



UST 652/752:
ENVIRONMENTAL POLICY AND ADMINISTRATION
SYLLABUS

Instructor: Professor Sanda Kaufman
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COURSE OBJECTIVES

This course examines environmental policy: how it is made, and how it should be made; how it is like other policy realms in terms of the general political, legal and social context in which it is designed and implemented; what sets it apart, in terms of its technical content, its reach beyond administrative and national borders, and the kinds of risk assessment underlying its decisions, the scale and irreversibility of some of its consequences, and the value and resource conflicts it faces.

The policy making process is cast as formal and informal joint decision making. The course stresses aspects common to such decision making, including stakeholder identification, recognition of sources and types of information, various approaches and processes for making joint decisions and for resolving issues in contention, interactions with the administrative and political structures. The roles of some tools specific to the environmental context will be examined, such as forecasting, impact assessment, geographic information systems, and risk analysis.

The course builds skills for:

- ✓ understanding joint decision making processes for addressing contemporary environmental issues and challenges;
- ✓ identifying environmental policy issues, the current information and value bases, the history, and the decision processes related to them;
- ✓ analyzing and evaluating plans, implementation strategies and consequences of environmental policies.

Students will acquire the ability to assess and analyze and environmental problems, initiatives and policy challenges; to seek and develop an understanding of stakes involved; to generate and evaluate alternatives; to recognize the roles of technical, social and political information, identify sources of potential conflict, and understand when negotiation and communication strategies can enhance policy or plan implementability.

COURSE APPROACH

The course consists of:

- lectures and guest lectures on the environmental policy process and on specific environmental issues that are currently the subject of policy debates;
 - class discussions and student presentations on assigned environmental policy topics;
 - case studies.
- ◇ Students are expected to:
- attend all classes; participate actively in discussions.
 - prepare for class sessions: read text assignments ahead of class; identify topics that need clarification; feel free to raise questions to ensure you understand and are able to use the information in contexts outside the classroom.
 - complete assignments in a timely fashion.
- ◇ Assignments should be: TYPED, labeled (student's name) and emailed ON TIME. Communication and analytic skills complement each other; pay attention to completeness, clarity, and aspect of written work. Grading is based on sound analysis, and on effective communication of results.



Consult Blackboard: syllabus, schedule, readings, assignments/paper descriptions, powerpoints

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GENERAL INFORMATION

Snowy days: Call 216.687.2000
 Academic calendar: <http://www.csuohio.edu/enrollmentservices/registrar/calendar/>
 for add/drop deadlines, holidays.

EVALUATION PROCEDURE

The final grade will be a composite of:

Grades for		Weight
assignments	(with class presentations) : 8, 10+4(presentation), 3, 5, 5	35%
class participation	(in discussions, and group exercises; presence)	25%
final paper	(due on last day of class) 35 + 5 (presentation)	40%

* The grading scale for this course is:

A 91+ B 80-85
 A- 87-90 B- 75-79
 B+ 86-89 C 70-74 F < 70

* Late work will not be accepted. No additional credit is available beyond the list above.

* All assignments are required. Delays will be given only in emergency cases (proof required; vacation arrangements are not emergencies) and with advance notice.

* Incompletes will be given according to university policy:

The "I" grade is given when the work in a course has been generally passing, but when some specifically required task has not been completed through no fault of the student.

An "I" grade can be assigned by the instructor when all three of the following conditions are met:

1. Student is regularly attending/participating in the class and has the potential to pass the course;
2. Student has not completed all assignments and has stopped attending/participating for reasons deemed justified by the instructor; and
3. Student has notified the instructor prior to the end of the grading period.



TEXTS

Norman Vig & Michael Kraft, eds.

Environmental Policy: New Directions for the Twenty-First Century (CQ Press, 9th edition).

Eugene Bardach & Eric Patashnick

A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving (CQ Press, 5th edition).

Optional: D. Dörner (1996). *The logic of failure: Recognizing and avoiding error in complex situations* (Perseus Books).

SCHEDULE

TENTATIVE (CHANGES ARE EXPECTED AND WILL BE ANNOUNCED IN CLASS AND ON THE WEB)

Week		Read Vig & Kraft (VK) or Bardach (B)	Subject	Stud. Pres.	Guest
1	8.28	Class 1	<i>Introduction</i> --class organization, discussion of content; <i>Policy as joint decision making; values; persuading, framing</i>		
[2]	9.4		<i>Labor Day (No class)</i>		
3	9.11	Class 2, VK Ch. 11, 13	<i>Issues subject to environmental policy; stakeholders</i>		JR
4	9.18	Class 3, VK Ch. 1, 2	<i>Past environmental policies and their current status; time</i> <i>Book review presentations</i> <i>Assn. 2 due</i>		JM
5	9.25	Class 4, VK Ch. 4, 5	<i>How government policy is made</i>		
6	10.2	Class 5, VK Ch. 6, 7	<i>How government policy is made</i> (descriptive) Watch and prepare critique for class: the Big Problems (https://www.youtube.com/watch?v=Dtbn9zBfj5s) and How to tackle global warming smartly (https://www.youtube.com/watch?v=nZI_s0xrdHE)		GG
7	10.9	Class 6, B Part I	<i>The policy making process</i> (prescriptive) - <i>steps</i>		ER
8	10.16	Class 7, B Part II	<i>The policy making process</i> (prescriptive) - <i>assembling evidence</i>		KW
9	10.23	Class 8, B Part III	<i>The policy making process</i> (prescriptive) - <i>design</i> <i>Assn. 3 due</i> <i>Report on research status: choice of policy/outline for the paper</i>		SR
10	10.30	Class 9	<i>Work on final paper, report progress on the discussion board</i>		
11	11.6	Class 10, B Part IV (VK on BBoard)	<i>The policy making process</i> (prescriptive) - <i>best practices</i> <i>The environmental policy information base; biases, risk</i> <i>Assn. 4 due</i>		KT
12	11.13	Class 11, VK ch. 8; 12 (VK on BBoard)	<i>Sustainability, evaluation</i>		IL
13	11.20	Class 12, VK ch. 3, 9	<i>The environmental policy value base</i> <i>Assn. 5 due</i>		KD
14	11.27	Class 13, VK Ch. 10	<i>Environmental policy & economic considerations</i>		ET-L
15	12.4	Class 14, VK Ch. 16	<i>Presentations of term paper</i> <i>Final PAPER due</i>		

ASSIGNMENT FORMAT

Email to s.kaufman@csuohio.edu (NOT to Blackboard);

file name begins with your last name, e.g. smith-assgn1.docx, or smith-chapter39.ppt); make it:

- complete: cover all points described in the assignment.
- interesting to you: keep your writing brief and structured (do not use fillers) and tell what you think you would be interested in hearing from others.
- easy to read: use word processing (turn on spelling and grammar check); proofread.



- easy to understand: explain your logic behind assertions; state your conclusions where appropriate; do not leave readers guessing.
- presentable: be prepared to share your work with the class.

ASSIGNMENT 1 (ONGOING)

Preparing for class discussion of the day (8 pts presenters)

1. **Everyone** will:
 - read the assigned textbook chapter(s) before class;
 - prepare 2 questions regarding the chapter(s), and submit them in writing to the instructor by Friday before the class for which the textbook readings are assigned.
2. **Speakers/teams** who signed up for the day will also be responsible for text chapters' summary (briefly!!!) to precede class discussion: make it structured, highlighting key points and issues, adding opinions and questions (do not copy and read text since everyone has read; give key points, logic, conclusions); and:
 - seek/read materials¹ to complement/illustrate the chapters' topics and to help foster class discussion: key issues (including additional information and/or interesting cases, related information in the news); make it concise (not to overwhelm with detail to allow others to ask clarifying questions)
 - prepare questions related to the text and materials to lead class discussions.

Class presentations are opportunities to practice communication of complicated material, ability to argue points of view rooted in information and values, and persuasion (for advocacy). Presenters should:

- lead class debates over the topics presented (prepare questions, be creative); invite challenges and respond to them;
- enhance presentations with current examples from newspaper/magazine articles relevant to the class theme of the day;
- hand in presentation notes and any other documents in electronic format; email to s.kaufman@csuohio.edu all documents to be posted on Blackboard/presented in class; (use means for enhancing the presentation, such as PPoint);
- distribute to the class the list of their readings, if any, briefly annotated (a paragraph per entry, for posting on Bboard) and any other additional materials.

ASSIGNMENT 2 (10 pts + 4 pts presentation) (due 9.18)

BOOK REVIEW (up to 3 content pages)

Please select a book about/closely related to environmental policy.² You may

1. choose a current work, or a "classic;"
2. find topics which reflect the syllabus topics, or something different;
3. do the review on a source you are using for your individual research paper.

Use proper format for references.

Write the review as you would if asked to do so for an environmental policy professional. Include:

- title, author, year, publisher
- why/how related to environmental policy
- the author's main argument, thesis or purpose
- the (kinds of) evidence the author uses to support his/her argument
- your critique:
 - do you find this evidence and arguments convincing? why or why not;
 - compare/contrast with class readings/discussion and other relevant literature with which you are familiar.
 - pluses and minuses; interesting? useful? to whom?

ASSIGNMENT 3 (3 pts) (due 10.23)

Topic and outline of the final paper (1-2 pages) – check with the instructor if necessary.

ASSIGNMENT 4 (5 pts) (due 11.6)

RISK ANALYSIS (up to 3 content pages)

Select an environmental topic of interest and investigate

1. what types of risks are associated with the chosen topic;
2. how these risks are typically assessed, by whom;

¹ Students should feel free to seek additional materials and to discuss the content of the presentation with the instructor at least a week before its scheduled date.

² If in doubt about your selection, check with the instructor.



3. how the assessed risks compare to their perception by the public, and why;
4. what are the consequences of any discrepancies between perceived and calculated risks;
5. what could be done, by whom, to reduce these discrepancies.

Cite class/other readings where relevant.

ASSIGNMENT 5 (5 pts) (due 11.20)

VALUES ANALYSIS (up to 3 content pages)

Trace through one or more ethical, philosophical or value frameworks as they shape a current environmental or resource policy decision, proposal or conflict.

(Differentiate between interests and values. Here the topic is values.)

From a current (the last year or two) magazine, journal, or newspaper article:

1. identify the significant stakeholders, including any government agencies involved, and their role;
2. describe/discuss these stakeholders' political, economic or organizational interests, the positions they are taking, and the ways in which they frame their positions in the policy debate;
3. identify the ethical stances or values espoused by stakeholders and discuss how these shape their positions (why it makes sense that they would hold certain positions because of their ethics or values) as well as how they serve their interests.

Cite class/other readings where relevant.

It may be useful to focus your values analysis exercise on the topic you are thinking about for your research paper. You could then incorporate this assignment into your final paper.

FINAL PAPER (35 pts + 5 pts presentation) (due 12.4)

You have to hold your audience in writing to the very end -- much more than in talking, when people have to be polite and listen to you. Brenda Ueland, writer (1891-1985)

This assignment (in lieu of a final exam) aims to help you integrate materials covered in the course as you examine a specific environmental policy or administrative issue of your interest, developing your research and written communication skills in the process.

TASK:

- Conduct and write a mini-case study of an environmental policy and/or administrative issue. You may choose an historical or current policy issue and critique an existing policy that addresses it, or you may emphasize policy development, where you would make proposals for a NEW policy or program to address a problem you identify.

Following are content indicators (not all may apply to the case of your choice, but many do).

Give enough information about each item so that an educated but uninformed reader (such as a decision maker) can understand your analysis and conclusions:

STRUCTURE:

- front page – paper title, student ID number (no name!!!)
- introductory section (concise and clear – up to 1 page):
 - describe the problem you are taking on
 - describe the environmental policy problem or issue of your choice in terms of its consequences, importance, etc., and why it is or should be addressed through policy, at what gov't. level (enough to give a good idea of its dimension and scope and create reader interest);
 - give a *road map* for the paper: describe the paper topic, layout, and (briefly) your main arguments/conclusions.
- background section
 - background/history – how the issue came to be on the public agenda, or why it should be
 - identify and briefly characterize any existing policy or discuss why there isn't one yet
 - expand the initial description, adding the chronology of the issue, major actions (any legislation that has responded to the problem, legislative hearings held, major media events, etc. – whatever applies) and the parties that carried them



out; the purpose of the section is to give the reader a good understanding of how the issue came to be on the public agenda or why it should be.

- previous policy actions and outcomes – summary of previous studies
- legislation and administrative implementation rules or standards that have been developed in the past to respond to the policy issue, and the outcomes of these previous actions; or
- explain why the problem you identified has not yet been addressed through policies.
- stakeholder³ analysis
 - identify direct stakeholders, the nature of their stakes (their major concerns about the issue); the values you can attribute to them (with respect to the problem at hand) based on your research; their roles in the process, including for example how these parties pushed the issue onto the policy agenda; and their capabilities (in terms of civic capacity, representation, resources, etc.). Also explore whether there are indirect stakeholders (not involved in the policy process but possibly affecting, or affected by, the policy). Attempt to see the problem from their angle, and describe it, rather than give an opinion on what that angle "should" be.
 - think of the deliberations/negotiations/other processes required to design the policy, analyze interests, goals, alternatives, subjective likelihoods of events, power, strategy for the stakeholders you identified.
- policy proposal and analysis/critique
 - describe the policy (and legislation or regulations) developed as a result, or that should be developed to respond to challenges; include goals, content, government level, implementation responsibility and tasks.
 - identify the objectives for the policy recommendations that you will develop and the criteria that you will use to select among alternatives (if developing a new policy); or, analyze in the same terms the existing policy you selected, proposing criteria by which it should be evaluated.
 - for a new policy, offer at least 2 alternative policy actions (making clear the differences and their rationales); describe for each its expected future consequences, including the distribution of the benefits and costs of the action, any unintended consequences that might be generated, and the practical or political constraints that affect its feasibility; for an existing policy, describe its consequences, including the distribution of the benefits and costs of the action, any unintended consequences, and the practical or political constraints that affected it; propose two alternative fixes.
 - describe the role of technology or scientific research as it influenced the development of policy, or as it was used for implementation and regulation (or as it should be incorporated in the new policy)
 - feasibility: assess the role of the major stakeholders in the implementation process; the major stakeholders are the agencies or organizations that are likely to have the greatest role in the success or failure of the implementation process (or had it, for an existing policy). Your description of their role should include an assessment of their support/opposition to the recommendations, the changes in resources they would expect as a result, and the most likely strategies/actions they would take, based on their previous role in the policy issue.
- outcome analysis:
 - evaluate the consequences (or possible consequences, and for which stakeholder group) of the policy, and make any suggestions for alternative policies or programs that you feel would be appropriate because they might better achieve goals, be more cost-effective, etc. (specify your criteria); if the policy is pending or proposed, speculate on what the consequences are likely to be.
 - evaluate the outcomes from the environmental point of view (how did/will the environmental issue you addressed fare with the policy in place, compared to its absence?)
- conclusions: summary of rationale and recommendations based on your analysis

You may take an advocacy stance in your conclusions (if wish to do so), after you have presented an analysis of the kind that you might hand to a decision maker as a staffer providing input. Staffers may highlight certain angles they think should be promoted, but if they fail to provide a balanced analysis the decision makers will be open to counter-arguments that may surprise them, and they will be unable to respond to them effectively based on the information you provide, if it is one-sided.

 - for a new policy, select one of the alternatives discussed, present an outline of an implementation strategy, and provisions for monitoring and evaluating the consequences;

³ Remember: a stakeholder is any group or organization that can affect, or is affected by, the outcome of a public policy issue. You might construct an issue set showing how various stakeholders became involved in the public issue as related to the issues the group considers important.

If you choose to present graphically the stakeholders as they relate to each other and to the issue, include stakeholders' preferences for various policy approaches.



- for an existing policy, discuss the same aspects as they actually happened.
- **bibliography:** full references (including web sources) used in preparing the paper (please consult a citation guide, or ask a university librarian for assistance.)
- **appendices (as needed):** place in an appendix any tables or other graphics you need to illustrate the policy background, the policy alternatives, and your recommendations.

FORMAT & TIMETABLE - the paper is due on the last class (email a copy to s.kaufman@csuohio.edu) and should be 12 - 15 content pages.

- it should pass a web-based inspection (it should be original, not “borrowed” from the web or other sources, which amounts to plagiarism.)
- a one-paragraph abstract, an outline of the entire paper and a preliminary bibliography or works cited list is due earlier, as noted in the Schedule. Although all parts of your outline may not be fully developed, many of them can be.

EXAMPLES OF PAPER TOPICS (choose a specific instance of the general topics listed)

1. **POLLUTION : AIR, WATER AND LAND** - pollution regulation/prevention, hazardous waste management and cleanup, human health
2. **ENERGY POLICY** - nuclear, alternatives (solar, wind, geothermal), oil, electricity, regulation of new sources
3. **NATURAL RESOURCES ISSUES** - public lands, wetlands, forests, wildlife management, minerals, surface/ground water
4. **REGIONAL ENVIRONMENTAL ISSUES** - solid waste, land use, watersheds and bioregions, great lakes basin, sprawl
5. **URBAN ENVIRONMENT** - sustainability, brownfields, green spaces/parks, gardening, green building, toxics removal, local food systems
6. **INTERNATIONAL ENVIRONMENTAL ISSUES** - global climate change, oceans, transnational pollution, management regimes
7. **CHANGING ENVIRONMENTAL MANAGEMENT TECHNIQUES** - natural resources management, conservation approaches, industrial approaches to waste reduction and energy efficiency
8. **ENVIRONMENTALLY-RELATED policies** whose consequences might include environmental effects (e.g., food production)

PRESENTATION SIGN-UP (be ready for the assigned date)

WEEK OF	PREPARE CHAPTER	TEAM
9/11	VK 11, VK 13	MEGAN
9/18	VK 1, VK 2	OLIVIA
9/25	VK 4, VK 5	KEITH, DANIEL
10/2	VK 6, VK 7	RENE
10/9	B PART I	MILOS, PENGFEI
10/16	B PART II	BASSEM
10/23	B PART III	KEVIN
11/6	B PART IV , VK READING (POSTED ON BBOARD)	ALYSSA
11/13	VK 8, VK 12, READING (POSTED ON BBOARD)	ANNE, ASHLEY
11/20	VK 3, VK 9	ABHIRAM
11/27	VK 10	JOE, ALEXANDER

Please:

- before class, email your presentation (ppt, doc, docx) to the instructor (s.kaufman@csuohio.edu)
- if using PowerPoint, also bring to class your presentation on a USB memory stick.



ADDITIONAL READINGS

- Agarwal, A. et al (editors). 1999. *Green Politics*. New Delhi: Centre for Science and Environment.
- Allen, C. R. & C. S. Holling eds. (2008). *Discontinuities in Ecosystems and Other Complex Systems*. Columbia U. Press.
- Allenby, B.R. (1999). *Industrial Ecology; Policy Framework and Implementation*, Prentice Hall.
- Allenby, B. and Richards, D. (Eds.) (1994). *The Greening of Industrial Ecosystems*, National Academy Press.
- Anderson, D. 2013. *Environmental Economics and Natural Resource Management*. Routledge.
- Anderson A. & Jenkins C. (2006). Applying *Nature's Design: Corridors as a Strategy for Biodiversity Conservation*. Columbia U. Press.
- Ariely, D. (2008). *Predictably irrational: the hidden forces that shape our decisions*. Harper Collins.
- Aswathanarayana U., Hari Krishnan T. & Kadher-Mohien T. (2010). *Green Energy: Technology, Economics and Policy*. CRC Press.
- Bazerman, M. & Watkins M. (2004). *Predictable Surprises: The Disasters You Should Have Seen Coming and How to Prevent Them*. Harvard Business School Press.
- Beaton, R. & C. Mazer (2011). *Economics and ecology: united for a sustainable world*. CRC Press
- Bezdek, R. (1995). *Environmental Justice*. Island Press.
- Bird, R. J. (2003). *Chaos and Life: Complexity and Order in Evolution and Thought*. Columbia U. Press.
- Brunner, R. D. et al. (2005). *Adaptive Governance: Integrating Science, Policy, and Decision Making*. Columbia U. Press.
- Bullard, R. D. (1994). *Unequal protection: environmental justice and communities of color*, San Francisco: Sierra Club Books.
- Cahn, M. (forthcoming). *Linking Science to Decision Making in Environmental Policy: Bridging the Disciplinary Gap*. MIT Press.
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- Chiras, R. & Owen (2002). *Natural Resource Conservation Management* (8th edition) Prentice Hall.
- Cohen, S. (2014). *Understanding Environmental Policy*. New York: Columbia U. Press.
- Conca, KK. & Dabelko G. (1998) (2nd Edition). *Green Planet Blues: Environmental Politics from Stockholm to Kyoto*. Boulder: Westview Press.
- Costanza, R. (1991). *Ecological Economics: The Science and Management of Sustainability*. Columbia U. Press.
- Crosby, A. W. (1993). *Ecological imperialism: the biological expansion of Europe, 900-1900*, NY: Cambridge U. Press.
- Dale, V. & English, M. eds. (1999). *Tools to Aid Environmental Decision Making*, New York: Springer
- Daly, H. E. (1996). *Beyond growth : the economics of sustainable development*, Boston : Beacon Press.
- Daly, H. E., Cobb, J.B & Cobb, C. W. (1994). *For the common good : redirecting the economy toward community, the environment, and a sustainable future*, Boston : Beacon Press.
- Des Jardins, J. (2008). *Environmental Ethics: An Introduction to Environmental Philosophy*. 4th ed. Wadsworth Publishing.
- Devuyst, D., Hens L. & De Lannoy W. eds. (2008). *How Green Is the City?: Sustainability Assessment and the Management of Urban Environments*. Columbia U. Press.
- Diamond, J. (2004). *Collapse: How societies fail or succeed*. Viking.
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- Eccleston, C. & March, F. (2010). *Global Environmental Policy: Concepts, Principles, and Practice*. CRC Press.
- Evans, J., 2011. *Environmental Governance*. Routledge.
- Garcia M., R., Sabucedo Cameselle, J. & Romay Martinez J. (eds.) (2003). *Culture, Environmental Action and Sustainability*. Hogrefe & Huber.



- Garrett, L. (1994) *The coming plague : newly emerging diseases in a world out of balance*, New York : Farrar, Straus and Giroux.
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- Graves, P.(2-13). *Environmental economics: An integrated approach*. CRC Press
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- Hardisty, P. (2010). *Environmental & economic sustainability*. CRC Press
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- Moser, S. & Boycoff, M. *Successful Adaptation to Climate Change: Linking Science and Policy in a Rapidly Changing World*
- Nadeau, R.L. (2003). *The Wealth of Nature: How Mainstream Economics Has Failed the Environment*. Columbia U. Press.
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Some web sources:

- MIT's Environmental Policy and Planning Group <https://environmentalpolicyandplanning.wordpress.com/>
- Yale's environment360: <http://e360.yale.edu/>
- Harvard University Center for the Environment: <http://environment.harvard.edu/?&pw=780>
- Harvard Center for Risk Analysis <http://www.hcra.harvard.edu/>, environmental section
- Gateway to sources of global information: <http://ecoethics.net/>
- Working group on environmental justice <http://ecojustice.net/>
- The Garrett Hardin Society: <http://www.garretthardinsociety.org> and The Tragedy of the Commons, <http://www.sciencemag.org/sciext/sotp/commons.shtml>
- The Economics of Ecosystems and Biodiversity (TEEB): <http://www.teebweb.org/Home/tabid/924/language/en-US/Default.aspx>
- Society for Risk Analysis <http://sra.org/>



UNIVERSITY POLICIES AND ASSISTANCE

- **STUDENTS WITH SPECIAL NEEDS:**

“Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal education opportunities for all students regardless of their disability.

Any student who feels he or she may need an accommodation based on the impact of disability should contact the Office of Disability Services at 216.687.2015. Accommodations need to be requested in advance and will not be granted retroactively.”

Students should notify the instructor as soon as possible if they have been granted an accommodation through the Office of Disability Services (MC147, <http://www.csuohio.edu/offices/disability/>). Accommodations need to be requested in advance and will not be granted retroactively.

- **PLAGIARISM** (see the CSU student code of conduct, section 3.1.2) – CSU Student Handbook definition:

Plagiarism – Stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.

(Academic Regulations)

- The penalties for plagiarism (<http://www.csuohio.edu/studentlife/StudentCodeOfConduct.pdf>) are in the Student Handbook under Academic Conduct Regulations (Policy on Academic Misconduct) at: <http://www.csuohio.edu/studentlife/conduct/acadegres.html>.

- **WRITING ASSISTANCE:**

Students with difficulty writing may contact the Writing Center located in Main Classroom 321 for assistance. Students should use the American Psychological Association (APA) format for citations and reference pages.

- **OTHER:**

- Refer to the CSU Bulletin for add/drop/withdrawal procedures, S/U and incomplete grading.
- For class cancellations due to weather, call CSU information (687-2000) before class.
- Grades cannot be changed after their issuance at the end of the Semester.