 or FAX it to (410) 516-9817.

PLEASE PRINT COURSE AND STUDENT INFORMATION

COURSE INFORMATION:

DEPARTMENT: _____	NUMBER: _____	SECTION: _____
TITLE: _____		
CREDITS: _____	TERM COURSE WAS TAKEN: _____ Term/Year	
INSTRUCTOR'S NAME: _____		

STUDENT INFORMATION

SOC. SEC. #	STUDENT'S NAME (FIRST, LAST, MI)	PREVIOUS GRADE	NEW GRADE

Instructor's Signature

Date

Appendix B

FOSTERING AN ACADEMIC COMMUNITY BASED ON INTEGRITY

Academic Integrity and Ethical Conduct

School of Education students assume an obligation to conduct themselves in a manner appropriate to the Johns Hopkins University's mission as an institution of higher education and with accepted standards of ethical and professional conduct. Students must demonstrate personal integrity and honesty at all times in completing classroom assignments and examinations, in carrying out their fieldwork or other applied learning activities, and in their interactions with others. Students are obligated to refrain from acts they know or, under the circumstances, have reason to know will impair their integrity or the integrity of the University. Violations of academic integrity and ethical conduct include, but are not limited to, cheating, plagiarism, unapproved multiple submissions, knowingly furnishing false or incomplete information to any agent of the University for inclusion in academic records, violation of the rights of human and animal subjects in research, and falsification, forgery, alteration, destruction, or misuse of the University seal and official documents.

What Is Academic Misconduct?

Academic misconduct is any intentional or unintentional act that provides an unfair or improper advantage beyond a student's own work, intellect, or effort, including but not limited to cheating, fabrication, plagiarism, or helping others engage in misconduct. This includes the misuse of electronic media, text, print, images, speeches and ideas. Any act that violates the spirit of authorship or gives undue advantage is a violation. Students are responsible for understanding what constitutes academic misconduct.

Although no list can be comprehensive, the following examples are common types of misconduct.

Plagiarism

Plagiarism, the most common form of academic dishonesty, occurs when students use the work, research, ideas, or words of any other person or source without proper credit.

- Submission of the same or substantially similar work of another person, such as an author or classmate. The paraphrasing or the use of someone else's ideas or writing without attribution constitutes academic dishonesty.
- Use of the results of another student's or person's work (e.g., paper, exam, online writing assignment, lab reports) while representing it as your own.
- Improper documentation of quotations, words, ideas, or paraphrased passages taken from published or unpublished sources.
- Inappropriate downloading of materials (text, images, charts, etc.) from Internet sources without proper attribution.

Cheating on Examinations

- Use of unauthorized materials (e.g., notes, books, electronics) during an in-class or take-home examination.
- Consultation of unauthorized materials while being excused (e.g., on a restroom break) from an examination room.
- Unauthorized collaboration on take-home assignments and examinations.
- Discussion of an exam's contents during its administration.
- Copying answers from another student.
- Studying from an old exam whose circulation was prohibited by the instructor.

Reuse of Assignments

- Submission of the same or substantially similar assignment to fulfill the requirements of more than one course without the permission of the instructor.

Improper Use of the Internet

- Plagiarism from a published or unpublished Internet source.
- Improper documentation of an Internet source.
- Use of paper writing services or paper databases on the Internet or question answering service.
- Inappropriate posting of an exam question or assignment to an online resource or search engine.

Improper Use of Electronic Devices

- Consultation of unauthorized electronic devices (e.g., calculators, cellular phones, computers, PDAs, Language Translators) during examinations.
- Use of electronic devices to communicate within or outside an examination room (i.e., use of cellular phones is not permitted during an exam).
- Storage of test answers, class notes, and other references in electronic devices for use during examinations.

Unauthorized Collaboration

- Collaboration when solving exam questions, course assignments, or writing lab reports, computer programs, or papers unless explicitly approved by the instructor.

Alteration of Graded Assignments

- Submission of an examination or assignment for a re-grade after making changes to the original answers or text unless specifically authorized by the faculty member.

Forgery and Falsification

- Citation of nonexistent sources or creation of false information in a written assignment.
- Attributing to a source ideas or information that is not included in the source.
- Forgery of university documents, such as letters and transcripts.

- Falsification of application materials.
- Falsification or invention of data in a laboratory experiment.

Lying

- Request for special consideration from instructors or university officials based upon false information or deception.
- Fabrication of a medical or emergency excuse as a reason for needing an extension on an assignment or for missing an examination.
- Claiming falsely to have completed and/or turned in an assignment.
- Falsely reporting an ethics violation by another student.

Facilitating Academic Dishonesty

- Intentionally aiding another student to commit a violation of academic conduct.
- Allowing another student to copy from one's examination paper during its administration.
- Providing copies of course materials whose circulation was prohibited (such as exams or assignments) to students enrolled in or planning to take that course.
- Taking an examination or completing an assignment or paper for another, or permitting one to do so.

Unfair Competition

- Willfully damaging the academic efforts of other students.
- Stealing another student's academic materials (e.g., books, notes, assignments).
- Denying another student needed resources, such as hiding library materials or stealing lab equipment.

Exceptions

In some cases, exceptions to the above examples may apply. For example, some instructors assign group projects, problem sets, or laboratory projects so students will work together. In these cases, all collaborating partners should be noted on a submitted assignment.

Some instructors may accept assignments completed for another course, but the student must get advanced permission from the instructor to do so. Other instructors allow or require revisions of previous assignments for a new grade. Still other instructors expect or encourage students to consult old exams before taking new tests.

To know what constitutes cheating for a particular course, students must ask the professor of the course for clarification. The general policy should be set forth during the first class of each semester and should be explained in the course syllabus. Students are expected to ask for clarification of unexplained or ambiguous areas. Ignorance of policies is not a valid excuse for cheating.

In general, it is important to remember the distinction between copying and collaborating. Copying another's work and submitting it as your own is cheating. Instructors, however, often encourage students to compare solutions or class notes with each other, to analyze differences in outcomes, to discuss methods, and to ask for explanations. Cheating requires no engagement or understanding, while collaboration promotes interactive learning.

**The preceding definitions of academic misconduct, plagiarism, cheating on examinations, etc., were adapted from the Homewood Graduate Student Handbook.*

School of Education Guidelines for Cases of Academic Misconduct

To assure that charges of student misconduct are decided in a fair and impartial manner, the procedures listed below are followed:

a) Procedures Governing Student-Initiated Complaints

Students who wish to initiate a complaint regarding the academic conduct of another student should consult with the instructor of the course in question or with their academic adviser. (Students who wish to initiate a complaint related to student conduct should contact the Student Affairs office. See the School of Education's Academic Catalog or Academic Policy Manual for further information.)

b) Procedures Governing Faculty-Initiated Complaints

To assure that charges of student academic misconduct (including, but not limited to, cheating and plagiarism and other violations as outlined above) are decided in a fair and impartial manner, the procedures listed below are to be followed:

- The faculty member shall notify his/her Department Chair or Division Director and the student's academic adviser of the charge.
- The student receives written notice of the charge from the appropriate Department Chair or Division Director.
- Evidence supporting the charge is made available to the student.
- The student is given the opportunity to resolve the matter directly with the faculty member and/or appropriate Chair or Director. If the student admits the infraction and a penalty is agreed upon, a written report containing a brief description of the infraction and the penalty agreed to, signed by all parties, is placed in the student's record. The decision in the signed written report outlining the infraction and penalty is final.
- If no agreement is reached as provided for above, the Department Chair or Division Director will notify the Dean of the School of Education. In such cases, the Dean (or his/her designee) will appoint a hearing committee to consider the matter. The committee shall comprise at least three members and include a faculty member drawn from the department or division offering the course in which the alleged infraction took place, a senior administrator (equivalent to an Assistant or Associate Dean level appointment), and a representative from the

Student Affairs office. Following a presentation of the evidence in support of the charge and the evidence the student offers in response, the committee will render a decision within seven working days and determine the appropriate course of action. A written report prepared by the committee containing a brief description of the infraction and the penalty imposed is placed in the student's record.

- Following notification of the hearing committee's decision, the student may submit a written appeal within seven working days to the Dean of the School of Education. An appeal to the Dean must be based on procedural error that had a significant, substantive effect on the outcome of the proceedings, or on newly discovered evidence that was not available at the time of the initial hearing. When the request is based on new evidence, the case may be referred back to the hearing committee for further consideration. After final review of all documentation and the final recommendation of the hearing committee, the Dean (or his/her designee) shall make the final decision in the matter.

Resources for Faculty and Students

- JHU School of Education online tutorial on academic integrity and plagiarism -- <http://cte.jhu.edu/soeplagiarism>
- JHU Sheridan Libraries research help -- <http://www.library.jhu.edu/researchhelp/index.html>
- Center for Academic Integrity, Clemson University -- http://www.academicintegrity.org/educational_resources/index.php
- *Anti Plagiarism Strategies for Research Papers*, Robert Harris -- <http://www.virtualsalt.com/antiplag.htm>
- Purdue Online Writing Lab: Avoiding Plagiarism -- http://owl.english.purdue.edu/handouts/research/r_plagiar.html
- Plagiarism.Org -- http://www.plagiarism.org/learning_center/what_is_plagiarism.html

Appendix C

Guidelines for Academic Policy Committee: Review of New and Redesigned Programs

1. Need for program, including potential target populations, anticipated cohorts or partnerships (if appropriate), and expected enrollments over 2-3 year period. For modified programs, previous enrollment history should also be included.
2. Rationale for program, including conceptual framework, relationship to regional and national developments in field, and identification of participants in planning process
3. Program objectives
4. Curriculum display, including course titles and descriptions
5. Relationship (if any) of program to other School of Education and JHU programs or courses
6. List of current and potential instructors (if available -- information from résumé cover sheets)
7. Course scheduling display--How and where do we anticipate courses will be scheduled over a 2-3 year period?
8. Program evaluation--provisions for periodic evaluation, feedback, and refinement

Appendix D

External Program Review

School of Education

Purpose: As part of the design to maintain program vitality and quality, all academic programs in the School of Education will be periodically reviewed by qualified teams of external evaluators.

These objective assessments along with the requisite reflection and self-evaluation on the part of program directors, faculty, students, and graduates, will provide valuable data for identifying program strengths, weaknesses, and future directions.

External Evaluators: External evaluation teams of two-three members will be selected on the basis of a) knowledge of the content area of the degree program under review, b) familiarity with major trends and exemplary programs, and c) understanding of the need to blend concern with program rigor and quality with the unique needs of adult part-time students.

Process: In preparation for the external visit, program directors, faculty, and students will prepare a self-study composed of a portfolio of documents and materials that address the questions outlined below. Following each question are examples of portfolio items that might be included:

1. What are the major goals and purposes of the program?
 - statement of program goals
 - catalog descriptions
 - brochures
 - objectives from course syllabi
2. What is the program design?
 - curriculum display
 - description of unique features that address the needs of adult part-time students
 - catalogs
 - brochures
3. What are the major strengths of the program?
 - videotape of classes (e.g., case presentations)
 - survey results
 - quality control measures
 - profile of faculty/résumés
 - profile of students
 - linkage to community needs/problems
 - testimony (letters/video tape of focus groups)
4. What are major weaknesses or concerns?

- same items as #3
 - application/enrollment patterns
 - changing environmental factors
 - faculty and staff needs
5. What future plans or directions are envisioned for the program?
- planning documents
 - advisory committee activities
6. What specific questions should be addressed by the visiting team?

Individual programs may expand or modify this outline to reflect their specific needs.

Visitation Process: External evaluators will receive program narratives and portfolios at least 30 days prior to their visit. Once on campus, they will participate in sessions designed to share program portfolio information with particular emphasis on identification of program strengths, weaknesses, and future directions. These sessions will include program directors and other School of Education administrators, faculty, students, graduates, advisory committee representatives, and additional appropriate university and community members.

Written Report: External evaluators will be requested to submit a written report of their findings, including statements of program strengths, weaknesses, appropriateness of future directions, and specific recommendations for program improvement.

Follow-up Activities: Program directors will prepare reactions to the report that will include action plans for implementing appropriate recommendations. The external reports, reaction papers, and action plans will be shared with the Provost's Office and the School of Education Academic Council. In addition, the Academic Council will receive periodic updates on progress made in implementing needed program changes and refinements identified through this external review process.

Appendix E

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Appendix F

**Johns Hopkins University
School of Education**

Disclosure of and Request for Approval of Faculty Consulting Activities

Name: _____

Title: _____

Division/Department: _____

**Approval by Division Director/
Department Chair:** _____

Name:

Date:

Approval by School of Education Dean: _____

Ralph Fessler

Date:

*Faculty members submitting disclosure forms should review the “University Policy on Conflict of Interest and Conflict of Commitment” available in the Dean’s Office. **Disclosure forms must be submitted and approval earned before agreeing to engage in any consulting activity;** faculty members are encouraged to submit disclosure forms as early as possible to provide adequate time for the review and approval process.

I. Indicate the organization to be served by the planned consulting activity and provide a brief description of that organization’s mission and purpose.

II. Describe the nature of the consulting activity, including the objectives and/or expected deliverables of the consulting engagement.

- III. Describe any business relationship between the organization for which you plan to consult and the School of Education or JHU. Does the proposed consulting activity overlap with that business relationship with the School of Education or JHU? If so, describe how.**
- IV. Does the planned consulting activity overlap with the duties and functions of your faculty and/or administrative responsibilities at the School of Education? If yes, explain.**
- V. Indicate the time commitment required to fulfill the consulting activity, including dates on which service is to be provided and additional hours needed to complete the work. Does the planned consulting activity conflict with regular teaching assignments, committee meetings, scholarly activity, or other faculty responsibilities?**

VI. Does this planned consulting activity have the potential of enriching your teaching, scholarship, or program development activities? If so, briefly describe.

VII. Other comments.