

The Johns Hopkins University
Johns Hopkins's Krieger School of Arts and Sciences (KSAS)
Advanced Academic Programs (AAP)
Environmental Sciences and Policy Program

Freshwater Ecology and Restoration of Aquatic Ecosystems
420.623.91SU19
15 May- 21 August 2019

Instructor

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Course description

This course is part of Johns Hopkins Krieger School of Arts and Sciences (KSAS), Advanced Academic Programs (AAP) in the Environmental Sciences and Policy Program (ESP). The course examines the physical, chemical, and biological aspects of non-tidal freshwater ecosystems, with special emphasis on Maryland streams and rivers. Human impacts and restoration activities are also explored, and lecture topics are reinforced with extensive field experiences.

Course prerequisites

420.611 Principles and Methods of Ecology, equivalent course, or permission of instructor. It is recommended that the student offset their carbon from travel to and from ThorpeWood for the field portion of the course.

Course Learning Objectives

1. To become familiar with the hydrological, physical, chemical, and geomorphological processes that combine to form non-tidal waters in Maryland and elsewhere.
2. To become familiar with the major biological communities that live in Maryland's non-tidal waters, including adaptations for life in lotic and lentic environments, population dynamics, and biotic interactions.
3. To become familiar with pathways of energy transfer in non-tidal (particularly lotic) systems.
4. To become familiar with general methods used to assess biotic communities and environmental conditions affecting those communities in non-tidal waters.
5. To become familiar with the impacts of human activities on freshwater ecosystems.
6. To become familiar with the various human uses of Maryland's freshwaters and current strategies for avoiding and minimizing human impacts to Maryland's aquatic systems.

7. To become familiar with the concepts of biodiversity and ecosystem management, as well as historical, ongoing and planned aquatic restoration activities in Maryland and elsewhere.

Course Materials

Textbook

There is no required textbook for this course.

Other Readings

Required readings will be posted on the online classroom in Blackboard with support from JHU reserves

Required equipment for the field experience

All students will need to bring chest waders on the field trip (*reminder: felt soles are illegal in Maryland*)

Specific Technology Requirements & Skills for this Course

For the online portion of this course, at a minimum, you need to be able to navigate in and use Blackboard; see the Blackboard Student Orientation course on your “My Institution” page.

Course Overview and Goals

In this course, we will apply the principles of ecology as they relate to freshwater systems, and we will reinforce lecture material with first-hand experience in the field. Students will learn about and then see the effects of various human activities. Because literally everything ends up in the water, this course is valuable because the lessons learned are highly applicable to the challenges faced by humanity in reducing and ultimately reversing our environmental impact.

Course format

This course will be taught in a hybrid format during the 15 May – 21 August 2019 summer session. Lectures will be held at the DC campus on Wednesday and Saturday dates identified, and there will be a 5 day field experience on 26-30 June. The field experience will include guest speakers, a visit to the USGS Leetown National Science Center, and sampling in streams, rivers and ponds to reinforce core concepts. After the field experience, students will have until August 21st to submit final assignments and the take-home final online. For the field experience, the class will convene at ThorpeWood (near Thurmont, Maryland) and food and lodging will be provided until the class returns to the airport.

What to Expect in this Course

This course is 14 weeks in length, with some online work and in-person lectures in June prior to the field experience, a 5 day field experience, an additional in-person lecture on July 6th, and 6 weeks after the final class meeting to complete and electronically turn in remaining course

assignments. Two to five days after each lecture, I will ask you to post your thoughts on a question I pose (on Blackboard) that relates to the lecture and supporting reading(s). These posts will take the place of a final so I expect you to put some thought into them.

During the capstone field trip, the daily agenda will vary, but you should expect days to be extended in length (but fun!) with little time for working on other classes and limited access to the internet. Therefore, students should not plan on doing extensive work on other courses during the field trip and if necessary, students enrolled in concurrent courses should make arrangements in advance for assignments due during 26-30 June.

During our field trip, many meals will be catered and all food will be provided, but breakfast will be 'on-your-own' and students will be expected to pitch in with clean-up after meals. Lodging will be at a rustic cabin with multiple occupancy rooms, and you should plan to bring a towels, toiletries, sheets and blankets (or a sleeping bag) and your favorite pillow. Students will also have the option of bringing a tent and sleeping near the cabin. If you would like to choose this option but don't have the gear, I have a limited amount that you may be able to borrow (first-come, first served basis). And don't worry, you can still use the showers in the cabin if you choose to sleep outside...

Assessments and Grading Policy

Course assignments

The assignments for this course will consist of: 1) a free-form "biography" to introduce yourself to the class, 2) required readings, 3) posting your thoughts after each lecture, 4) presentation of a lecture topic of your choice, 5) field observation project and write-up, 6) a research paper and 7) a laboratory practical at the end of the field trip. There is no final exam.

I included required reading assignments to help you broaden your learning and assimilation of the material. By doing these readings prior to the lecture they are associated with, you will already have some familiarity with the lecture topics when they are presented. I also intend to provide optional readings to enhance course content, especially related to our guest lecturers from the National Science Center. All readings will be available on Blackboard.

Your postings after the lectures will be aimed at allowing you to digest and make sense of the content, and while I am not requiring you to respond to the posts of others in this course, I would encourage you to do so if you find the topic/post particularly stimulating. My hope is to avoid the standard '*respond to the posts of two other students*' by making something up... Instead, I hope we can generate real conversation and deeper learning- because that is what grad school should really be about. It's not about checking boxes.

Regarding your research paper and observation project, you need to get approval from me for each of these prior to starting work. You should have ample time after the field trip to complete these assignments- they are due by midnight on the final day of the summer semester (August 21).

Course requirements

Your performance in this course will be evaluated in six ways: your participation in the self-introduction and online class discussion threads, your participation in class and during the 5 day field experience (including discussion of required readings), the laboratory practical, your research paper, your field observation project write-up and the take-home final.

A) Online participation in class introductions (free-form biography sharing) and completion of online posts related to lectures and readings

For the online portion of the course, my expectation is that you fully engage in the self-introduction, complete the required readings and submit substantive online lecture posts in a timely manner. All posts should be thoughtful and honest while respecting others.

B) In-class participation:

The level of engagement you put into this class during our time together will be a key determinant of your level of learning and success. My expectation is that you demonstrate fully empathetic listening while others are speaking and that you keep an open mind to the material being presented. I also encourage you to ask thoughtful, reflective questions so that we can collectively learn and grow as a group. If for some reason you can't make a lecture, I expect you to let me know in advance.

C) Student-led learning:

You will select from a list of presentation topics and prepare/present that topic during a pre-scheduled lecture time or on the field experience. Presentation times will range from 15 to 30 minutes in length and vary by topic. For topics scheduled to last 30 minutes, students will have the option of team-teaching with another student if they choose.

D) Laboratory practical:

You will be exposed to and tested on family-level identification of Maryland freshwater fishes and order-level identification of benthic macroinvertebrates. Extra credit will be given for fish correctly identified to species and the use of taxonomic keys will be allowed during the test.

E) Research paper:

You will write an in-depth 14-20 page paper on a freshwater ecology topic that is of particular interest to you and pre-approved by me. The paper will involve choosing a current hot topic in freshwater ecology and/or restoration and synthesizing information on the topic, **including** seminal literature, the progression of knowledge, and resource management implications. Your paper must have direct relevance to the field of non-tidal, freshwater ecology. I highly recommended that you discuss potential topic ideas with me prior to investing time and energy in it. Additional guidance on the paper is provided later in the syllabus.

F) Field observation project and write-up:

You will visit a non-tidal freshwater area and observe/record observations about one or more species associated with instream or riparian zones. Your deliverable will be a several page summary report of your findings, supported by any necessary figures, tables or photographs. I award bonus points for exceptional observation projects. Additional guidance on the observation project is provided below.

RESEARCH PAPER GUIDANCE

OBJECTIVE: To provide you with the opportunity to learn about and report on a cutting edge topic in the field of freshwater ecology.

APPROACH: Pick something that really stuck out as interesting to you from the lectures, readings or class discussions and that you want to learn more about.

DELIVERABLE:

The deliverable for this assignment will be a 14-20 page literature review paper which includes: an abstract, an introduction of the topic and why it is important, a detailed state-of-knowledge section, your assessment of the management implications for biodiversity, human health, etc. and a literature cited section. An emphasis should be placed on publications in books or refereed journals, but current, as-yet unpublished work can also be used. The written product should generally follow the format of literature synthesis articles found in aquatic journals such as Canadian Journal of Fisheries and Aquatic Sciences or Limnology and Oceanography.

ADVICE:

- 1) First, don't wait to start thinking about this paper- the sooner you come up with an idea the sooner you can begin to acquire and assemble literature for it.
- 2) Review the literature and perhaps newsfeeds to learn more about topics you are interested in and determine whether enough information exists to write a synthesis paper. Then, present your idea to me.
- 3) Don't invest too much time in the paper until you get your topic approved by me.
- 4) Have a trusted friend or colleague read your deliverables for spelling, grammar, paragraph content, and readability prior to handing them in- poor quality in any of these areas will be reflected in your grade. (spell check never hurts either)
- 5) Make every effort to turn in a draft version of your written document well ahead of time- this is a courtesy I am extending to you on a first-come, first served basis. The purpose of me reviewing your draft work is to help you improve the product that you will turn in for a grade. [Note: I will review papers in the order received and as my schedule permits.]

FIELD OBSERVATION PROJECT AND WRITE-UP GUIDANCE

OBJECTIVE:

This project is intended to introduce you to an aspect of freshwater ecology that is often totally neglected in today's world of high technology- natural history. Basically, you will spend time at the stream, river, pond or lake of your choice, choose a subject (or group of subjects) to observe, record your observations, and report on them. The idea is to learn something about the habits or life history of an organism or population that can only be

discovered by direct observation. There are few areas in the US that are more than 1/4 mile from a stream, river, lake or wetland so you should not need to drive for hours to find a spot if you don't want to.

APPROACH: ***READ THIS SECTION SEVERAL TIMES TO GET IT RIGHT!***

- 1) First, consider the weather and time of day in your plans! Many organisms aren't terribly active in the heat of the day or when snow is flying (should not be a problem for most of you!), and chances are you won't be a very good observer under those conditions either. To begin, think about basic ecological needs of your target organism to generate some ideas about what you might expect to see when at "waterside" (e.g., predation, mating, territoriality, feeding, etc., etc.).
- 2) Next, think about a **non-tidal** area that is of interest to you and convenient, and be resourceful in identifying an appropriate organism (e.g., you may want to talk to someone who is familiar with streams in your area such as a naturalist, fly fisherperson, birdwatcher, etc. You may want to do some advance scouting and pick your subject and observation point ahead of time, but **in any event you need to clear your subject choice with me prior to doing your formal observation period**. For this project, your selection should take into consideration mobility of the animal (no plants please-- they are easy to observe but don't do much), its diurnal activity pattern, and whether you will be able to gather valid information about your subject (i.e., not collected while chasing your subject through the brush--a temporary blind might be useful for some creatures, and NOT influenced by humans or their pets). If you choose a spot near home, it will be easier to visit several times if you determine that it is necessary.
- 3) Visit your site and collect observational data of your target(s) for 3 or more hours on one or more individuals of a species or several species if they are interacting. **Quantify** your observations in some way, such as minutes spent doing various activities, feeding capture rates, etc., being ever on the lookout for unexpected events or interactions that may involve your subject of interest (include those as ancillary observations). If you have a camera, you may want to try and document your subject in action-- photos can be included in the report. [You can increase the level of difficulty for this project [and get extra credit if it is done very well] if you want {e.g., night observations, trail cam photos, video footage, etc.}, but it isn't necessary. Also, I don't want a 200 page dissertation, just a couple of well-written pages and a supporting table or figure or two.]
- 4) Write up your results and submit them electronically-- **Six page maximum including graphs, tables and photos**. Be sure to include your name and title on the front page (no cover page is necessary). Include a brief introduction which describes your target subjects and the behavior(s) you chose to study, a methods section which describes when, where and how you did your study, and a results and discussion section. This final section should include any observations about how your presence may have affected the outcome of the study, your thoughts on

modifying the study to make it better, and any management implications of the study results. You do not need to cite the work of others in your report-- I am interested in what you saw and how you interpret it. **WARNING: DO NOT MAKE THE MISTAKE OF SOME AND INCLUDE PAGES OF 'FILLER' FROM AN ENCYCLOPEDIA OR THE INTERNET AND TWO OR THREE SENTENCES ABOUT WHAT YOU OBSERVED AND EXPECT TO GET A DECENT GRADE FOR IT.**

IMPORTANT REMINDERS:

Observations only! No manipulations of any kind and no chasing-- make yourself as innocuous as possible. **Pick an area without interference by other humans or pets!!!!**

Do your own work, and be prepared to answer questions from me.

Make sure you know what you are studying.

POTENTIAL SUBJECTS: Fish, reptiles, amphibians, invertebrates (no whirligig beetles), aquatic-oriented birds or mammals

Course grading:

Your grade will be calculated using the following point system:

	ACTIVITY	POINTS	(% of GRADE)
1.	Completion of online introduction and discussion threads	50	(25%)
	Your self-introduction will be graded based on effort/originality (0-10pts) and responses to other students (0-5pts). Participation in each of the 7 lecture posts will be graded based on timeliness (1pt each); and thoughtfulness of your response (0-4pts);		
2.	Participation	20	(10%)
	Participation will be graded as follows: degree of engagement during discussion sessions (0-5pts); attentiveness during scheduled meeting times (0-5pts); punctuality for scheduled events (0-5pts); courtesy for fellow students (0-5pts).		
3.	Student-led learning	20	(10%)
	Presentations of leadership topics to the class will be graded as follows: engagement of class while teaching (0-10pts) ; extent of coverage of the topic (0-25pts); and quality of content/originality of thought (0-15pts).		
4.	Laboratory practical	40	(20%)
	Using taxonomic keys, students will be tested on their ability to identify freshwater fishes		

and freshwater benthic macroinvertebrates of Maryland. Testing will involve use of preserved fish and live or preserved benthic macroinvertebrates. Fish will be identified to family, with extra credit given for correct species identification. Benthos will be identified to order.

5. **Research paper:** 40 (20%)
Students will write a research paper on a pre-approved topic in freshwater ecology. Papers will be graded based on length (0-5 pts), scope of the literature review (0-15pts), quality of synthesis (0-25 pts), grammar/spelling/clarity (0-15pts).
6. **Field observation project and write-up:** 30 (15%)
Students will complete an observation of a freshwater taxa and submit a report. Reports will be graded based on quality of the observation and conclusions made (0-10pts), quantification of behavior (0-10pts), clarity of writing (0-5pts) and grammar and grammar/spelling (0-5pts).

Total = 200 points NOTE: Assignments will not be accepted after the specified deadlines unless there are extraordinary extenuating circumstances.

The following grading scale will be used in this class (the JHU-AAP grading scale):

98-100%	A+
94-97%	A
90-93%	A-
88-89%	B+
84-87%	B
80-83%	B-
70-79%	C
<70%	F

More information about AAP grading policies can be found at: [AAP grading policies](#).

What is the policy for late assignments?

You are expected to contact your instructor in advance if you think you cannot meet an assignment deadline. However, if an assignment is late and prior arrangements have not been made with the instructor, the assignment score will be zero. There are no exceptions.

Time Management Expectations

Because this is a graduate-level course the rigor and time commitment is higher than an undergraduate course. I expect that you take time to understand the assignments and when they are due so that you can integrate all of this work into your schedule. Some assignments require that you work on them for multiple weeks- so plan your time accordingly. Please seek help before becoming frustrated and spending a significant amount of time to resolve an issue.

Course Participation & Communication Policy

Course management

The on-line part of this course uses the Blackboard course management tool. If you are enrolled in this course you are automatically included in Blackboard for this course. You will need to use your JHED ID to log in. All assignments, readings, and capstone trip advice will be available

through Blackboard. **Be sure to check Blackboard as soon as you register for the course.**

NOTE: All emails from me to you will use the JHU system. If you use a different email system, be sure to forward your JHU account to that other address.

Course etiquette

As JHU graduate students, each of you has proven your ability to master new material, some of which may have been in the form of using your short term memory. In this course, I expect students to embrace and adopt and practice the concept of deep, internalized learning. So rather than formally testing your memory on concepts I consider important, we will pursue a collaborative learning journey that requires your investigative curiosity, a high level of engagement during all class activities and lots of courtesy and respect for your peers and instructors.

Network Etiquette (i.e. "Netiquette")

In this course, online discussion will be primarily take place in our online discussion board. In all textual online communication it important to follow proper rules of netiquette.

What is netiquette? Simply stated, it's network etiquette -- that is, the etiquette of cyberspace. And "etiquette" means the social and cultural norms of communicating with others in a proper and respectful way. In other words, netiquette is a set of rules for behaving and interacting properly online.

The Netiquette "Core Rules" linked below are a set of general guidelines for cyberspace behavior. They probably won't cover all situations, but they should give you some basic principles to use in communicating online.

For Netiquette Core Rules visit [The Core Rules of Netiquette web page](#).

Contacting the Instructor

The instructor for this course is Paul Kazyak (pkazyak1@jhu.edu).

Feel free to contact me with comments, questions, and concerns. You will receive a response within 24-48 hours. All email messages will be sent to you via your JHU email account, so you should be in the habit of checking that account every day or you should ensure that your JHU email account forwards messages to another account of your choice.)

Professionalism is expected throughout this course whether in the online classroom or email. Your responses to questions, interaction/communications/emails with classmates or me should be professional in manner, and that includes responding in a timely manner.

NOTE: All emails from me to you will use the JHU system. If you use a different email system, be sure to forward your JHU account to that other address.

Course Protocols & Getting Help

How will I know about changes to the course?

You will find new announcements about current course activities that you are working on and any changes to the course posted on Blackboard in the Announcements section. Please check announcements every time that you log into the course.

How should I communicate with others in this course?

Communication for this course will primarily be face to face, during lectures and on the field trip. However, initial introductions will happen online and you will make 7 posts related to the lectures and required readings. When you have a question about an assignment or a question about the course, please email me at pkazyak1@jhu.edu.

Are there any requirements for sending e-mail messages?

When you send an e-mail message to the instructor or to another participant in the course, please observe the following guidelines:

- Include the title of the course in the subject field (e.g., Freshwater Ecology).
- Keep messages concise, and check spelling and grammar.
- Send longer messages as attachments.
- Sign your full name (the sender's email is not always obvious).

Course Topics, Activities & Schedule

<u>Date</u>	<u>Topic/Event/Due Date</u>
15 May	Course begins: On-line introductory lecture and assignments available to students via Blackboard
19 May	Introductory lecture discussion thread post due by midnight
21 May	Response to a student post on Introductory lecture due by midnight
26 May	Self-Introduction post due by midnight
28 May	Response to all other student introductions due by midnight
1 June, 9am -noon	Lecture at DC campus: Hydrologic Cycle, Principles of Hydrology Physical, Chemical, and Geomorphological Processes in Stream Formation
4 June	Post your reflection question on 1 June lecture (due by midnight)
5 June, 6-9pm	Lecture at DC campus: Physical Properties of Streams, Rosgen Classification System, Physical Restoration
11 June	Post your reflection question on 5 June lecture (due by midnight)

- 12 June, 6-9pm** Lecture at DC campus: Chemical Properties of Streams, Chemical Restoration, Nutrient Dynamics, Nutrient Management
- 14 June** Post your reflection question on 12 June lecture (due by midnight)
- 15 June, 9-1pm** Lecture at DC campus: Community and Ecosystem Level Processes /River Continuum
- 18 June** Post your reflection question on 15 June lecture (due by midnight)
- 19 June, 6-9pm** Lecture at DC campus: Freshwater Biodiversity, Introduced species
- 23 June** Post your reflection question on 19 June lecture (due by midnight)
- 26 June-17 June** **EXTENDED FIELD TRIP** (10am on June 26 through 5pm on June 30th). MEETING LOCATION ThorpeWood, near Thurmont, MD
- Field visits:** Buzzard Branch, unnamed tributary to Buzzard Branch, High Run, Homestead Pond, Beaver Run, unnamed tributary to Beaver Run, Albert Powell Hatchery, Catoctin Creek, Potomac River, Suzi's Pond, Gwynns Falls, Sawmill Run, Little Patuxent River, Leetown Science Center
- Lecture topics during field experience:** Pond and lake management, Leetown staff lectures (TBD), Limnology of lakes, Non-tidal wetlands, The role of woody debris, beavers and crayfish, Migration, drift and fish passage, Introduction to stream biota, Taxonomy lab
- 6 July, 10am-3pm** Lecture: Restoration & Protection of Freshwater Ecosystems
Lecture/lab: Systems thinking in aquatic management
NOTE THIS IS A 5HR DAY- BRING LUNCH
- 11 July** Post your reflection question on 5 June lecture (due by midnight)
- 21 August** Observation project write-up and research paper due by midnight (electronic submittal)

26-30 June FIELD TRIP AGENDA (Draft)

Given the vagaries of weather and other situations beyond my control, the following agenda should be considered tentative and subject to change.

Wednesday 26 June

- 10:00 am Field experience convenes; introductions and move in
- 11:00 Introduction to Stream Biota: Systematics and Taxonomy
- 12:00 LUNCH
- 1:00 pm Taxonomy Lab
- 4:00 FIELD: Homestead Pond (include mark/recapture marking, zooplankton and benthic sampling, hydrolab profile)
- 6:00 DINNER
- 7:00 Lecture: Lakes

8:00 FREE TIME

Thursday 27 June

7:00 am BREAKFAST
8:00 Lecture: The Role of Woody Debris and Beavers, Crayfish
9:00 FIELD TRIP: Hunting Creek, Beaver Run, Albert Powell Hatchery
12:00 LUNCH
1:00 pm FIELD: Buzzard Branch, unnamed tributary to Buzzard Branch
3:30 Lecture: Non-tidal wetlands
Lecture: Migration & Drift, Fish Passage
6:00 pm DINNER
7:00 FREE TIME
8:00 Campfire discussion of required readings

Friday 28 June

7:00 am BREAKFAST
7:30 FIELD TRIP: Leetown Science Center (8:30-noon), Potomac River @ Brunswick (1:30-3), Catoctin Creek @ Poffenberger Rd (4-5:30)
12:00 LUNCH
6:00 pm DINNER @ KAZYAK/ZAVETA HOMESTEAD
7:00 GUEST LECTURER: DAVID KAZYAK
8:30 Leave for ThorpeWood

Saturday 29 June

7:00 am BREAKFAST
7:30 ALL DAY FIELD TRIP: - Gwynns Falls @ Carroll Golf Course, Sawmill Run @ BWI, Little Patuxent @ Ft Meade, Suzi's pond- Kazyaks
12:00 LUNCH
6:00 pm DINNER @ KAZYAKS
8:00 Return to ThorpeWood

Sunday 30 June

7:00 am BREAKFAST
8:00 FREE TIME/OPTIONAL TAXONOMY PRACTICE
11:00 Taxonomy test
12:00 LUNCH
1:00 pm Homestead Pond recapture survey/ pond & lake management discussion
4:00 pm Course review/debrief
4:30 Pack
5pm Adjourn

Capstone field experience specifics:

The field experience will take place off campus, and during this extended deployment food and lodging will be provided. We will stay at ThorpeWood, a non-profit organization in Frederick county Maryland. Students will have the option of staying in a cabin or tent camping next to the cabin. Students will be expected help with occasional food preparation/cooking as well as cleaning up after each meal. A comprehensive list of things to bring on the field experience will be provided at the first in-person class meeting.

The daily activities during the field trip will vary in intensity and type. **Unless otherwise**

specified, students are expected to participate in all scheduled activities.

NOTE: Internet access will be very limited during the field experience and cell phone reception can be weak.

University Policies

General

This course adheres to all University policies described in the academic catalog. Please pay close attention to the following policies:

Students with Disabilities

Johns Hopkins University is committed to providing reasonable and appropriate accommodations to students with disabilities. Students with documented disabilities should contact the coordinator listed on the [Disability Accommodations](#) page. Further information and a link to the Student Request for Accommodation form can also be found on the [Disability Accommodations](#) page.

Ethics & Plagiarism

JHU Ethics Statement: The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition. Report any violations you witness to the instructor.

Read and adhere to JHU's [Notice on Plagiarism](#).

Dropping the Course

You are responsible for understanding the university's policies and procedures regarding withdrawing from courses found in the current catalog. You should be aware of the current deadlines according to the [Academic Calendar](#).

Getting Help

You have a variety of methods to get help on Blackboard. Please consult the resource listed in the "Blackboard Help" link for important information. **If you encounter technical difficulty in completing or submitting any online assessment, please immediately contact the designated help desk listed on the [AAP online support page](#).** Also, contact your instructor at the email address listed in the syllabus.

Copyright Policy

All course materials are the property of JHU and are to be used for the student's individual academic purpose only. Any dissemination, copying, reproducing, modification, displaying, or

transmitting of any course material content for any other purpose is prohibited, will be considered misconduct under the [JHU Copyright Compliance Policy](#), and may be cause for disciplinary action. In addition, encouraging academic dishonesty or cheating by distributing information about course materials or assignments which would give an unfair advantage to others may violate AAP's [Code of Conduct](#) and the University's [Student Conduct Code](#). Specifically, recordings, course materials, and lecture notes may not be exchanged or distributed for commercial purposes, for compensation, or for any purpose other than use by students enrolled in the class. Other distributions of such materials by students may be deemed to violate the above University policies and be subject to disciplinary action.

Code of Conduct

To better support all students, the Johns Hopkins University non-academic [Student Conduct Code](#) has been integrated and updated to include all divisions of the University. In addition, it is important to note that all AAP students are still accountable for the [Code of Conduct for Advanced Academic Programs](#).

Title IX

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe and inclusive learning environment on our campus. I also have mandatory reporting responsibilities related to my role as a Responsible Employee under the [Sexual Misconduct Policy & Procedures](#) (which prohibits sexual harassment, sexual assault, relationship violence and stalking), as well as the [General Anti-Harassment Policy](#) (which prohibits all types of protected status based discrimination and harassment). It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information that I learn of regarding sexual misconduct, as well as protected status based harassment and discrimination, with the Office of Institutional Equity (OIE). For a list of individuals/offices who can speak with you confidentially, please see Appendix B of the [JHU Sexual Misconduct Policies and Laws](#).

For more information on both policies mentioned above, please see: [JHU Relevant Policies, Codes, Statements and Principles](#). Please also note that certain faculty and other University community members also have a duty as a designated Campus Safety Authority under the Clery Act to notify campus security of certain crimes, as well as a duty under State law and University policy to report suspected child abuse and/or neglect.