



College of Education
Counseling, Higher Education and Special Education
Human Development and Quantitative Methodology
Early Childhood/Early Childhood Special Education Program

EDHD 220: Exploring Early Childhood General and Special Education
Sections 0101, 0102, 0104, 0105; Spring 2019

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Course Time: Wednesday 2:00-4:00
Room Number: 3233 Benjamin
Office Hours: Thur. 4:00 – 5:00, and by appointment

Course Description

The purpose of this course is to provide students who are considering a career in early childhood general and special education with information about the teaching profession. Students reflect on their personal strengths, identify areas of growth, and examine their predispositions to work with young children with and without disabilities. They will discuss the nature of teaching, the moral and philosophic underpinnings that influenced their decision to enter into the teaching profession, as well as the roles and responsibilities of teachers and the characteristics and qualities for effective teachers (teaching styles and teacher's primary role in the classroom). Through field experiences and classroom discussion, students will observe, then discuss the "why" behind classroom schedules, classroom arrangements, and positive and consistent classroom management. In addition, students will observe and analyze the interactions and communication among children and teachers; the questioning (scaffolding) style of their mentor teachers; and become familiar with NAEYC and CEC professional standards. Field experiences: ½ day placement each week, 6 weeks in a special education setting and 6 weeks in a general education setting.

Course Objectives

Upon successful completion of the course the student will have:

1. Participated in opportunities for self-exploration and growth in order to understand how one's personal experiences, self-concept, values and attitudes affect the teacher she/he will become (NAEYC: 6; CEC: 6, InTASC: 9).
2. Examined the nature of teaching as well as the moral and philosophic underpinnings that influenced their decision to enter into the teaching profession (NAEYC: 1, 4, 5, 6; CEC: 1, 5,6, 7; InTASC: 7, 8, 9; COE: Knowledge of pedagogy, curriculum).
3. Discussed the roles and responsibilities of teachers and the characteristics and qualities for effective teachers (teaching styles and teacher's primary role in the classroom) (NAEYC: 1, 2, 3, 4, 5, 6; CEC: 1, 2, 3, 4, 5, 6, 7; InTASC: 1-9; COE: Knowledge of subject matter, pedagogy, learners, curriculum, educational goals and assessment, social and cultural contexts, technology).

4. Observed and formulated the “why” behind classroom schedules, environments, as well as positive and consistent classroom management (NAEYC: 1, 4,5, 6; CEC: 1, 2,5, 6, 7; in TASC: 1, 2, 3,7, 8, 9; COE: Knowledge of: pedagogy, learners, social and cultural contexts).
5. Observed and analyzed the interactions and communication among children and teachers (NAEYC: 3, 4, 6; CEC: 1, 3, 5, 6; InTASC: 1, 2, 3, 7, 8, 9; COE: Knowledge of: pedagogy, educational goals and assessment; learners, social and cultural contexts).
6. Observed the questioning (scaffolding) style of their mentor teachers (NAEYC: 1, 3, 4, 5, 6; CEC: 1, 5, 6; InTASC: 1, 2, 7, 8, 9; COE: Knowledge of: pedagogy, learners, curriculum, social and cultural context, technology).
7. Begun the process of familiarization with NAEYC and CEC professional standards, developmentally appropriate practice, and the code of ethics. (NAEYC: 4, 6; CEC: 6).

Required Readings

Copple, Carol & Bredekamp, Sue (Eds.) (2009). *Developmentally appropriate practice in early childhood programs: Serving children from birth through age 8, 3rd Edition*. Washington DC: NAEYC. ISBN: 978-1-928896-64-7 with accompanying CDs (**Identified as DAP in course schedule**)

Hyson, M. (2008). *Enthusiastic and engaged learners*. New York: Teachers College Press. ISBN: 9780807748800

Council for Exceptional Children (2012). *CEC Initial and Advanced Preparation Standards*

<http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>

The Division for Early Childhood (DEC) of the Council for Exceptional Children (2014). *Recommended Practices in Early Intervention/Early Childhood Special Education. (Identified as DEC in course schedule)*

<https://divisionearlychildhood.egnyte.com/dl/tgv6GUXhVo>

National Association for the Education of Young Children (2012). *NAEYC Initial Preparation Standards*

https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-sustatements/2009%20Professional%20Prep%20stdsRevised%204_12.pdf

Summary: <https://www.naeyc.org/our-work/higher-ed/standards-summaries>

Course Requirements

Each student is expected to:

1. **Be an active participant in class discussions and activities.**

Class participation is an integral part of this course. Class sessions will involve small group discussion, planning, producing, and presenting, in addition to general discussion. Your classmates will be depending on you to be there and to be an active participant. Your own early childhood experiences as well as field placement and other early childhood classroom experience serve as an important basis for our class discussions. *Therefore, it is assumed that you will be present, ON TIME and ready to participate in class. It is courteous to let the instructor know in advance if you absolutely must be absent. If an emergency should arise, please be sure to leave me a message via voicemail or email (see numbers on first page).*

The College of Education Foundational Competencies for Teacher Education includes the expectation that professional behavior of promptness and attendance extends to coursework as well as placements. Please see the section on Student Expectations for further information.

2. Complete all readings and activities as assigned.

Course readings provide an important knowledge base for the field as well as for this particular class. Please read required assignments *prior* to class so that you may participate fully in the discussion. Readings may not necessarily be discussed directly in class, but it is assumed that you will have read the materials so that it may serve as a jumping off point for discussion. Readings are essential to understanding and completing assignments successfully.

3. Share your response to “What is a Teacher?” in a reflective paper.

4. Research a contemporary education topic and present findings in two group research papers and a group presentation to the class.

5. Respond to journal prompts focused on weekly observations.

All written assignments are to be **typewritten, double spaced**, with **1-inch standard margins, 12-point font size**, include **headings and sub-headings** and be written according to **APA (American Psychological Association) format**, including **references**. *Please use spell-check and proofread, as points will be deducted for an excessive number of careless errors.* **A hard (paper) copy** of all assignments should be turned into the **instructor AND an electronic submission via ELMS**. The course instructor will not be responsible for printing students’ papers. Due to the potential for transmission of computer viruses, electronic submissions via attachments through email or on a disc, will not be accepted. Please see the section on Student Expectations for further information.

Assignments are due in class on the date scheduled, at the beginning of class. Late assignments will not be accepted. In the event of an emergency, please contact me immediately prior to the due date, so that I may evaluate the situation and determine the appropriate course of action. Please see the section on Student Expectations for further information. All assignments should include an Honor Code statement, written and signed by the student.

6. Complete a Final Exam.

	<u>Grading Standards</u>	Major Scheduled Grading Event (MSGE)	
Overall class participation (incl. small group activities)	15 points		
What is a teacher? (paper)	2/20	20 points	MSGE
Group project (paper& presentation)	3/13 (paper Part I)	35 points	MSGE
	4/24 (paper Part II)	35 points	MSGE
	5/1 (presentation/summary)	20 points	MSGE
Peer review of group project (part I)	3/9 (paper Part I)	5 points	MSGE
Journals (12 entries; 12 pts. Each)	3/27 (Set 1)	72 points	MSGE
	5/8 (Set 2)	72 points	MSGE
Placement evaluation 1		40 points	
Placement evaluation 2		40 points	
Final exam	TBA*	40 points	MSGE
		Total: 404 points	

*** There will be a final exam scheduled during the University identified final exam period. Students are required to attend. Please do not schedule non-course related activities (jobs, travel) until the exam time has been published and verified.**

GRADES WILL BE AWARDED BASED ON THE FOLLOWING POINT DISTRIBUTION:

A+	392-404	C	299-311
A	380-391	C-	283-298
A-	364-379	D+	271-282
B+	352-363	D	259-270
B	340-351	D-	243-258
B-	324-339	F	<243
C+	312-323		

Course Grade Requirements for Continuation/Completion in/of the ECE-ECSE Program

A student must earn a grade of C- or better in ALL EC/ECSE courses (**with the exception of EDHD 220 which requires a minimum grade of "B-"**) in order to proceed to the next semester and graduate from the EC/ECSE program. Most EC/ECSE courses have both prerequisites and co-requisites. Consequently, students who do not meet those expectations are required to repeat the course the next time it is offered.

Professional Standards and the College of Education Conceptual Framework

CEC Standards for Initial Certification Programs

- CEC Standard 1: Learner Development & Individual Learning Differences
- CEC Standard 2: Learning Environments
- CEC Standard 3: Curricular Content Knowledge
- CEC Standard 4: Assessment
- CEC Standard 5: Instructional Planning and Strategies
- CEC Standard 6: Professional Learning & Ethical Practices
- CEC Standard 7: Collaboration

NAEYC Standards for Initial Certification Programs

- NAEYC Standard 1: Promoting Child Development and Learning
- NAEYC Standard 2: Building Family and Community Relationships
- NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
- NAEYC Standard 4: Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families
- NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum (Language and Literacy, The Arts, Mathematics, Science, Physical Activity and Social Studies)
- NAEYC Standard 6: Becoming a Professional

The Interstate Teacher Assessment and Support Consortium (INTASC)

THE LEARNER AND LEARNING

1. Learner Development: [InTASC 1]
2. Learning Differences: [InTASC 2]
3. Learning Environments: [InTASC 3]

CONTENT

4. Content Knowledge: [InTASC 4]
5. Application of Content: [InTASC 5]

College of Education Conceptual Framework

Knowledge of:

- Subject Matter
- Pedagogy
- Learners
- Curriculum
- Educational Goals and Assessment
- Social and Cultural Contexts

INSTRUCTIONAL PRACTICE

Technology

6. Assessment: [InTASC 6]
7. Planning for Instruction: [InTASC 7]
8. Instructional Strategies: [InTASC 8]

PROFESSIONAL RESPONSIBILITY

9. Professional Learning and Ethical Practice:
[InTASC 9]
10. Leadership and Collaboration: [InTASC 10]

Alignment of Standards/COE Framework with Course Assignments

Standards/Framework		What is a teacher?	Observations	Group presentation	Final exam
NAEYC	NAEYC Standard 1: Promoting Child Development and Learning	X	X		X
	NAEYC Standard 2: Building Family and Community Relationships		X		X
	NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families		X		X
	NAEYC Standard 4: Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families	X	X	X	X
	NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum (Language and Literacy, The Arts, Mathematics, Science, Physical Activity and Social Studies)	X	X		X
	NAEYC Standard 6: Becoming a Professional	X	X	X	X
CEC	CEC Standard 1: Learner Development & Individual Learning Differences	X	X		X
	CEC Standard 2: Learning Environments		X		X
	CEC Standard 3: Curricular Content Knowledge		X		X
	CEC Standard 4: Assessment		X		X
	CEC Standard 5: Instructional Planning and Strategies	X	X		X
	CEC Standard 6: Professional Learning & Ethical Practices	X	X	X	X
	CEC Standard 7: Collaboration	X	X		X
InTASC	1. Learner Development		X		X
	2. Learning Differences		X		X
	3. Learning Environments		X		X
	4. Content Knowledge		X		X
	5. Application of Content		X		X
	6. Assessment		X		X
	7. Planning for Instruction	X	X		X
	8. Instructional Strategies	X	X		X
	9. Professional Learning and Ethical Practice	X	X		X
	10. Leadership and Collaboration				X

Standards/Framework		What is a teacher?	Observations	Group presentation	Final exam
CoE Framework	Knowledge of:				X
	Subject Matter		X		X
	Pedagogy	X	X		X
	Learners	X	X	X	X
	Curriculum		X		X
	Educational Goals & Assessment		X	X	X
	Social and Cultural Contexts	X	X	X	X
	Technology		X		

Course Schedule**

Class Date	Topic	Readings * Additional Readings may be Assigned	Assignments Due
1/30	Introduction and course overview	<ul style="list-style-type: none"> ➤ Read through the syllabus ➤ DEC – Introduction, pp. 3-5 ➤ Hyson – Introduction, pp. 1-5 	
2/6	Placement Orientation What is a teacher?	<ul style="list-style-type: none"> ➤ “Hope Lives Here” (Bethesda Magazine on ELMS) https://bethesdamagazine.com/bethesda-magazine/november-december-2017/hope-lives-here/ ➤ 12 Characteristics of Effective ECE Educators ➤ DAP - Chapter 1: To Be an Excellent Teacher, pp. 33-50 	
2/13	What are positive approaches to learning? Environment CEC Standard 2 NAEYC Standard 1a	<ul style="list-style-type: none"> ➤ DAP - <i>Motivation & Positive Approaches to Learning</i>, p.p. 158; pp.226-227; pp.299-300 ➤ Hyson – Chapter 1 & 2 ➤ DEC – Environment p. 9 ➤ DAP – Environment pp. 152-153; 221-222; 293-294 ➤ DAP – Read DAP overview based on your 1st placement: PreK pp. 111-148; K pp. 187-216; Grade 1-3 pp. 257-288 	
Week of 2/11: First Field Placement Begins			
2/20	Writing a Research Paper (library presentation) Creating Community; Management CEC Standard 1 & 2 NAEYC Standard 4	<p style="background-color: yellow;">Meet in Room 6107 in McKeldin Library at 2:00</p> <ul style="list-style-type: none"> ➤ DEC – Interaction p. 14 ➤ Hyson - Chapter 3 & 5 ➤ DAP - Positive Relationships: pp. 150-152; 182-183, 218-220; 252-253, 290-292, 325-326 ➤ What are Class Meetings 	“What is a teacher?” paper due (MSGE)
2/27	Communication & Relationships CEC Standard 2 NAEYC Standard 4	<ul style="list-style-type: none"> ➤ Hyson - Chapter 4 ➤ DAP – Communication and Language Use: pp. 156-157; 224-226; 298-299 ➤ DAP – Guidance: pp. 158-159; 226-228; 300-302 ➤ Guidance Matters 	
3/6	Create Google Document with the first draft of your group’s Research Paper, send the link to the assigned group AND Dr. Kurz no later than midnight		Send link to Google Doc (MSGE)
3/6	Individual Differences, Multiculturalism, & Family Involvement CEC Standard 1,2,7	<ul style="list-style-type: none"> ➤ DEC – Family: pp. 10-11 ➤ Hyson - Chapter 4 ➤ DAP – Establishing Reciprocal Relationships with Families: pp. 182-183; 252-253; 325-326 	

Class Date	Topic	Readings * Additional Readings may be Assigned	Assignments Due
	NAEYC Standard 1b,1c, 2	<ul style="list-style-type: none"> ➤ <i>Cultural Influences</i> ➤ <i>Cultivating Good Relationships with Families</i> 	
3/9	Complete peer editing, <u>using track changes</u> in the Google document. Complete the rubric. Send the <u>completed rubric</u> to the group whose paper you edited by midnight (send through ELMS email) AND <u>upload the paper</u> you peer edited <u>and the rubric to ELMS</u> by midnight.		Peer edits/evaluations due (MSGE)
3/13	Curriculum – Teaching Methods CEC Standards 3, 5 NAEYC Standards 5	<ul style="list-style-type: none"> ➤ Hyson – Chapter 6 ➤ DAP – Teaching Methods: pp. 154-156; 222-224; 294-297 	Research paper (Part I) due in hard copy AND uploaded to ELMS (MSGE)
Spring Break 3/17-3/24 (students do not attend field placement)			
Week of 3/25 Second Field Placements Commence			
3/27	Curriculum – Essentials, Goals, Integration, & Implementation CEC Standards 3, 5 NAEYC Standards 5	<ul style="list-style-type: none"> ➤ DEC – Instruction: pp. 12-13 ➤ Hyson – Chapter 7 ➤ DAP - Curriculum Essentials: pp. 160-162; 229-231; 302-305 	Journal 1-5, Final Reflection & ALL Placement 1 forms Due (MSGE)
4/3	Curriculum – Content Physical Development – Science CEC Standards 3, 5 NAEYC Standards 5	<ul style="list-style-type: none"> ➤ DAP – Read DAP overview based on your 2nd placement: PreK pp. 11-148; K pp. 187-216; Grade 1-3 pp. 257-288 – ➤ DAP – pp. 163-173; 232-241; 305-315 	Begin researching instructional strategies for group project
4/10	Curriculum – Content Technology – Music CEC Standards 3, 5 NAEYC Standards 5	<ul style="list-style-type: none"> ➤ DEC – Teaming & Collaboration: p. 15; Transition: p. 16 ➤ Hyson – Chapter 10, Tool 1 & Tool 2 ➤ DAP: 174-177; 242-246; 315-320 	Interview teachers for group project
4/17	Assessment CEC Standard 4 NAEYC Standard 3	<ul style="list-style-type: none"> ➤ DEC – Assessment ➤ Hyson - Chapter 8 ➤ DAP Assessment: pp. 178-182; 247-251; 321-325 ➤ CEC Professional Ethical Principles <p>https://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards</p>	
4/24	Professionalism CEC Standard 6 NAEYC Standard 6	<ul style="list-style-type: none"> ➤ DEC – Leadership: pp. 6-7 ➤ Hyson – Chapter 10, Tool 3, Tool 4, & Tool 5 ➤ DAP – Position Statement: pp. 1-24 	Part II: Instructional Strategies and Teacher Interview papers due

Class Date	Topic	Readings * Additional Readings may be Assigned	Assignments Due
			(MSGE) - in HARD COPY & UPLOAD TO ELMS
5/1	Group Presentations	➤ Groups 1, 2	All components of group project due (MSGE) – HARD COPY & UPLOAD TO ELMS
5/8	Group Presentations What does it mean to be an EC and/or ECSE teacher? Class Closure	➤ Groups 3, 4	Journal 1-5, Final reflection paper & ALL Placement 2 forms Due (MSGE)
Final Exam		According to Exam Schedule	Date/time/location TBD

** The instructor reserves the right to make alterations to the course schedule in response to circumstances that impede the plan articulated in this document.

Placement 1: week of February 12 through week of March 12.

Placement 2: week of March 26th through week of April 30.

Note: Students MUST attend all assigned placement days regardless of whether or not they have completed all the journal assignments.

COURSE EXPECTATIONS

Journal/Observations Assignments (For EDHD 220)

In circumstances where the student is unable to complete the observation/journal assignment by the due date due to an absence from the placement (e.g. the school is closed, snow day, etc.), the student must submit in writing to the instructor the reason for the delay in submission of the assignment. The instructor will then verify the reason and the assignment will be due by the following week. The student will need to stay on track for the due dates for the remainder of the journal assignments.

Participation: Class participation is critical to course success, which requires active participation in the form of commentary and responses. The in class experience cannot be replicated through readings alone. The lectures and discussions that take place in the classes are the most important part of the course and essential to fulfillment of course objectives. It is impossible to participate if a student is not in class, thus full participation points cannot be given when attendance/tardiness is an issue.

Mobile Phones: Out of respect for your peers and the course instructor all students are expected to refrain from using their mobile phones (to include texting), Blackberries, iPhones, etc. during class. In the event it is essential to have your phone “on”, students are expected to use the “silent” or “vibrate” mode.

Laptops: Laptop/tablet use is acceptable in class for note-taking purposes only. Students are cautioned that inappropriate use of laptops during class time negatively impacts the student's ability to fully participate in class activities/discussion and thus ultimately has a negative impact on final grades. Therefore, please think carefully about whether the use of a laptop will support your class participation or actually impede it.

Late Papers: All papers and projects will be submitted **at the beginning of class** according to the schedule outlined in this syllabus. "The University provides students with excused absences the opportunity to reschedule significant assessments, except in cases where the nature of the assessment precluded the possibility of rescheduling, OR to perform a substitute assignment without penalty. An instructor is not under obligation to offer a substitute assignment or to give a student a make-up assessment unless the failure to perform was due to an excused absence, that is, due to illness (of the student or a dependent), religious observance (where the nature of the observance prevents the student from being present during the class period), participation in University activities at the request of University authorities, or compelling circumstances beyond the student's control. Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes." If students have questions regarding the expectations of an assignment, they must meet with or contact the course instructor well in advance of the due date.

Extra Credit: All assignments are identified in this syllabus along with the applicable weight of each assignment in determining a final course grade. As such, extra credit assignments will not be given.

Email Communication: Students are reminded to conduct themselves in a professional manner when writing emails to faculty/staff members. Remember to include a professional greeting (e.g. Dear Dr. ___) and your full name at the end of the email. Be sure to include a brief description of the problem/topic about which you are writing. It is also helpful to include a subject heading. Avoid using shorthand abbreviations (e.g. OMG, LOL, TTYL, etc.). Remember to proofread and spell check, so that your email reflects you in a professional manner.

Group Work: At times, students will be required to work in small groups for discussions, classroom activities and assignments. The ability to work productively and collaboratively within a group is necessary for success in any profession including early childhood education. You are expected to be personally involved in all activities undertaken in class, demonstrate teamwork, courtesy, honesty, and conscientiousness as a group member. The amount of work needed to complete any assignment or presentation should be balanced and equitable to everyone in the group. The course instructor should be notified IF there is a problem that, in spite of multiple efforts, students are not able to resolve themselves.

Requirements for all Assignments

Papers failing to adhere to the criterion articulated as follows will be returned with a grade of "0" (zero).

1. All papers **must** be **typewritten, double spaced**, with **1-inch standard margins, 12-point font size**, include **headings and sub-headings** and be written according to **APA format**, including references, **without exception**.
2. When a student's writing is deemed unacceptable (e.g. grammar, non-adherence to APA style, etc.) in an assignment he/she is expected to utilize the services of the UM Writing Center prior to submission of subsequent assignments.
3. A **hard (paper) copy** of all assignments should be turned into the instructor **AND** an **electronic submission via ELMS**.

No electronic submissions of assignments other than to ELMS will be accepted. The course instructor also will require a hard copy of all assignments and will not be responsible for printing students' papers. Please plan accordingly so that your paper is printed and ready to hand in **at the beginning of class** on the due date.

4. Students should refer to <http://library.curtin.edu.au/referencing/apa.html> for information on APA (American Psychological Association) format.
5. **The weight (percentage of the total grade) allocated for each component** of an assignment is to be viewed as an **indicator of the depth expected for each section**. Hence, the section(s) with the most points should be the sections, which receive the most attention.
6. Students are expected to **include course content** (lectures, discussions, readings, etc.) into **every paper/analysis**.
7. Any paper that requires identifying information should have the child's (children's) name replaced with a **pseudonym** to guarantee **confidentiality and anonymity**.

UNIVERSITY CLASS POLICIES

Please see the University's website and review all undergraduate course-related policies at <http://www.ugst.umd.edu/courserelatedpolicies.html>.

Academic integrity: The University of Maryland, College Park has a student-administered Honor Code and Honor Pledge. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.studenthonorcouncil.umd.edu/whatis.html>. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The code prohibits students from cheating, fabrication, facilitating academic dishonesty, and plagiarism. Instances of this include submitting someone else's work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise). Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported to the appropriate University officials.

Special needs: If you have a registered disability that will require accommodation, please see the instructor so necessary arrangements can be made. If you have a disability and have not yet registered with the University, please contact Disability Support Services in the Shoemaker Building (301.314.7682, or 301.405.7683 TTD) as soon as possible.

Religious observances: The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, the must contact the instructor **before** the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

Course evaluations: As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Missed single class due to illness: Once during a semester, a student's self-authored note will be accepted as an excuse for missing a minor scheduled grading event in a single class session if the note documents the date of the illness, acknowledgement from the student that information provided in the note is correct, and a statement that

the student understands that providing false information is a violation of the Code of Student Conduct. Students are expected to attempt to inform the instructor of the illness prior to the date of the missed class.*

Major scheduled grading events: Major Scheduled Grading Events (**MSGE**) are indicated on the syllabus. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional, or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student's absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.

Non-consecutive, medically necessitated absences from multiple class sessions: Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.

Non-medical excused absences: According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause and make every attempt to inform the instructor prior to the date of the missed class.