

# University of Maryland - Master of Science in Applied Economics

## ECON 675 (Winter 2023/2024) Environmental Economics November 28, 2023 – Feb 13, 2024

Office hours: Sunday 5:30-6:15 (online)

1400 16th Street, NW (Suite 140)

Class time: Tuesday 6:45-9:30 PM (15-minute break at 8:00 PM)

Washington, DC 20036

*Please note that there will be one class that does not fall on a Tuesday. This is necessary in order for us to meet 12 times during the semester.*

Online discussion:

Tuesday 9:00 AM to Friday 8:00 PM

Saturday 9:00 AM to Tuesday 8:00 PM (for Friday 1/26 class session)

### Instructors

Chris Dockins

Email: [pdockins@umd.edu](mailto:pdockins@umd.edu)

Charles Griffiths

Email: [cgriff16@umd.edu](mailto:cgriff16@umd.edu)

Instructor office hours: We plan to hold regular office hours on Sundays from 5:30 to 6:15 online, but we can adjust this as needed and can meet for specific appointments. We will add more details as we start the semester.

### Teaching Assistant

Wantian Huang is our TA for this class.

[whuang11@umd.edu](mailto:whuang11@umd.edu)

TA Office Hours: Sunday 5:00-6:00 PM

### Texts – Required and Supplemental

There is no required “textbook” for this course. Instead, the course relies upon chapters from the US EPA’s *Guidelines for Preparing Economic Analyses*, which is freely available and will be provided as a pdf file, and on articles from the economics literature. Required and supplementary readings are provided.

### Course Description

This course examines the problems of earth, air, and water pollution from an economic perspective and the nature of environmental regulation, U.S. environmental policies, and environmental policy debates. Students will use welfare economics to evaluate the inefficiencies of market failures and examine market-based policy responses to environmental problems. Students will be asked to undertake practical exercises commonly done by environmental economists, including estimating the willingness to pay for an environmental amenity and reviewing Regulatory Impact Analyses.

### Objectives

Our program has 7 general learning outcomes for students:

- 1. Ability to understand, evaluate and analyze economic data**
- 2. Ability to understand and interpret statistical evidence from economic data**
- 3. Ability to apply empirical evidence to assessing economic arguments**
- 4: Ability to apply macroeconomic theories to policy discussions

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**5: Ability to apply microeconomic theories to policy discussions**

**6: Ability to communicate economic ideas to a broader audience**

**7: Ability to evaluate the effectiveness of policy programs using sound economic techniques**

The learning outcomes that pertain to this course are: 1, 2, 3, 5, 6, and 7

Somewhat more specifically, at the end of the course, students should be able to:

- Statistically estimate and interpret the willingness to pay for an environmental good.
- Apply empirical evidence to assessing environmental economic arguments using benefit-cost analysis, discounting, and uncertainty analysis.
- Apply the microeconomic theories of market failure and externalities to policy discussions.
- Communicate environmental economic concepts and ideas to a broader audience.
- Evaluate the effectiveness of U.S. government pollution control policies using sound economic techniques.

### Prerequisites

To enroll this course, students must have completed ECON 641 (Microeconomic Analysis), and they must have completed or be currently enrolled in ECON 644 (Empirical Analysis III: Econometric Modeling and Forecasting).

### Structure of the Course

- The course will be taught in a lecture/seminar format meeting once per week on Tuesday, 6:45-9:30 PM.
- **NOTE:** The class will also meet on Friday, **January 26** from 5:45-8:30 pm online via Zoom.
- An online discussion will be held each week on the ELMS/Canvas Discussion page from the day after the class (usually Wednesday) at 9AM for four days (ending usually Saturday at 8:00 pm). *Please note that there is one exception for the class held on Friday.* Students are expected to make two (but no more than three) substantive contributions to this discussion each week. The instructor will monitor this discussion (twice on 2<sup>nd</sup> discussion day and twice on 3<sup>rd</sup> or 4<sup>th</sup> discussion day) to respond to students and re-direct the discussion as necessary.
- Students will be given periodic quizzes at the end of class, three longer term assignments throughout the semester, and a final exam at the end of the semester. See class schedule below for due dates.

### Grading

Grades will be determined based on students' performance on quizzes, homework, exam, and class participation:

15% Quizzes

Students periodically will be given questions at the end of class to test their understanding of the concepts discussed and to provide examples of the types of questions that will be used in the final exam.

15% Assignment 1 – *Example: Estimating the Efficient Level of Pollution Control*

*Students will be asked develop a simple conceptual model of the economic benefits of an environmental externality. They will then be asked to collect data, populate the model, and estimate the efficient level of pollution control.*

15% Assignment 2 – *Example: Estimating Willingness to Pay*

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*Students will be given a problem and data and will be asked to econometrically estimate the willingness to pay for an environmental amenity.*

- 15% Assignment 3 – Policy Memorandum  
Student will assume the role of a policy adviser and will be given a current environmental economic topic. They will be asked to write a short policy memo describing the problem and offering a set of recommendations for a decision-maker to consider.
- 30% Final Exam  
Students will be given an in-class, open book exam.
- 10% Participation  
Participation will be based on the student's attendance record and his or her participation in class discussion as well as his or her substantive participation in the weekly online discussion.

At the end of the term, every student will have a numerical course grade between 0 and 100. We will decide upon the numerical cutoffs between various letter grades based on our professional judgment. We will consider students' performance relative to the class. We will also consider absolute standards of professional competence. Highly competent students will get A's. Barely competent students will get B's. Students not performing at a competent level will get B-'s or worse. The cutoffs that we use will respect the ordinal ranking of numerical course grades. No student with a given numerical course grade will receive a lower letter grade than someone else with a lower numerical course grade.

### Required Technology

Students are expected to have access to a word processing package (e.g. Microsoft Word), a spreadsheet package (e.g., Microsoft Excel), and a statistical software package (Stata). Students should bring a calculator with them to class.

### Purchasing Stata

The program's curriculum is designed to use Stata as the statistical software. Other leading statistical software packages include SAS and R. We have decided to focus on one package to enhance the continuity across courses in our program. A more superficial familiarity with multiple packages might be just as good as a deep understanding of a single package. But working with multiple packages would also result in less time to learn econometrics.

If you have not done so, students in the program should purchase Stata. Stata offers different "flavors" and different lengths of license. Price varies according to these two factors. A description of the flavors is given here: <http://www.stata.com/products/which-stata-is-right-for-me/> Stata offers student discounts via the "Gradplan": <http://www.stata.com/order/new/edu/gradplans/>. A one-year license for Stata/IC is \$125, and a perpetual license (which never expires) is \$198. We do not recommend "Small Stata". Small Stata is too limited for the course work our program. Under the Gradplan, you may install Stata on up to three different computers. You may also eventually upgrade your version of Stata and your license, at a discount, if you wish.

### Assignments

Assignments are due at the beginning of class. Assignments 1, 2, and 3 should be submitted via ELMS. You may also email both instructors ([pdockins@umd.edu](mailto:pdockins@umd.edu) and [cgriff16@umd.edu](mailto:cgriff16@umd.edu)) as a backup.

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### Copyright Notice

Class lectures and other materials are copyrighted and may not be reproduced for anything other than personal use without written permission from the instructor.

### Class Schedule:

Week & Date	Topics	Readings (Required in <b>bold</b> , others optional)
Wk 1 11/28	Course overview  Introduction to Environmental Economics	<b>EPA 2020 Draft Guidelines. Chapter 1: Introduction</b>  Fullerton, D. and Stavins, R., 1998. How economists see the environment. <i>Nature</i> , 395(6701), pp.433-434. McCarthy, G., 2019. The role of environmental economics in US environmental policy. <i>Review of Environmental Economics and Policy</i> . <b>Sandmo, A., 2015. The early history of environmental economics. <i>Review of Environmental Economics and Policy</i>.</b>
Wk 2 12/5	Efficient Markets and Market Failure	<b>EPA 2020 Draft Guidelines. Chapter 3: Need for Regulatory Action and Evaluation of Policy Options</b> <b>Lockwood, B., 2008. Pareto Efficiency, in <i>The New Palgrave Dictionary of Economics</i>, 2nd ed., Palgram Macmillan.</b> Frischmann, B.M., Marciano, A. and Ramello, G.B., 2019. Retrospectives: Tragedy of the commons after 50 years. <i>Journal of Economic Perspectives</i> , 33(4), pp.211-28. Sandmo, A., 2013. public goods. In <i>The New Palgrave Dictionary of Economics</i> , 2ed, Eds. Durlauf, S. and Blume, L. Palgrave Macmillan
Wk 3 12/12	Regulatory Mechanisms, Part 1	<b>EPA 2020 Draft Guidelines. Chapter 4: Regulatory and Non-Regulatory Approaches to Pollution Control</b> <b>Goulder, L.H. and Parry, I.W., 2008. Instrument choice in environmental policy. <i>Review of environmental economics and policy</i>.</b> Bennear, L.S. and Coglianese, C., 2012. Flexible environmental regulation. Cohen, M.A. and Tubb, A., 2018. The impact of environmental regulation on firm and country competitiveness: A meta-analysis of the porter hypothesis. <i>Journal of the Association of Environmental and Resource Economists</i> , 5(2), pp.371-399. Medema, S.G., 2020. The Coase theorem at sixty. <i>Journal of Economic Literature</i> , 58(4), pp.1045-1128. Starrett, D.A., 2003. Property rights, public goods and the environment. In <i>Handbook of environmental economics</i> (Vol. 1, pp. 97-125). Elsevier. Walls, M., 2011. Deposit-refund systems in practice and theory. <i>Resources for the future discussion paper</i> , (11-47).
	Assignment 1 – Topic TBD Due Date – Jan. 3 (Week 5)	

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<p>Wk 4 12/19</p>	<p>Regulatory Mechanisms, Part 2</p>	<p><b>EPA 2020 Draft Guidelines. Chapter 4: Regulatory and Non-Regulatory Approaches to Pollution Control (continued)</b></p> <p>Goulder, L.H., 2013. Markets for pollution allowances: what are the (new) lessons?. <i>Journal of economic perspectives</i>, 27(1), pp.87-102.</p> <p>Hahn, R.W. and Stavins, R.N., 2011. The effect of allowance allocations on cap-and-trade system performance. <i>The Journal of Law and Economics</i>, 54(S4), pp.S267-S294.</p> <p>Sandel, M. 1997. Its Immoral to Buy the Right to Pollute. <i>New York Times</i>.</p> <p><b>Schmalensee, R. and Stavins, R.N., 2017. Lessons learned from three decades of experience with cap and trade. <i>Review of environmental economics and policy</i>.</b></p> <p>Schmalensee, R. and Stavins, R.N., 2013. The SO 2 allowance trading system: the ironic history of a grand policy experiment. <i>Journal of Economic Perspectives</i>, 27(1), pp.103-22.</p> <p>Stavins, R.N., 1998. What can we learn from the grand policy experiment? Lessons from SO2 allowance trading. <i>Journal of Economic perspectives</i>, 12(3), pp.69-88.</p> <p><u>Prices vs Quantity</u></p> <p>Burtraw, D., Holt, C., Palmer, K., Paul, A. and Shobe, W., 2018. Quantities with prices. <i>Resources for the Future Working Paper</i>, 18-08.</p> <p><b>Pizer, W.A., 1997. <i>Prices vs. quantities revisited: the case of climate change. Resources for the Future Working Paper</i>, 98-02.</b></p> <p>Weitzman, M.L., 1974. Prices vs. quantities. <i>The review of economic studies</i>, 41(4), pp.477-491.</p>
<p><u>Dec 26</u></p>	<p>• <b><u>NO CLASS</u></b></p>	<p><b><u>Winter Break</u></b></p>
<p>Wk 5 1/2</p>	<p>Benefit-Cost Analysis and Welfare Measures</p> <p><i>Assignment 1 Due</i></p>	<p><b>EPA 2020 Draft Guidelines:</b></p> <ol style="list-style-type: none"> <li><b>1. Chapter 5: Setting the Foundation: Scope, Baseline, and Other Analytic Design Considerations</b></li> <li><b>2. Appendix A: Economic Theory</b></li> </ol> <p>Kelman, S., 2000. Cost-Benefit Analysis: An Ethical Critique (with replies). <i>AEI Journal on Government and Society Regulation</i>. pp.33-40.</p> <p>Krutilla, K., 2005. Using the Kaldor - Hicks tableau format for cost - benefit analysis and policy evaluation. <i>Journal of Policy Analysis and Management: The Journal of the Association for Public Policy Analysis and Management</i>, 24(4), pp.864-875.</p> <p>Tuncel and Hammitt. 2014. A new meta-analysis on the WTP/WTA disparity. <i>Journal of Environmental Economics and Management</i>.</p> <p><b>Weimer, D., 2008. Cost-Benefit Analysis, in <i>The New Palgrave Dictionary of Economics</i>, 2nd ed., Palgram Macmillan.</b></p>
<p>Wk 6</p>	<p>Non-market valuation,</p>	<p><b>EPA 2020 Draft Guidelines. Chapter 7. Benefits Analysis. (Sections 7.1 &amp; 7.2)</b></p>

1/9	human health and ecosystem services	<p>Cameron, Trudy Ann, Valuing Morbidity in Environmental Benefit-Cost Analysis (November 2014). Annual Review of Resource Economics, Vol. 6, Issue 1, pp. 249-272, 2014, Available at SSRN: <a href="https://ssrn.com/abstract=2507225">https://ssrn.com/abstract=2507225</a> or <a href="http://dx.doi.org/10.1146/annurev-resource-091912-151943">http://dx.doi.org/10.1146/annurev-resource-091912-151943</a></p> <p>Holzman DC. 2012. Accounting for nature's benefits: the dollar value of ecosystem services. <i>Environmental Health Perspectives</i>. 2012 Apr;120(4):A152-7.</p> <p>Jewhurst, S.L., Mulvaney, K.K. and Mazzotta, M.J., 2017. The application and usefulness of economic analyses for water quality management in coastal areas. <i>Journal of ocean and coastal economics</i>, 4(1).</p> <p><b>Loomis, J., 2005. Economic values without prices: the importance of nonmarket values and valuation for informing public policy debates. <i>Choices</i>, 20(3), pp.179-182.</b></p> <p>Olander, L., Tallis, H., Polasky, S. and Johnston, R.J., 2015. <i>Best practices for integrating ecosystem services into federal decision making</i>. Durham, NC, USA: Duke University, National Ecosystem Services Partnership.</p> <p>Robinson, L.A., 2007. Policy Monitor. How US Government Agencies Value Mortality Risk Reductions. <i>Review of Environmental Economics and Policy</i></p>
<p>Assignment 2 – Topic TBD Due Date – Jan 31 (Week 9)</p>		
Wk 7 1/16	Revealed Preference Methods	<p><b>EPA 2020 Draft Guidelines. Chapter 7. Section 7.3.1</b></p> <p><b>Bateman, I.J. and Kling, C.L., 2020. Revealed preference methods for nonmarket valuation: An introduction to best practices. <i>Review of Environmental Economics and Policy</i>.</b></p> <p><a href="#">Hedonic Property Models</a></p> <p>Bishop, K.C., Kuminoff, N.V., Banzhaf, H.S., Boyle, K.J., von Gravenitz, K., Pope, J.C., Smith, V.K. and Timmins, C.D., 2020. Best practices for using hedonic property value models to measure willingness to pay for environmental quality. <i>Review of Environmental Economics and Policy</i>.</p> <p>Leggett, C.G. and Bockstael, N.E., 2000. Evidence of the effects of water quality on residential land prices. <i>Journal of Environmental Economics and Management</i>, 39(2), pp.121-144.</p> <p><a href="#">Hedonic Wage Models</a></p> <p>Evans, M.F. and Taylor, L.O., 2020. Using revealed preference methods to estimate the value of reduced mortality risk: Best practice recommendations for the hedonic wage model. <i>Review of Environmental Economics and Policy</i>.</p> <p><a href="#">Recreation Demand Models</a></p> <p>Lupi, F., Phaneuf, D.J. and von Haefen, R.H., 2020. Best practices for implementing recreation demand models. <i>Review of Environmental Economics and Policy</i>.</p>

Wk 8 1/23	Guest Lecture	<p><b>Topic TBD.</b> We will also use this time to catch up on anything as needed. We may switch the content this week with that of 1/16 depending upon guest availability.</p> <p>***Assignment 3 is assigned; due February 6 ***</p>
Wk 9 1/26 Fri.	<p>Stated Preference Methods</p> <p><b>Please note that this class is on Friday January 26<sup>th</sup> via Zoom</b></p>	<p><b>EPA 2020 Draft Guidelines. Chapter 7. Sections 7.3.2</b></p> <p><b>Carson, R.T., 2012. Contingent valuation: A practical alternative when prices aren't available. <i>Journal of economic perspectives</i>, 26(4), pp.27-42.</b></p> <p>Carson, R.T. and Hanemann, W.M, 2005. Contingent Valuation. In Maler, K.G. and Vincent, J.R. eds., <i>Handbook of Environmental Economics, Volume II</i>. Elsevier.</p> <p>Hausman, J., 2012. Contingent valuation: from dubious to hopeless. <i>Journal of economic perspectives</i>, 26(4), pp.43-56.</p> <p>Johnston, R.J., Boyle, K.J., Adamowicz, W., Bennett, J., Brouwer, R., Cameron, T.A., Hanemann, W.M., Hanley, N., Ryan, M., Scarpa, R. and Tourangeau, R., 2017. Contemporary guidance for stated preference studies. <i>Journal of the Association of Environmental and Resource Economists</i>, 4(2), pp.319-405.</p> <p><b>Kling, C.L., Phaneuf, D.J. and Zhao, J., 2012. From Exxon to BP: Has some number become better than no number?. <i>Journal of Economic Perspectives</i>, 26(4), pp.3-26.</b></p> <p>Moore, C., Guignet, D., Maguire, K., Dockins, C. and Simon, N., 2015. <i>A stated preference study of the Chesapeake Bay and watershed lakes</i> (No. 2168-2018-8163).</p>
Wk 10 1/30	Economics of Climate change and Discounting	<p><b>EPA 2020 Draft Guidelines. Chapter 6: Discounting</b></p> <p><b>Auffhammer, M., 2018. Quantifying economic damages from climate change. <i>Journal of Economic Perspectives</i>, 32(4), pp.33-52.</b></p> <p>Gayer, T. and Viscusi, W.K., 2014. Determining the proper scope of climate change benefits. <i>Washington, DC: GWU Center for Regulatory Studies</i>.</p> <p>Gillingham, K. and Stock, J.H., 2018. The cost of reducing greenhouse gas emissions. <i>Journal of Economic Perspectives</i>, 32(4), pp.53-72.</p> <p>Hsiang, S. and Kopp, R.E., 2018. An economist's guide to climate change science. <i>Journal of Economic Perspectives</i>, 32(4), pp.3-32.</p> <p><b>Hsiang, S., Kopp, R., Jina, A., Rising, J., Delgado, M., Mohan, S., Rasmussen, D.J., Muir-Wood, R., Wilson, P., Oppenheimer, M. and Larsen, K., 2017. Estimating economic damage from climate change in the United States. <i>Science</i>, 356(6345), pp.1362-1369.</b></p> <p>McKibbin, W.J. and Wilcoxon, P.J., 2002. The role of economics in climate change policy. <i>Journal of economic perspectives</i>, 16(2), pp.107-129.</p> <p>Newell, R.G., Pizer, W.A. and Raimi, D., 2013. Carbon markets 15 years after Kyoto: Lessons learned, new challenges. <i>Journal of Economic Perspectives</i>, 27(1), pp.123-46.</p> <p>Pizer, W., Adler, M., Aldy, J., Anthoff, D., Cropper, M., Gillingham, K., Greenstone, M., Murray, B., Newell, R., Richels, R. and Rowell, A.,</p>



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		<p>2014. Using and improving the social cost of carbon. <i>Science</i>, 346(6214), pp.1189-1190.</p> <p><b>Goulder, L.H. and Stavins, R.N., 2002. Discounting: an eye on the future. <i>Nature</i>, 419(6908), pp.673-674.</b></p>
Wk 11  2/6	<p>Trade and the Environment</p> <p><i>Assignment 3 Due</i></p>	<p><b>EPA 2020 Draft Guidelines. Chapter 8.</b></p> <p><b>Frankel, J.A., 2003. The environment and globalization. NBER Working Paper 10090.</b></p> <p>Copeland, B.R. and Taylor, M.S., 2004. Trade, growth, and the environment. <i>Journal of Economic literature</i>, 42(1), pp.7-71.</p> <p><b>Dasgupta, S., Laplante, B., Wang, H. and Wheeler, D., 2002. Confronting the environmental Kuznets curve. <i>Journal of economic perspectives</i>, 16(1), pp.147-168.</b></p> <p>Esty, D.C., 2001. Bridging the trade-environment divide. <i>Journal of Economic Perspectives</i>, 15(3), pp.113-130.</p> <p>Libecap GD. Addressing global environmental externalities: Transaction costs considerations. <i>Journal of Economic Literature</i>. 2014 Jun 1;52(2):424-79.</p>
Wk 12 2/13	Final exam	The final exam will be held in class on February 13.

Books and General Resources (these are not provided, but for your reference)

Environmental economics – theory and practice:

- Baumol, W.J., Baumol, W.J., Oates, W.E., Bawa, V.S., Bawa, W.S. and Bradford, D.F., 1988. *The theory of environmental policy*. Cambridge university press.
- Dasgupta, P., Pattanayak, S.K., and Smith, V.K. eds., 2018. *Handbook of Environmental Economics, Volume 4*. Elsevier.
- Keohane, N.O. and Olmstead, S.M., 2016. *Markets and the Environment*. Island Press.

Benefit-cost analysis:

- Boardman, A.E., Greenberg, D.H., Vining, A.R. and Weimer, D.L., 2017. *Cost-benefit analysis: concepts and practice*. Cambridge University Press.

Valuing environment and health:

- Freeman III, A.M., Herriges, J.A. and Kling, C.L., 2014. *The measurement of environmental and resource values: theory and methods*. Routledge.

Welfare economics – theory:

- Just, R.E., Hueth, D.L. and Schmitz, A., 2005. *The welfare economics of public policy: a practical approach to project and policy evaluation*. Edward Elgar Publishing.

**Other readings on specific topics may be added**



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### **Other Standard Policies for the Program and the University of Maryland**

Policies related to all graduate courses at the University of Maryland are posted on this page of the Graduate School's website:

<https://gradschool.umd.edu/faculty-and-staff/course-related-policies>

Please familiarize yourself with these policies related academic integrity, non-discrimination policy, accessibility, absences and accommodations, grading, academic standing, grievance procedures, and other important policies.

**Email:** The University has adopted email as the primary means of communication outside the classroom, and I will use it to inform you of important announcements. The University creates an "@umd.edu" email address for every graduate student. All official UMD communications will be sent to students at their "@umd.edu" email address. You are responsible for reading your @umd.edu email address, including ELMS/Canvas Announcements I send to the class. You should make sure ELMS/Canvas Announcements and messages are forwarded to an email address that you check regularly. Failure to check email, errors in forwarding email, and returned email due to "mailbox full" or "user unknown" will not excuse a student from missing announcements or deadlines.

I will do my best to respond to email within 36 hours.

**Course Website:** Copies of the course syllabus, student's grades, and other relevant links and documents will be posted on the course's ELMS/Canvas website. Students can access the site via [www.elms.umd.edu](http://www.elms.umd.edu). They will need to use their University of Maryland "directory ID" and password.

**Contact Hours:** Three credit master's-level courses at the University of Maryland require a minimum amount of contact between instructors and students. Our courses' 12 weekly meetings only satisfy 80% of the university's contact requirement. The other 20% is satisfied by weekly mandatory and graded online contact. In principle, the contact hours requirement could be satisfied by scheduling 3 additional 150-minute meetings per term, or 6 additional 75-minute meetings, or 10 additional 45-minute meetings. But in practice the contact hours requirement is satisfied by the weekly online discussions. The weekly online discussions are a more flexible way to ensure that our program's courses in DC provide the same level of student-instructor contact as the traditional 15-week face-to-face version of the same course when it is taught on campus in College Park.

**Work Load:** Mastering the material covered in this course requires a significant amount of work outside of class. Students should expect to spend more time outside of class than in class – typically at least twice as much time. The courses in our DC program are 12-week courses that cover all the same material as a traditional semester-long 3-credit course (15 weeks). The compressed schedule makes it possible to complete our degree in just 15 months if you take 2 courses each term. But the compressed schedule also implies an accelerated pace with an average of 25% more work per week in a given course ( $15/12 = 1.25$ ).

The normal full-time load in a master's program is 3 courses per 15-week semester. So one should expect the average weekly workload of 3 courses per semester to approach 40 hours per week in the semester-based calendar. So maybe 12 or 13 hours per week per course.

Since the 12-week version of a given course will have 25% more work per week, one should expect 15 hours of work per week for a given 12-week course, and about 30 hours per week when taking 2 courses per term. This is less than "full time" but still a significant commitment, especially if undertaken on top of full time employment.

The DC program takes just 1 week off between each of the 12-week terms. Students who take 2 courses per quarter in our program complete 8 courses per year, and can complete all 10 courses in our curriculum in 15 months.

**Academic Progress:** The graduate school requires that students maintain a GPA of at least 3.0. Students whose cumulative GPA falls below 3.0 will be placed on academic probation by the graduate school. Students on academic probation must ask the program's director to petition the graduate school if they want to remain in the program. The petition must include a plan for getting the student's GPA up to at least 3.0. Students who do not live up to their plan can be forced to leave the program without having earned the degree. Note: a grade of "B" corresponds to a GPA of 3.0. A grade of "B-" corresponds to a GPA of 2.7.

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**Excused Absences:** If you miss any class meetings for any reason, it is your responsibility to work with the instructor to make sure you catch up on the missed material. Instructors routinely facilitate things by posting lecture notes, etc.

If you need to miss an exam or other graded course requirement because of illness, injury, or some other emergency: Follow doctor's orders and get documentation. Get in touch with the instructor as soon as you're able – preferably prior to missing the exam or deadline. Communicate with the instructor to make up the course requirement as soon as possible. You are entitled to recover before you make up the course requirement, but you are not entitled to extra days to study beyond the time the doctor's note says you're incapacitated. If you are incapacitated for more than a week or so beyond the end of the term, your grade in the course will be an "Incomplete". In such cases you must negotiate a plan with your instructor for completing the course requirements. Once you make up the course requirement the instructor will change your "I" to the appropriate letter grade.

**School Closings and Delays:** Information regarding official University closing and delays can be found on the campus website and the snow phone line: (301) 405-SNOW (405-7669) The program director will also announce cancellation information to the program as an announcement on the program's ELMS/Canvas site. This will generally be done by 1:00 p.m. on days when weather or other factors are an issue. When classes need to be canceled during the semester, we make every effort to schedule makeup classes.

**UMD Counseling Center:** Sometimes students experience academic, personal and/or emotional distress. The UMD Counseling Center in Shoemaker Hall provides free, comprehensive, and confidential counseling / mental health services that promote personal, social, and academic success. All Counseling Center services are completely free for enrolled students. Proactively explore the range of services available at the Counseling Center at <http://www.counseling.umd.edu/>

**Graduate Academic Counselor:** The UMD Graduate School also has an academic counselor available to support students who are having difficulty navigating mental health resources on campus, are considering a leave of absence and/or need assistance finding mental health care off campus. The Graduate Academic Counselor also facilitates bi-weekly Graduate Student Circle Sessions which provide an opportunity to learn about resources and connect with other graduate students. Students can learn more about the Graduate Academic Counselor by going to: <https://gradschool.umd.edu/gradcounselor>

**Course Evaluations:** Near the end of the term, you will receive an email inviting you to submit a voluntary and anonymous course evaluation. Your feedback on courses will be very helpful in improving the quality of instruction in our program.

**Building Access:** There is a smartphone app that can be used to enter our building after normal business hours. The program coordinator will provide information about this. We will also provide information about the code for entering the front door of our suite. Please make sure you are receiving the ELMS-Announcements that we send out to the program about these and other important matters.