

University of Maryland-College Park

Master's in Applied Economics

ECON 672 - Program Analysis and Evaluation (Online Section)

Syllabus Summer 2025

Instructor

Ryan Sutter

Email

rsutter@umd.edu

Office Location & Hours

Mondays 5:00PM – 6:00PM,
(Zoom) or by email appointment

Teaching Assistant

Zargham Khan

Email

zargham@umd.edu

Office Location & Hours

Tue 5:00-6:00 PM

Course Information

Prerequisites

ECON 641; ECON 645 is a co- or prerequisite.

Course Meeting

Wednesdays 7:00 – 8:00 and 8:15 – 9:15pm, Zoom.

Asynchronous materials (including 2-3 video lecture supplements) will also be provided weekly via the course website.

All class meetings (including final exam) will be via Zoom. Zoom link will be communicated to students as an ELMS-Announcement prior to the first class meeting. Make sure your ELMS-Announcements are forwarded to your @umd.edu email address and that you check your @umd.edu email address.

Description

The objective of this course is to learn how to apply and to gain experience applying the tools used to evaluate the effectiveness of public policies, gaining hands-on experience with both novel methods and those you may already know. A tremendous amount of money is spent on program evaluations, and they are notoriously difficult to conduct successfully. We will explore the economic principles and econometric techniques of program evaluation, examining both experimental and non-experimental

methods used for causal inference. Through practical applications and critical reviews of published studies, you will learn to distinguish high-quality evaluations from weaker ones and see how research does (or does not) lead to clear conclusions about program performance.

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
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, 7. More specifically, students will:

- Deepen the economics and econometrics foundations gained in ECON 645 by implementing econometric methods with real-world data, with particular emphasis on hands-on Stata work.
- Critically review the evaluation literature through written comments, formal discussant presentations, and class discussion to show how scholarly research does (or does not) yield clear conclusions about program effects.
- Critically evaluate how research findings are presented in the public sphere (e.g., mainstream and social media) to become more discerning consumers of reported results.
- Learn the fundamentals of the evaluation industry and how evaluations both influence and are influenced by policy decisions.

Course Materials

Required Text

Cunningham, Scott 2021. Causal Inference: The Mixtape. Yale University Press.

A free online HTML version of the entire book and example code is available here: <https://mixtape.scunning.com/>. Students wishing to have a hard copy or downloadable ebook may purchase it on Amazon or Yale's store.

Required Additional Reading Materials

You will also be responsible for all of the journal articles that are listed in the syllabus accompanying lectures. These can be accessed through the library. If you need help obtaining electronic access to the articles, please let the TA know to provide assistance.

Recommended Text

Gertler, Paul J. and Sebastian Martinez, Patrick Premand, Laura B. Rawlings, and Christel M. J. Vermeersch (GMPRV). *Impact Evaluation in Practice*, 2nd Edition. Washington, DC: The World Bank, 2016. This book can be (legally) downloaded for free on the internet here: <https://openknowledge.worldbank.org/handle/10986/25030>

Supplementary Materials

Additional materials and/or sample STATA code can be found on ELMS. This material will assist you with continuing to grow your STATA skills and will be useful for completing the problem sets, empirical work, and the term paper.

Laptop Computer Requirement

Completing some of this course's requirements will require a laptop computer (not a notebook or a tablet!) with at least 4 GB of RAM and at least 10 GB of free space available on the hard drive. We recommend laptops with a 15-inch screen. Screens smaller than 13 inches are probably not practical.

Required Software

STATA, version 15 or later.

Note: Stata is not available through Terpware, but many other software packages, including the Microsoft Office suite which includes Microsoft Excel, are available for free or at a discount to University of Maryland students via Terpware: <https://terpware.umd.edu/Windows> or <https://terpware.umd.edu/Mac>

There are two ways for students to access Stata: 1. Via the UMD Virtual Workspace, or 2. Purchasing a license from Stata.

1. Accessing Stata via the UMD Virtual Workspace: UMD students have access to a Windows virtual desktop with university-approved software applications, including Stata SE. Keep in mind that it does have limitations such as limited temporary storage space (although you can open and save files from cloud-based storage services like Box and Google) and an automatic disconnect after 15 minutes of inactivity. For more information and access instructions, visit: https://itsupport.umd.edu/itsupport?id=kb_article_view&sysparm_article=KB0015413

2. Purchasing Stata: Stata offers various "flavors" and licensing options. Prices vary based on these two factors. Stata/BE is the least expensive and most suitable version for your coursework. All the flavors are described here: <https://www.stata.com/products/which-stata-is-right-for-me/>. Students who are currently enrolled can purchase Stata at student rates. You can install it on your personal computer and do not need to use a virtual environment. If you want to purchase a 6-month license (\$48 for Stata/BE), an annual license (\$94 for Stata/BE), or a perpetual license (\$225 for Stata/BE), you must do so using the following link: <https://www.stata.com/order/new/edu/profplus/student-pricing/>. The perpetual license does not expire and is the most cost-effective option if you plan to stay in the

program for at least 15 months. There are also upgrade discounts provided to perpetual license holders. During the checkout process you will be asked to verify your “@umd.edu” email address.

Course Grades

Grading and assignments (% of grade)

Online discussions: due weekly **10% total**

Problem sets: **10% total**

AI Tasks: **10%**

Article Presentations **10%**

Project Presentations **10%**

Empirical Project: **25%**

Final exam: **25%**

Online Discussions

I will post a question or series of questions relevant to the course material by Wednesday (the day of class). The discussion might cover an academic article, a newspaper article covering academic articles, a video on related concepts, or a published evaluation. The discussion will be open until Tuesday at midnight for you to complete your comments/responses. I will check in to participate/respond/redirect. To fulfill this requirement, you will need to create your own post in response to my original post (by Friday 11:59pm) and write a substantive response to my comment(s) or another student’s post that contributes to the discussion (by Monday 11:59pm). Lets work to create a lively useful discussion.

Each discussion session will be graded out of 10 points:

- Participated in and furthered the discussion (10)
- Participated but did not contribute in a meaningful way (5)
- Late or unsubmitted (0)

Problem Sets

I will be assigning three problem sets to give practice for using real data to implement econometric evaluation estimators and how to interpret the results. The problem sets will also help build a code base for the Empirical Project.

It is expected for students to utilize the course material and implement the research designs. We will be following Dr. Scott Cunningham’s Causal Inference: the Mixtape book, which provides code and data examples via Github: <https://github.com/scunning1975/mixtape>. Please utilize these resources to assist with completing the problem sets. Students are free to use AI platforms but the work must be their own. Students are expected to be able to do the problems independent of AIs, which will be very important for the Final Exam. **NOTE: It is not uncommon for AIs to make embarrassing mistakes and to hallucinate (make things up out of thin air). Use them as just another tool in your toolbox. You are responsible for understanding the material.**

In like manner, students may work together, but assignments must be original and submitted by each student. Problem sets should be submitted through via ELMS using the “Submit Assignment” button on the assignment’s page. Please include all relevant files: 1) answers to the questions, 2) the well-organized and well-commented .do file, and 3) well organized and well-commented log file. Please include your name, assignment number, date, and course number in a header comment at the beginning of each do file.

Each problem set will be graded out of 100 points:

- Correct interpretation and implementation of code (100 points)
- Correct interpretation with minor coding errors (90 points)
- Minor misinterpretation with correct implementation of code (80 points)
- Misinterpretation with minor errors in implementation of code (70 points)
- Misinterpretation with major errors in implementation of code (50 points)
- Late or unsubmitted (0)

AI Tasks

AI tasks are meant to introduce students to the ethical use of these new tools. Students must produce summaries of the Mixtape readings and work with the AIs to build up a course “journal” (Due week 11). The goal is to summarize the weekly material and work through any confusing topics, while generating a summary of the course as a whole.

Weekly AI Journal Prompt:

- Summarize this week’s Mixtape chapter(s).
- Ask ChatGPT (or another LLM) to generate three conceptual questions on the material.
- Attempt each question until the AI confirms correctness. Paste the dialogue AND your final answers below your summary. **NOTE: Catching an error the AI makes on a question is a bonus.**
- End with a 100-word reflection on that weeks topics.

Students must iterate until each question is answered successfully. The output must be submitted by the weekly due date (see the course schedule). Students must add each additional week’s entry to a single running document (“AI Journal_yourname”) that they re-upload each Friday; this avoids end-semester formatting scrambles.

Each AI Task will be graded out of 10 points:

- Accurate 500-word summary (3 points).
- Three well-formed AI questions (2 points).
- Correct answers (with iterations shown) (3 points).
- Reflection & professionalism (2 points).

Article Presentation

Students will work in small groups (to be selected or assigned by week 2) to present an article from the readings from that week or any week prior. Groups will have 10 minutes to present plus 5 minutes for Q&A (15 minutes total). The goal is to give a concise, conference-style overview of the journal article. The purpose of this assignment is to practice distilling a published causal-inference study for decision-makers: What is the question? Why does it matter? How credible is the identification strategy? What can we learn for policy or future research? Slides must be uploaded to ELMS by noon on the presentation day so classmates can follow along.

Each Article Presentation will be graded out of 100 points:

- Research question(s), data & design clearly laid out (30 points).
- Depth & accuracy of explanation of identification strategy and assumptions (25 points).
- Balanced critical appraisal of strengths, weaknesses, and threats to validity (20 points).
- Quality of visuals and slide organization (15 points).
- Clarity and professionalism of oral delivery (10 points).

Project Presentation

During Weeks 10–11 each student group will brief the class on the empirical project they have developed over the term. Groups will have 20 minutes to present plus 10 minutes for Q&A. Groups are to treat this as a professional, decision-maker-oriented briefing: Why the question matters, how the evidence was assembled and tested, what the results say, and what should be done next. Your slides should be clear enough for a non-technical audience but detailed enough that an econometrician in the room would trust your conclusions. Use the Q&A period to show command of practical implications and to clarify any limitations. Slides are due on ELMS by noon the day of presentation.

Each Article Presentation will be graded out of 100 points:

- Motivation and policy relevance articulated up front (20 points).
State the problem, who cares, and why in a way that hooks the audience immediately.
- Sound description of data, variables, and diagnostics (20 points).
Explain where the data come from, key variable construction, summary statistics, and any diagnostic checks that assure data quality.
- Presentation of main results with correct interpretation (30 points).
Display estimates clearly (figures / tables) and explain magnitudes, units, and statistical confidence in plain language.
- Action-oriented discussion of policy implications and limitations (15 points).
Translate findings into specific recommendations while honestly acknowledging caveats, external validity concerns, and remaining uncertainties.
- Slide craft and oral delivery (15 points).
Logical structure, readable visuals, proper citations, professional pacing, and adherence to the 20-minute limit.

Empirical Project

Students will work in groups (to be defined) to choose a research question that can be answered with a method covered in this course. They may either **(a)** replicate an academic study or government evaluation, or **(b)** pursue an original question (bonus points are awarded for successful original work because of the extra effort involved).

The topic proposal (due on the schedule's stated deadline) must clearly state the research question and outline the student's preliminary data and methodological plan.

Paper and Presentation

- Length: 15–20 double-spaced pages (appendices may contain extra graphs or tests).

Required Paper Structure

1. Introduction

- State the research question clearly.
- Provide relevant theory or background.
- An optional literature review (maximum 2–3 paragraphs).

2. Data and Methods

- Define the outcomes of interest.
- Define the treatment of interest.
- Report descriptive statistics (mean, SD, N) for outcomes and key covariates.
- Explain how the design is implemented.
- Explain any specification tests.

3. Results

- Present and explain the results of and specification tests.
- Present and explain the results of the methodology

4. Conclusions

- Conclude the study with a summary of the study, results, and final conclusions.

Replication Studies

You may cite the original study and its references, but all code and writing must be your own.

The Empirical Project will be graded out of 100 points

- Clear, concise, well-researched paper with a precise question, sound theory and methods, and a well-explained interpretation of the results (100 points).
- Clear question; good application of theory and methods; mostly clear interpretation of the results (90 points).
- Clear question; adequate theory, methods, and interpretation (80 points).
- Vague question; adequate theory and methods; vague interpretation (70 points).
- Poorly researched—unclear question, theory, methods, and interpretation (50 points).
- Late or not submitted (0 points).

Calculation of Final Grades

Convert every assignment to a 0 – 100 percentage:

- For multi-item components (online discussions, problem sets, AI tasks), the individual scores are averaged to produce a single percentage for that component.
- Single-item components (article presentation, project presentation, empirical-project paper, midterm, final exam) already yield one percentage each.

Apply the syllabus weights:

As indicated above, online discussions 10 %, Problem sets 10 %, AI tasks 10 %, Article presentations 10 %, Project presentations 10 %, Empirical project 25 %, Final exam 25 %. Multiply each percentage by its weight and add the results; the sum will always be between 0 and 100.

Example: an average problem-set score of 90 contributes 90 points to the course total (90×0.10).

Obtain a single numerical course grade (0 – 100):

This weighted sum is the numerical grade recorded for the course.

Translate the numerical grade into a letter grade:

At the end of the term, every student will then have a numerical course grade between 0 and 100. Students who demonstrate clear mastery of course material will get A grades. Students who demonstrate a good understanding will get B+ grades. Students who demonstrate only partial understanding will get B grades. Students who do not demonstrate understanding of the core material will receive B-'s or below.

93-100	90-92	80-89	70-79	60-69	50-59	40-49	30-39	20-29	19-Oct	0-9
A	A-	B+	B	B-	C+	C	C-	D+	D	F

Course Schedule & Assignments

Week	Topic	Readings	Assignments & Due Dates
Week 1 6/4/2025	Course Introduction; Probability and Regression Review	Mixtape Chapter 1-2	Post bio & 1 policy problem – Due Tue 6/10/2025 AI Task #1 – Due Tue 6/10/2025
Week 2 6/11/2025	Potential Outcomes Model (Select Project Partners)	Chapter 4 Journal Articles 1 & 2	AI Task #2 – Due Tue 6/17/2025 AI Task #3 – Due Tue 6/24/2025
Week 3 6/18/2025	Matching and Subclassification	Chapter 5 Journal Articles 3 & 4	Empirical Project Proposal (~1 pg.) – Due Tue 6/24/2025 Draft Group Article Presentation 1 – Due Sun 6/22/2023 AI Task #4 – Due Tue 7/1/2025
Week 4 6/25/2025	Regression Discontinuity Part 1 Group Article Presentation 1	Chapter 6 (6 - 6.2.7) Journal Articles 5 & 6	Problem Set #1 – Due Tue 7/1/2025 Draft Group Article Presentation 2 - Due Sun 6/29/2025
Week 5 7/2/2025	Regression Discontinuity Part 2 Group Article Presentation 2	Chapter 6 (6.3 – 6.6) Journal Articles 7 & 8	AI Task #5 – Due Tue 7/8/2025 Empirical Project Data and Design (~3-4 pg.) – Due Sun 7/6/2025
Week 6 7/9/2025	Instrumental Variables	Chapter 7 Journal Articles 9 & 10	AI Task #6 – Due Tue 7/15/2025 Problem Set #2 – Due Tue 7/15/2025
Week 7 7/16/2025	Panel Data	Chapter 8 Journal Articles 11 & 12	AI Task #7 – Due Tue 7/22/2025 Draft Group Article Presentation 3 – Due Sun 7/20/2025
Week 8 7/23/2025	Difference in Difference Part 1 Group Article Presentation 3	Chapter 9 (9 – 9.3.3) Journal Articles 13 & 14	AI Task #8 – Due Tue 7/29/2025 AI Task #9 – Due Tue 8/5/2025
Week 9 7/30/2025	Difference in Difference Part 2	Chapter 9 (9.4 – 9.6.9) Journal Articles 15 & 16	Submit Draft Slides 1 – Fri 8/1/2025 Prof Comments 1 to Students - Sun 8/3/2025 Problem Set #3 – Due Tue 8/5/2025
Week 10 8/6/2025	Synthetic Control Group Project Presentation 1	Chapter 10 Journal Articles 17 & 18	Submit Draft Slides 2&3 – Fri 8/8/2025 Prof Comments 2 to Students – Sun 8/10/2025 AI Journal – Due Tue 8/12/2025
Week 11 8/13/2025	Cumulative Review Group Project Presentation 2&3	Re-read All AI Tasks and Problem Sets	Empirical Project Paper (~15-20 pg.) – Due Tue 8/19/2025 Study For the Final!
Week 12 8/20/2025	Final Exam		

Journal Articles

Week	Article
Week 2	1. Krueger, A.B. (1999). Experimental estimates of education production functions. <i>The Quarterly Journal of Economics</i> . 114(2), 497-532.
	2. LaLonde, R.J. (1986). Evaluating the econometric evaluations of training programs with experimental data. <i>The American Economic Review</i> . 76(4), 604-620.
Week 3	3. Dehejia, R.H. & Wahba, S. (2002). Propensity-score matching methods for nonexperimental causal studies. <i>The Review of Economics and Statistics</i> . 84(1), 151-161.
	4. Imbens, Guido W., and Joshua D. Angrist. 1994. "Identification and Estimation of Local Average Treatment Effects." <i>Econometrica</i> 62 (2): 467-475. https://doi.org/10.2307/2951620 .
Week 4	5. Jacob, R., Zhu, P, Somers, M.A., & Bloom, H. (2012). A practical guide to regression discontinuity. MDRC. Retrieved from: https://www.mdrc.org/publication/practical-guide-regression-discontinuity
	6. Imbens, G.W. & Lemieux, T. (2008). Regression discontinuity designs: A guide to practice. <i>Journal of Econometrics</i> . 142(2), 615-635.
Week 5	7. Card D., Dobkin, C., & Maestas, N. (2008). The impact of nearly universal insurance coverage on health care utilization: Evidence from Medicare. <i>American Economic Review</i> . 98(5), 2242-2258.
	8. Hoekstra, M. (2009). The effect of attending the flagship state university on earnings: A discontinuity-based approach. <i>The Review of Economics and Statistics</i> . 91(4), 717-724.
Week 6	9. Graddy, K. (2006). Markets: The Fulton fish market. <i>Journal of Economic Perspectives</i> . 20(2), 207-220.
	10. Angrist, Joshua D., and Alan B. Krueger. 1991. "Does Compulsory School Attendance Affect Schooling and Earnings?" <i>The Quarterly Journal of Economics</i> 106 (4): 979-1014. https://doi.org/10.2307/2937954 .
Week 7	11. Bafumi, Joseph and Gelman, Andrew, Fitting Multilevel Models When Predictors and Group Effects Correlate. Available at SSRN: https://ssrn.com/abstract=1010095 or http://dx.doi.org/10.2139/ssrn.1010095
	12. Carlin, J. B., Wolfe, R., Brown, C. H. & Gelman, A. (2001). "A Case Study on the Choice, Interpretation and Checking of Multilevel Models for Longitudinal Binary Outcomes." <i>Biostatistics</i> , 2(4), 397-416.
Week 8	13. Conley, T.G. & Taber, C.R. (2011). Inference with "difference-in-differences" with a small number of policy changes. <i>The Review of Economics and Statistics</i> . 93(1), 113-125.
	14. Card, David, & Alan B. Krueger. 1994. "Minimum Wages and Employment: A Case Study of the Fast-Food Industry in New Jersey and Pennsylvania." <i>American Economic Review</i> 84 (4): 772-793.
Week 9	15. Goodman-Bacon, Andrew. 2021. "Difference-in-Differences with Variation in Treatment Timing." <i>Journal of Econometrics</i> 225 (2): 254-277.
	16. Callaway, Brantly, & Pedro H. C. Sant'Anna. 2021. "Difference-in-Differences with Multiple Time Periods." <i>Journal of Econometrics</i> 225 (2): 200-230.
Week 10	17. Abadie, Alberto, & Javier Gardeazabal. 2003. "The Economic Costs of Conflict: A Case Study of the Basque Country." <i>American Economic Review</i> 93 (1): 113-132.
	18. Abadie, A., Diamond, A., & Hainmueller, J. (2010). Synthetic control methods for comparative case studies: Estimating the effects of California's tobacco control program. <i>Journal of American Statistical Association</i> . 105(490), 493-505.

Standard Policies for the Program and the University of Maryland

Graduate Courses at 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 to academic integrity, nondiscrimination 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 Announcements I send to the class. You should make sure ELMS 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 24-36 hours. Do not hesitate to follow up.

Course Website

Copies of the course syllabus, student’s grades, and other relevant links and documents will be posted on the course’s ELMS website. Students can access the site via www.elms.umd.edu. They will need to use their University of Maryland “directory ID” and password.

Workload

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.

In a regular 15-week semester (as in the College Park version of our program): Taking 3 master’s-level courses is supposed to approach the time commitment of a full-time job (~36-39 hours per week, so 12-13 hours per week per course). Taking 3 master’s-level courses while simultaneously working at a demanding full-time job during the day is not advisable. Students with questions about the workload

in this program should speak with one of the program directors.

The courses in our DC and online programs 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 ($15/12 = 1.25$). So maybe about 15 hours of work per week per course. The weekly workload when taking 2 of our DC courses per term is equivalent to the weekly load from 2.5 "normal" 15-week courses - so maybe about 30 hours per week. Students who take 2 courses per quarter in our DC program complete 8 courses per year. So over the course of a year, taking 2 courses per quarter in our DC program is equivalent to 133% of a full-time load ($8/6 = 1.33$).

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.

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 site. This will generally be done by 1:00PM 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, including the Counseling Service and Accessibility and Disability Service described at <http://www.counseling.umd.edu/>

UMD Accessibility and Disability Service

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The Accessibility & Disability Service (ADS) provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities.

ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact ADS as soon as possible so that they have sufficient time to make arrangements. For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at adsfrontdesk@umd.edu. Information about sharing your accommodation letter, discussing accommodation logistics and getting assistance from ADS staff and more can be found on the ADS website.

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 Evaluation

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.