MARYLAND APPLIED GRADUATE ENGINEERING

Managing Software Engineering Projects (ENPM637)
Sections 0101 and SW01

Term: *Spring/2026*

Professor: Prof. David Thomas
Pronouns: he/him
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Office Hours: N/A

Credits: 03
Course Dates: From Jan 28th, 2026 - May 13, 2026
Course Times: Wednesdays 4:00 – 6:40pm
Classroom: JMP 2121 and Online

Canvas/ELMS: Canvas Course Site

Course Description

This course addresses the breadth of managing software engineering projects. It will help in transforming inspiring software engineers to software project leaders. The course will impart advanced principles, methods and tools for management of software projects in a realistic software engineering context. A hybrid project management will be taught with more focus on Agile Project Management paradigms. The course will also impart a cutting-edge scalable, modular, and integrated patterns of the Scaled Agile Framework (SAFe) 4.0 for the software engineering program and portfolio management. In addition, the course will also instill DevOps best practices to build much more responsible organizations that can move quickly in ever-changing circumstances. Methods for managing and optimizing the software development process are discussed along with techniques for performing each phase of the systems development lifecycle.

Prerequisites

Graduate Standing & Basic Understanding of Project Management.

Learning Outcomes

After successfully completing this course, you will be able to:

- Apply a strategic framework, encompassing clearly identified and agreed upon success metrics for aligning software engineering projects and programs with business strategy
- Implement a dynamic and creative approach to managing complex software projects
- Evaluate software engineering projects by establishing relevant business cases
- Instill the capabilities and awareness to take a leadership role in creating a software engineering project driven environment across all levels of the enterprise
- Develop key components of software engineering project plan and the planning process
- Analyze methods for solving and avoiding common difficulties associated with managing software engineering projects
- Develop a project team to build and deliver the product
- Improve the effectiveness and efficiency of software development projects.

Course Materials

Required Resources

- Book (Required): Information Technology Project Management 9E, ISBN: 9781337101356, Schwalbe, K. (2018). (New - $90.19. Used - from $34.99)
- Article (Required): *It's Time to End the Battle Between Waterfall and Agile*, Harvard Business Review, Antonio Nieto Rodriguez (Oct 10, 2023) (Purchase HBR Coursepack here: https://hbsp.harvard.edu/import/1381437) ($4.50)
- Application/Software (Required): MS Project 2010 or later, MS Project 2019 is available via the Virtual Computer Lab: https://eit.umd.edu/vcl (Free)
- Total Estimated costs of required course materials: $39.49 - $94.69

Supplemental Resources (no purchase required)

- Readings:

  1. Effective Project Management: Traditional, Agile, Extreme, Hybrid 8th Edition, ISBN: 978-1119562801, Wysocki , Robert K. (2019)
  2. Project Management: A Systems Approach to Planning, Scheduling, and Controlling,12th Edition, ISBN: 978-1119165354, Harold Kerzner (2017)
  3. Information Technology Project Management Fifth Edition, ISBN: 978-1-118-89819-2, Marchewka, Jack T (2014).
  4. Software Engineering: A Practitioner's Approach Eighth Edition, ISBN: 978-0078022128, Pressman, Roger (2014)
  5. Lean Project Management: Eight Principles for Success 2E, ISBN: 978-1-4196-44061-1, Lawrence Leach (2005).
  6. Project Management: The Managerial Process, 6th Edition | ISBN: 978-1259186400, Erik Larson and Clifford Gray
  7. SAFe® 4.0 Reference Guide: Scaled Agile Framework® for Lean Software and Systems Engineering, 1st Edition, ISBN: 978-0134510545, Dean Leffingwell.
  8. Project Management: Achieving Competitive Advantage, 4th Edition, ISBN: 978-0-13-379807-4, Pinto, Jeffrey K.(2015)
  9. Software Extension to the PMBOK® Guide Fifth Edition, 1st Edition, ISBN: 978-1628250138 , PMI (2013) 10. Reinventing Organizations, ISBN: 978-296013350, Fredric Laloux (2014)

- Hardware/Software: RiskAMP Risk Management Software (30-day free trial available at https://riskamp.com/download/)

Course Structure

This course includes both on-campus and online sections. To attend synchronously online, log into ELMS-Canvas at the time of the Section 0101 class (Wednesday 4pm) and select “Video Conference” from the left side menu. This will open a Zoom link to the live classroom.

For asynchronous online students, all lectures will be recorded and made available on ELMS-Canvas under "Panopto Recordings/Video Lectures" within 24 hours of the class time. Be sure to review the recorded lecture in a timely manner.

On-campus students come to class prepared to engage with the lecture and materials. Online students, be sure to log into Canvas regularly and participate in discussions and activities. Regardless of the section you are enrolled in, participation is expected.

Please note that F1 students enrolled in the on-campus section are required to attend in person. If you have a conflict on a particular day, please reach out to me in advance to discuss.

Communication Guidelines

Communicating with the Instructor

My goal is to be readily available to you throughout the semester. I can be reached by email at dthoma96.umd.edu and on our class Discord Server. Please DO NOT email me with questions that are easily found in the syllabus or on ELMS-Canvas (e.g., When is this assignment due? How much is it worth? etc.), but please DO reach out about personal, academic, and intellectual concerns/questions.

While I will do my best to respond to emails within 24 hours, you will more likely receive email responses from me on weekdays after 5pm.

When constructing an email to me please put "ENPM 637: Your Topic" in the subject line. This will draw my attention to your email and enable me to respond to you more quickly.

Additionally, please review These tips for 'How to email a professor'. By following these guidelines, you will be ensured to receive a timely and courteous response.

Finally, if you need to discuss issues not appropriate for the classroom and/or an email, we can arrange to talk by phone, over Zoom, or in person. Send me an email asking for a meeting and we can set something up.

Announcements

I will send IMPORTANT messages, announcements, and updates through ELMS-Canvas. To ensure you receive this information in a timely fashion, make sure your email and announcement notifications (including changes in assignments and/or due dates) are enabled in ELMS-Canvas (How to change notification settings in CANVAS).
Log into our ELMs-Canvas course site at least once every 24-hour period to check your inbox and the Announcements page.

Names/Pronouns and Self-Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to in this class, both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). Keep in mind that the pronouns someone uses are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, it is your choice whether to disclose how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Communicating with your Peers

With a diversity of perspectives and experience, we may find ourselves in disagreement and/or debate with one another. As such, it is important that we agree to conduct ourselves in a professional manner and that we work together to foster and preserve a virtual classroom environment in which we can respectfully discuss and deliberate controversial questions. I encourage you to confidently exercise your right to free speech—bearing in mind, of course, that you will be expected to craft and defend arguments that support your position. Keep in mind, that free speech has its limit and this course is NOT the space for hate speech, harassment, and derogatory language. I will make every reasonable attempt to create an atmosphere in which each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or devalued.

Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert me immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment.

Netiquette Policy

Netiquette is the social code of online classes. Students share a responsibility for the course's learning environment. Creating a cohesive online learning community requires learners to support and assist each other. To craft an open and interactive online learning environment, communication has to be conducted in a professional and courteous manner at all times, guided by common sense, collegiality and basic rules of etiquette.

Grading

Grade Breakdown

Assignment	Percentage %
Minute Papers	**5%**
Syndicate Work/Case Studies Analyses	**15%**
Quizzes	**10%**
Tests I	**20%**
Test II	**20%**
Team Project (Deliverables and Notebook)	**30%**
Bonus Assignments (2-4)	**2%**
Total	**102%**

Course Assignments

Students should expect to spend a minimum of two hours studying or completing assignments outside of class for every hour spent in class or direct faculty instruction.

Please refer to the question/assignment detail for respective grading instruments expectations and rubric details.

Minute Papers

Throughout the semester students will write a Minute Paper at end of class. The Minute Paper is a classroom assessment technique. This technique allows faculty to assess the match between their instructional goals and students' perceptions of these goals and their own learning. Further, because the instructor learns what students perceive to be their own learning problems, the likelihood that the students will receive answers to those questions during the next class period is enhanced. The task asks students to evaluate information and to engage in recall. Its major advantage is that it provides rapid feedback on whether the instructor's main idea, and what the students perceived as the main idea, is the same. Additionally, by asking students to add a question, this assessment becomes an integrative task. Students must first organize their thinking to rank the major points and then decide upon a significant question. As we quickly realize, really good questions are hard to formulate.

Students will be asked to answer the following three questions in concise sentences:

- What are the two [three, four, five] most significant [central, useful, meaningful, surprising, disturbing] things you have learned during this session?
- How might you apply what you learned today in your everyday life/work/project?
- What question(s) remain uppermost in your mind?

Syndicate Work

In these small group activities, students will have the option to work individually or in a group of 2 students on a case study. The case studies are available in the assignments on CANVAS. These assignments require application of concepts discussed in class to develop a report following the APA style guide. The report should answer all questions provided in the assignment, demonstrate critical thinking skills, and provide evidence to support answers.

Quizzes

In order to maximize time for in-class, hands-on activities and discussions, some recordings or videos will be assigned to be viewed prior to class. In order to ensure students view the content, several short quizzes will be assigned. While graded, these quizzes are not intended to be highly rigorous and should be very straightforward for students who have viewed the assigned content. These quizzes are designed to ensure students arrive in class prepared for discussions and the more advanced lecture topics.

Lectures will include live, online knowledge checks to reinforce content and evaluate student's grasp of the learning objectives. Note that these knowledge checks will be available for online students to complete asynchronously while watching recorded lectures. These in-class knowledge checks are not graded.

Tests I & II

There will be two closed book Tests consisting of multiple-choice questions (MCQs), numerical, and analytical questions to answer. While no sample tests will be provided, all questions are derived from content discussed and reviewed in class. Review of the lecture slides and knowledge checks is encouraged to prepare for these tests.

Team Project Deliverables

The purpose of the team project is to use a structured approach to project management in a team setting (3-4 students). Depending upon the class mix you might be allowed to select team members. One person will be assigned as Project Manager, but other team members should provide inputs and edit the work so it is consistent and of high quality and reflects a team effort. Each team member should plan to spend 15-20 hours total on the team project, including some time in class and online using class hours. You may have the option to use a real project from your experience or current job; however, you will need to coordinate that with me at the outset of the project. If you decide to use a real project, you will also need to identify a project sponsor who is available to approve the project and provide feedback. You must have the sponsor email or call me to approve the project after you propose it if you really want to work on it. The sponsor must provide feedback at least 2 times during the term, including a final assessment. The project manager should prompt the sponsor for feedback via email and cc me on those emails and replies. If you do not choose to work on a real project, teams will work on a project of the team's choosing.

Bonus Assignments

- There will be individual bonus assignments (2-4). In total, they will account for 2% of the course grade. This means that I do not consider these points until after the final course grade cutoffs have been set. In addition, individual Final Project team members of every project may also receive extra credit subject to their evaluation by their Teammates. All assignments will be submitted/checked via Turnitin on our course ELMS page. We have chosen to use this tool because it can help you improve your scholarly writing and help us verify the integrity of student work.

Grading of Assignments

All assignments will be graded according to a predetermined set of criteria (i.e., rubric) which will be communicated to students before the assignment is submitted.

To progress satisfactorily in this class, students need to receive timely feedback. To that end, it is my intention to grade all assignments within **10 days/weeks(s)** of their due date. If an assignment is taking longer than expected to grade, students will be informed of when they can expect to see their grade.

Grade Computation

All assessment scores will be posted on ELMS/Canvas page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me to schedule a time for us to meet and discuss.

It is expected that you will submit work by the deadline listed in the syllabus and/or on ELMS-Canvas. Late work will be penalized according to the late work policy described in the **Course Policies and Procedures** section below.

Grade Disputes: I am happy to discuss any of your grades with you, and if I have made a mistake, I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same as making the cut (89.99 ≠ 90.00). It would be unethical to make exceptions for some and not others.

Final Grade Cutoffs

Letter Grade	Cutoff
A+	97%
A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	60%
F	<60%

Course Schedule

(See Canvas for detailed dates, assignments, and required readings)

Week #	Topic
1	**Lecture 1: An Introduction to Project, Program, and Portfolio Management** The Project Management Profession ● Why Projects Fail ● What is a Project? ● What is Project Management ● What is Project Success? ● What is a Program? ● What is Portfolio Management? ● The Project Manager ● The History of Project Management
2	**Lecture 2: Business Strategy and Project Methodologies** ● Understanding Organizations ● Stakeholder Management ● Project Phases and the Project Life Cycle ● Project Management Methodologies ● Recent Trends Affecting Information Technology Project Management ● Agile Software Development
3	**Lecture 3: Strategic Management and Project Portfolio Selection** ● Project Management Process Groups ● Strategic Project Management ● Financial Models ● Project Selection

Week #	Topic
4	**Lecture 4: Lean Project Management** ● Lean Project Management Principles ● Theory of Constraint ● Project Systems ● Use Case Study on Multi-tasking
5	**Lecture 5: Software Engineering Project Management Life Cycles** ● Working Agreement Activity ● Linear PMLC Models Incremental PMLC Models ● Comparison of Iterative Agile PMLC Models ● Adaptive Agile PMLC Models ● Extreme PMLC Models ● Challenges arising from use of any 12 specific PMLC Models **Case study analysis**
6	**Lecture 6: Initiating Software Projects** ● Business Case Management ● Team Selection ● Developing the Project Charter ● Assessing risks to software project success ● Software project assets ● Choosing a software project lifecycle ● Leading the Project Team **Project Team Brainstorming**
7	**Test 1: Review of Weeks 1 -6**
8	**Spring Break**
9	**Lecture 7: Planning** **Software Projects - Part 1** ● Stakeholders Management ● Stakeholders Analysis ● Communication Management ● Scope Management ● Scope Management Exercise ● Developing Work Breakdown Structures (WBS) ● Simplifying the WBS with a Project Matrix ● Building the WBS Dictionary **Start on Project Deliverable #2**

Week #	Topic
10	**Lecture 8: Planning Software Projects-Part 2** ● Typical Software Project Effort Allocations ● Risk Management ● Addressing Uncertainty using Rolling Wave Planning ● Creating an Activity Network (PERT Chart)
11	**Lecture 9: Planning Software Engineering Projects: Part 3** ● Finding the Critical Path ● Developing a Realistic Project Schedule ● Cost Management
12	**Lecture 10: Executing Software Engineering Projects** ● Project Integration Management ● Project Quality Management ● Project ● Human Resources Management ● Change Management ● DevOps ● Project Communication Management ● Project Risk Management ● Case Study **Myers Briggs Activity**
13	**Lecture 11: Monitoring and Controlling Software Projects** ● Controlling Change ● Using Earned value to Objectively Track Software Project Status ● Conducting Effective Status Meetings ● Creating Useful Project Status Reports ● Refining the Project Plan Based on Actual Progress ● Sanity Checking the Project using Planning Checkpoint Reviews **Scope Management Activity**
14	**Lecture 11: Closing Software Projects and Managing Software Engineering Projects in an Agile Space** ● Typical Close Out Tasks ● Using a Project Retrospective to Learn from the Experience **Retrospective Activity** Multiple Team Project Challenges to Managing a Multiple Team Project

Week #	Topic
	Project Management Office Structure Core Team Structure Earned Value Management **EVM Activity** ● Understanding Safe® Principles ● Implementing an agile release train and software engineering program
15	**Final Project Presentations (Part 1)**
16	**Test II: Review of Weeks 9-14**

Note: This is a tentative schedule, and subject to change as necessary – monitor ELMS-Canvas for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

Course Policies and Procedures

The University of Maryland's conduct policy indicates that course syllabi should refer to a webpage of course-related policies and procedures. For a complete list of graduate course related policies, visit the Graduate School website. Below are course-specific policies and procedures which explain how these Graduate School policies will be implemented in this class.

Satisfactory Performance

The Graduate School expects students to take full responsibility for their academic work and academic progress. The student, to progress satisfactorily, must meet all the academic requirements of this course. Additionally, each student is expected to complete all readings and any preparatory work before each class session, come to class prepared to make substantive contributions to the learning experience, and to proactively communicate with the instructor when challenges or issues arise.

Questions about Assignments

Please ask all questions you may have about an assignment 24 hours before the assignment is due. Any questions asked after that time may not be answered in time for you to make changes to your work.

Late Work Policy

Assignments should be completed by the due date and time listed with the assignment, on the syllabus, and/or in the course calendar. If you are unable to complete an assignment by the stated due date, it is your responsibility to contact your instructor to discuss an extension, at least 24 hours BEFORE the assignment is due. Extensions are not guaranteed, but may be granted at the instructor's discretion.

Assignments and project deliverables are due on every Tuesday, but Minute Papers will be due right after the class before midnight. Assignments submitted late will receive a 10% deduction in total grade per each calendar day late up to a maximum of three days late (i.e., there is a maximum of a 30% grade reduction for assignments submitted

late). Work submitted more than three days late will not receive feedback and will automatically earn a grade of zero.

If your failure to turn your work in on time was due to a university excused absence, please contact your instructor and make-up work can be arranged.

Responsible Use of Generative AI

GENERATIVE AI POLICY: Generative AI tools (e.g., ChatGPT, GitHub Copilot, etc.) are becoming increasingly common in engineering education and in the workplace. In this course, students are expected to use AI technologies ethically and in ways that support learning, uphold academic integrity, and align with course objectives.

Permitted Uses of AI Tools in This Course

Students may use generative AI tools for the following purposes:

- *Brainstorming initial ideas or outlining for assignments*
- *Getting help understanding difficult engineering concepts (e.g., asking for explanations or examples)*
- *Writing assistance at the sentence level (e.g., grammar or clarity improvements)*

Prohibited Uses of AI Tools in This Course

Students may not use generative AI tools for:

- *Completing graded assignments, problem sets, or projects unless explicitly permitted*
- *Generating solutions to coding or engineering problems without understanding and verifying the output*
- *Writing full sections of reports, papers, or lab assignments*
- *Submitting AI-generated work as their own without proper citation or instructor approval*

It is the student's responsibility to make sure any use of AI aligns with the expectations outlined above. Misuse of AI tools may constitute academic dishonesty and will be addressed accordingly (see section on academic integrity, below). Lastly, please become familiar with the University-approved AI tools and university guidelines on responsible AI use. If you are unsure whether a particular use of AI is appropriate, please ask before proceeding.

Academic Integrity

For this course, some of your assignments will be collected via Turnitin on ELMS/Canvas. I have chosen to use this tool because it can help you improve your scholarly writing and help me verify the integrity of student work. For information about Turnitin, how it works, and the feedback reports you may have access to, visit Turnitin Originality Checker for Students

The University's Code of Academic Integrity is designed to ensure that the principles of academic honesty and integrity are upheld. In accordance with this code, the University of Maryland does not tolerate academic dishonesty. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code. It is your responsibility to read it and know what it says, so you can start your professional life on the right path. **As future professionals, your commitment to high ethical standards and honesty begins with your time at the University of Maryland.**

It is important to note that course assistance websites, such as CourseHero, or AI generated content are not permitted sources, unless the instructor explicitly gives permission. Material taken or copied from these sites can

be deemed unauthorized material and a violation of academic integrity. These sites offer information that might be inaccurate or biased and most importantly, relying on restricted sources will hamper your learning process, particularly the critical thinking steps necessary for college-level assignments.

Additionally, students may naturally choose to use online forums for course-wide discussions (e.g., Group lists or chats) to discuss concepts in the course. However**, collaboration on graded assignments is strictly prohibited unless otherwise stated**. Examples of prohibited collaboration include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc. Please visit the **Office of Graduate Studies' full list of campus-wide policies** and reach out if you have questions.

Finally, on each exam or assignment you must write out and sign the following pledge: ***"I pledge on my honor that I have not given or received any unauthorized assistance on this exam/assignment."***

If you ever feel pressured to comply with someone else's academic integrity violation, please reach out to me straight away. Also, ***if you are ever unclear*** about acceptable levels of collaboration, ***please ask***!

To help you avoid unintentional violations, ***the following table*** lists levels of collaboration that are acceptable for each graded exercise. Each assignment will contain more specific information regarding acceptable levels of collaboration.

Assignment Type	 **OPEN NOTES**	 **READ BOOK**	 **LEARN ONLINE**	 **GATHER CONTENT WITH AI**	 **ASK FRIENDS**	 **WORK IN GROUPS**
Minute Papers	✔	✔	✔	---	---	---
Syndicate Work/Case Study Analyses	✔	✔	✔	✔	✔	✔
Quizzes	✔	✔	✔	---	---	---
Final Project Deliverables	✔	✔	✔	✔	✔	✔
Tests I and II	--	--	---	---	---	---
Bonus Assignments	✔	✔	✔	✔	---	---

Course Evaluation

Please submit a course evaluation through Student Feedback on Course Experiences in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to Course Experiences is confidential. Campus will notify you when Student Feedback on Course Experiences is open for you to complete your evaluations at the end of the semester. Please go directly to the **Student Feedback on Course Experiences** to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing through Testudo the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Religious Observance

It is the student's responsibility to inform the instructor of any intended absences for religious observances in advance. Notice should be provided as soon as possible but no later than the end of the schedule adjustment period.

Copyright Notice

Course materials are copyrighted and may not be reproduced for anything other than personal use without written permission.

Tips for Succeeding in this Course

1. **Participate.** I invite you to engage deeply, ask questions, and talk about the course content with your classmates. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** Students are often very busy, and I understand that you have obligations outside of this class. However, students do best when they plan adequate time that is devoted to course work. Block your schedule and set aside plenty of time to complete assignments including extra time to handle any technology related problems.
3. **Login regularly.** I recommend that you log in to ELMS-Canvas several times a week to view announcements, discussion posts and replies to your posts. You may need to log in multiple times a day when group submissions are due.
4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous content. If you feel you are starting to fall behind, check in with the instructor as soon as possible so we can troubleshoot together. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
5. **Use ELMS-Canvas notification settings.** Pro tip! Canvas ELMS-Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable announcements to be sent instantly or daily.
6. **Ask for help if needed.** If you need help with ELMS-Canvas or other technology, IT Support. If you are struggling with a course concept, reach out to me and your classmates for support.

Student Resources and Services

Taking personal responsibility for your learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit the Counseling Center's Academic Resources to learn more about the wide range of resources available to you. Below are some additional resources and services commonly used by graduate students. For a more comprehensive list, please visit the Graduate School's Campus Resources Page.

Accessibility and Disability Services
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 me as soon as possible so that I 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 accommodations with instructors, note taking assistance and more is available from the Counseling Center.

Writing Center
Everyone can use some help sharpening their communication skills (and improving their grade) by visiting The Graduate School's Writing Center and schedule an appointment with them. Additionally, international graduate students may want to take advantage of the Graduate School's free English Editing for International Graduate Students (EEIGS) program.

Health Services
The University offers a variety of physical and mental health services to students. If you are feeling ill or need non-emergency medical attention, please visit the University Health Center.

If you feel it would be helpful to have someone to talk to, visit UMD's Counseling Center or one of the many other mental health resources on campus.

Notice of Mandatory Reporting
Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a "Responsible University Employee," and I must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to UMD's Title IX Coordinator per University Policy on Sexual Harassment and Other Sexual Misconduct.

If you wish to speak with someone confidentially, please contact one of UMD's confidential resources, such as CARE to Stop Violence (located on the Ground Floor of the Health Center) at 301-741-3442 or the Counseling Center (located at the Shoemaker Building) at 301-314-7651.

You may also seek assistance or supportive measures from UMD's Title IX Coordinator, Angela Nastase, by calling 301-405-1142, or emailing titleIXcoordinator@umd.edu.
To view further information on the above, please visit the Office of Civil Rights and Sexual Misconduct.

Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please visit UMD's Division of Student Affairs website for information about resources the campus offers you and let me know if I can help in any way.

Veteran Resources

UMD provides some additional supports to our student veterans. You can access those resources at the office of Veteran Student life and the Counseling Center. Veterans and active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the instructor.