

University of Houston MPA
Public Administration and Policy Implementation
Section 15206

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Office Hours: By appointment
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Time: Wednesdays, 5:30 to 8:30 pm
Place: Agnes Arnold AH207

INTRODUCTION

This is a graduate seminar in public administration. It is a complement to PUBL 6310 Administrative Theory. The focus of this course is on the practice of public administration with an emphasis on implementation of public policy. This is primarily a reading and writing course. The course readings will cover various theories of public administration and policy implementation, as well as the use of policy tools and policy networks in implementation. We will learn about the practice of public administration by examining the experiences of others as reflected in case studies. Cases in different “policy domains” of public administration practice will be presented and as well as several cases study exercises.

Implementation is what is supposed to happen after a policy is adopted. This is the point at which ideas are translated into actions that produce direct outputs, which contribute to the desired outcomes. Implementation has proven to be the most problematic stage in the “policy cycle.” Implementation research has focused on why it is so hard to get things done, and produced theories and models to assist in successful implementation. In this course we will examine the general problems encountered in implementation as well as the principal-agent problem and the problem of democracy v. bureaucracy. We will look at various solutions including the use of better tools, technologies and networks.

LEARNING OUTCOMES

- Students will understand the role of the theories of public administration as the knowledge base for solving problems and in developing innovations in the practice of public administration.
- Students will understand how public administration includes both governance and the public policy process, and while it uses many of the same tools, is different from public management.
- Students will understand the policy perspective in policy implementation and how this contributes to the success of the public policy process.

PRELIMINARY SUBJECT TO CHANGE

- Students will be able to lead and participate in policy implementation, to articulate the role of public policy in the policy implementation process and to communicate how different policy tools are needed in policy implementation.

REQUIREMENTS FOR THE COURSE

The requirements for this class are reading, writing and presenting. You are responsible for doing the required readings, **carefully and thoughtfully**, producing written commentaries and preparing yourself for the class discussions. You are expected to participate in each class discussion and in any on-line exercises. (If you want to understand the importance of writing in public administration, see *Why Advancement in Public Administration has Always Been an Essay Contest* in the course BLACKBOARD TOOL BOX folder.)

The practice of public administration takes place in organizations in public settings. Modern technologies empower both the public and the practitioners of public administration by creating access to information and enabling peer-to-peer exchanges. Your participation and success as a management in public organizations requires a functioning knowledge of modern communications technology. Therefore, this course is taught using a **hybrid model**. Much of the course communication is by email and some of the instruction is conducted on-line. We will use the course BLACKBOARD site to provide reading materials, to present class lectures, to distribute and submit assignments, and to conduct group discussions and exercises. The on-line classes are an opportunity for you to work on your own, set your own schedule, have group meetings and complete project assignments. During these weeks you should work ahead or catch-up, or schedule other activities you need to accommodate.

Your success in this course requires that you can access and use these tools. Please make sure that your email address is current and correct in PeopleSoft and BLACKBOARD (BB). You must routinely check your email for communications. Course emails “push” information to you using BB and are clearly labelled as such. Missing these emails is not an acceptable excuse. You will “pull” course materials from BB. You will post information for class discussions and group case study assignments.

Class attendance, participation and preparation: The readings for this class have been selected to prepare you for both the in-class discussion and on-line discussion of specific topics.

For f2f classes, on-line classes and the “guest” lecture videos you are expected to record a critical review of each of the assigned materials in your journal (see MY JOURNALS). A critical review is a summary and evaluation of the assigned articles, text or video. This is an assessment of the content of the material, the purpose, strengths and weaknesses.

PRELIMINARY SUBJECT TO CHANGE

While for practitioners an uncritical view may be acceptable, as students and scholars you need to do more than simply explain the claims or answers in the reading, you need to be able to critically dissect or defend them. There are also some questions in the journal for specified class readings or video lectures so be sure to answer these with your review of the readings. (See the SAMPLE Journal postings for the Class 1 readings.) Your JOURNAL entries will account for 20% of your grade.

Also, you will produce at least one discussion question based on your analysis of how the theory and lessons from the readings would be applied to the case reading, current event reading or video presentation included for that class. **These should be in the form of a paragraph including a citation from the reading, a short discussion and a critical question.** You will post your questions to the DISCUSSION section in BB by the weekend (Sunday midnight) so that other students will have time to respond. You will “moderate” discussion of your questions and then post your answers prior to the next f2f class meeting. Don’t ask questions for which you do not have an answer. You are not testing other students. Questions will be selected for discussion in class, presented by the student authors, with their answers. This requirement will begin with the Class 2 reading assignments. (See the SAMPLE discussion questions for the Class 1 readings.) DISCUSSION postings will account for 10% of your grade.

Posting requirements: (See my examples)

- Post coherent statements/narrative and not fragmented sentences/paragraphs. Include citations with page numbers.
- Post by Sunday night, providing opportunities for others to post – i.e., don’t answer your own posts until others have commented.
- You will “moderate” discussion of your own questions and then post your answers prior to the next f2f class meeting.

Starting Monday you should post responses to questions. You can earn points towards your grade for responding to questions. Don’t post new questions.

Response requirement: Respond to other posts and indicate either support or difference of opinion with the post and elaborate your reason.

- Post critical responses to postings, not repetitious agreements.
- Add new material or citations

All questions and answers will be presented during the class for evaluation and discussion. The best questions will be selected by the class and presented by the student authors, with their answers.

Semester Writing Project: Much of what we know about public administration is based on case studies, stories told by public managers (Hummel, 1991). You will develop an implementation case study based on an organization, program or policy you have

encountered or you know of. You will submit the proposed topic in a memo to me by the sixth week of class. This proposal will account for 10 % of your grade. Your proposal should be at least 1,000 words. See the Sample Proposal in the INFORMATION FOLDER. Also, sample case studies are posted in the CASE STUDIES folder.

You will have the remainder of the semester to read and research associated articles, identify the portions relevant to your organization, and produce a twenty page (6,000 to 8,000 words) case study supporting your analysis and recommendations. You will be expected to submit a graduate-level quality paper, on time, using TURNITIN on Blackboard. TURNITIN will check your paper for similarity with other works. A similarity score of over 10% for your paper is not acceptable. This will account for 30% of your grade. (See *Writing Public Policy* p. 90).

Writing assignments: You will be required to produce three papers on implementation topics. These should take the form of a memo which at the minimum should respond to all of the questions posed in the assignment. Your writing should be evidence based and context specific. You will be expected to submit graduate-level quality papers, on time, using TURNITIN on Blackboard. TURNITIN will check your paper for similarity with other works. A similarity score of over 10% for your paper is not acceptable. Late papers will be dropped one letter grade. (See *Writing Public Policy* p. 25 or check for examples online. GOOGLE: memo format.)

These papers will account for 30% of your grade. The length of each of these will vary according to the topic and the level of analysis and discussion required. Be concise, use topic headings, and clearly answer the questions.

These are graduate level papers. They must follow the APA elements of style. If you need practice writing papers or want someone to help with your work before you submit it, contact the UH Writing Center.

Class Elements	Points Possible
Journal Entries	20
Discussion Questions	10
Three Writing Assignments	30
Case Study Proposal	10
Case Study Paper	30

REQUIRED TEXTBOOKS: The required chapters in these books are available on BLACKBOARD. Full copies are available in the UH Library. Alternatively, you can purchase your own copies.

Handbook of Public Policy Analysis (2007) Editors: Fischer, Miller and Sidney, CRC Press. First edition, available electronically through the UH Library.

Implementing Public Policy: Governance in Theory and in Practice (2002) Hill, Michael and Peter Hupe. Thousand Oaks: Sage Publications. The first edition is available in the UH Library and in Blackboard. Other editions can be purchased new or used.

Mahler, Julianne G. (2009) *Organizational Learning at NASA*, Georgetown University. Available electronically through the UH Library.

Alberts, David and Hayes, Richard (2005) *Power to the Edge*, DODCCRP (www.dodccrp.org)

The **Command and Control Research Program** publishes a number of books that are available as PDF downloads. Most of these are written by military researchers and use military case study examples. Some titles of special interest are *Power to the Edge* by Alberts and Hayes, and *The Agile Organization* by Atkinson and Moffat.

Other articles and chapter extracts can be found in the Blackboard folder labeled READINGS.

WEEKLY MEETINGS AND READINGS (subject to change as necessary)

Class 1- Introduction and Overview of the Role of Theory in Implementation

(1/17/2018)

Readings:

Lindblom, Charles (1959) *The Science of Muddling Through*

Lynn, Lawrence (2008), *New Frontiers of Public Administration: The Practice of Theory and the Theory of Practice*

Part 2: Case Study

Gonnerman, Jennifer. (2011) *The Knock at the Door*

The instructor will post the first DISCUSSION questions based on these readings. These are sample questions. They are critical examinations of the readings, not simple questions. Starting with class 2, after completing the readings you will participate by responding to these questions and posting your own observations. Use specific terms and concepts from the readings.

PART 1: THE PUBLIC POLICY CYCLE

Class 2- Administrative Discretion: The Politics-Administration Dichotomy

(1/24/2018)

Readings:

Wilson, Woodrow (1887) "The Study of Administration"

Shumavon, Douglas H. and H. Kenneth Hibbeln (1985) *Administrative Discretion and Public Policy Implementation*. In *Administrative Discretion and Public Policy Implementation* ED. Shumavon and Hibbeln. NY: Praeger. 1 – 10.

Ferman, Barbara (1990) C. 3 When Failure is Success: Implementation and Madisonian Government. In *Implementation and the Policy Process: Opening up the Black Box*, ED Palumbo, Dennis and Calista, Donald. NY, Greenwood Press. 39-50.

Part 2: Case study

Presentation of SP4K case study. This is a group exercise. Read the case and come to class ready to discuss the questions.

Post your own JOURNAL entries and DISCUSSION questions.

Class 3 –Overview of Implementation, Definitions and Frameworks (watch guest lecture video on your own, no f2f class meeting) (1/31/2018)

Kent Weaver: Challenges of Policy Implementation Part 1 (29:41)
Professor, McCourt School of Public Policy, Georgetown University

<https://www.youtube.com/watch?v=Y8jYNq4Aqdl>

Kent Weaver: Challenges of Policy Implementation Part 2 (13:33, ends abruptly)

<https://www.youtube.com/watch?v=vsCnJpg4-yc>

Readings:

Hill and Hupe, C. 1, 3

Handbook, C. 4

Post your own JOURNAL entries and DISCUSSION questions.

Class 4- Implementation In Practice: Education (2/7/2018)

Readings:

Matland, Richard E. (1995) Synthesizing the Implementation Literature: The Ambiguity-Conflict Model of Policy Implementation, *Journal of Public Administration Research and Theory*: J-PART, 5, 2, 145-174.

Katherine J. Klein and Andrew P. Knight (2005) Innovation Implementation: Overcoming the Challenge, *Current Directions in Psychological Science* 14: 243 (UH Library on-line).

Part 2: Case Study

Howard, Joseph Y. and Wrobel, Sharon L. (2010) Implementing Change in an Urban School District: A Case Study of the Reorganization of the Little Rock School District. *Public Administration Review*. 934 – 941.

Post your own JOURNAL entries and DISCUSSION questions.

>>>First policy implementation memo due by midnight this Sunday, 2/11/2018.

PART 2: POLICY TOOLS AND NETWORKS

Class 5-Policy Tools (2/14/2018)

Readings:

Videc, Marie-Louise Bemelmans, et al. (1998) Introduction and C 1. *Carrots, Sticks, and Sermons – Policy Instruments & Their Evaluation*. New Brunswick: Transaction Publishers 1-58.

Schneider, A. and Ingram, H. (1990) Behavioral Assumptions of Policy Tools. *Journal of Politics*, Vol. 52, No. 5

Schneider, A. and Ingram, H (1993) Social Construction of Target Populations: Implications for Politics and Policy. *American Political Science Review*, Vol. 87, No.2

Part 2: Case Study Pelini, J. (2017) Unsafe at Any Speed. *The Atlantic*, March

Post your own JOURNAL entries and DISCUSSION questions.

Class 6- Policy Design (watch guest lecture video on your own, no class meeting) (2/21/2018)

Readings:

Sabatier, P. and Mazmanian, D. (1980). The Implementation of Public Policy: A Framework of Analysis. *Policy Studies Journal*. 8, 4, Special Number 2, 538-560.

Case Study

Policy Design and Implementation: A Perspective from Obama's Washington

Guest lecture video: USC Price School of Public Policy, Raphael Bostic, Ph.D., Oct. 17, 2013 (1:14:08)

Dr. Raphael Bostic is the Judith and John Bedrosian Chair in Governance and the Public Enterprise at the Sol Price School of Public Policy at the University of Southern California. He served for 3 years in the Obama Administration as the Assistant Secretary for Policy Development and Research at the U.S. Department of Housing and Urban Development.

Topic: the designing and implementing home ownership policies,

- failures of expectations and program design

PRELIMINARY SUBJECT TO CHANGE

- difficulties in implementing program collaborations
- constraints on policy implementation
- designing for moral hazard
- lessons learned, key takeaways

<https://www.youtube.com/watch?v=Y-IsftdU2BQ>

What are the elements of this case? What are the lessons learned from this case? How do they relate to the readings?

Post your own JOURNAL entries and DISCUSSION questions.

>>>The memo outlining you proposed semester case study is due by midnight this Sunday (2/25/2018).

Class 7-Decentralized, Networked Organizations (2/28/2018)

Readings:

Skok, James (1995) Policy Issue Networks and the Public Policy Cycle: A Structural-Functional Framework for Public Administration. *American Society for Public Administration* 55 No. 4: 325-332

Handbook C.14

Part 2: Case Study

Alberts, David and Hayes, Richard, 2005. *Power to the Edge*, DODCCRP (www.dodccrp.org). Foreword xiii – xvii; Chapters 1 – 3; C.5 90 – 93; C. 8 125 – 128; C. 9 165-177; C. 10 179-187; C. 11 201 – 212; and C. 12.

Post your own JOURNAL entries and DISCUSSION questions.

Part 3: Policy Implementation

Class 8- Policy Implementation Theory/Policy Implementation Practice (3/07/2018)

Guest lecture in class: Mr. John E. Kajander

With almost 40 years of experience managing and working with healthcare organizations, Mr. Kajander is going to tell us about his experiences with the development of the collaboration that is the Texas Medical Center.

PRELIMINARY SUBJECT TO CHANGE

Readings:

Selected readings in Diana Shaw (2007) *A Tale of Two Healthcare Collaborations* (Doctoral dissertation) Brandeis University

Case Background p.11

Statement of Problem p.20-23

Important Factors in Collaboration p. 29-32

Table 2: Mattessich, Murray-Close et al. (2001) Twenty Success Factors p. 45

Seven Hypotheses p 123-124

Post your own JOURNAL entries and DISCUSSION questions.

We will discuss you semester writing proposals and have individual evaluation meetings.

Class 9- Implementation in practice: healthcare innovations (on-line class)

(3/21/2018) This is an on-line class. There is no f2f meeting this week. Read the assignments, watch the video, fill in your journal.

Healthcare is an area facing huge demands from clients for immediate attention. The process of innovating to meet this need results in implementation problems.

Readings:

Oates, Nancy (2012) *Implementation Science: Translating Research into Real World Solutions*, Carolina Public Health

Henderson, Alexander C. (2013) Examining Policy Implementation in Health Care. Rule Abidance and Deviation in EMS. *Public Administration Review*, Vol. 73, Number 6, 799 – 809.

Gold et al., (2015) Study protocol for Study of Practices Enabling Implementation and Adaptation in the Safety Net (SPREAD-NET): a pragmatic trial comparing implementation strategies, *Implementation Science* 10:144, <http://www.implementationscience.com/>

Herd, Pamela et al. (2013) Shifting Administrative Burden to the State: The Case of Medicaid Take-Up. *Public Administration Review*, Supplement to Vol. 73, S69 – S 81. [Understand “administrative burden” and how it may affect implementation. Should it be the individual’s responsibility or the state’s?]

Part 2: Case studies

Designing and implementing innovations for underserved populations – Stanford Medicine X 2014 (47:10)

The Center for Care Innovations (CCI) works closely with healthcare safety net providers to identify innovations that can greatly affect care for underserved populations. Three mini-cases are presented by providers who attempt to actively collaborating with private sector entrepreneurs.

<https://www.youtube.com/watch?v=YaYsGO-ZbcA>

Post your own JOURNAL entries and DISCUSSION questions.

>>>Second policy implementation memo due by midnight this Sunday (3/25/2018).

Class 10-Implementation in Practice (3/28/2018)

Readings:

Bryson, J., Crosby, B. and Stone, M. (2006) The Design and Implementation of Cross-Sector Collaborations: Propositions from the Literature. *Public Administration Review*. 44 – 55.

Mazmanian, D. and Sabatier, P. (1983) Variables involved in the Implementation process, Extent to Which the Implementation of the 1970 Clean Air Amendments Met the Six Conditions of Effective Implementation, 1970-77, and Six conditions of effective implementation. In *Implementation and Public Policy with a New Post Script*. Dallas, TX: Scott, Foreman and Company. [Examine the figures and tables]

Case Study

Mead, Lawrence. 2004. C. 4 Implementing Work Requirements and C. 5 Local Variations. *Government Matters: Welfare Reform in Wisconsin*, Princeton University Press. ISBN 0-691-12380-2

Post your own JOURNAL entries and DISCUSSION questions.

Class 11- Implementation in Practice: An outside view, (guest lecture video on your own, no class meeting) (4/04/2018)

Getting Big Things Done in Government: How to Successfully Implement Public Policy, Bill Eggers (Time 1:03:00) *The Policy Exchange*, London 2/24/2010

Watch the video lecture.

<http://www.youtube.com/watch?v=YJ1apzpK1Y>

Successfully implementing and seeing results from a big initiative is a tricky and convoluted business in government. Eggers identifies “seven deadly traps” that can hinder the policy process as well as suggesting tools and techniques to avoid these pitfalls. He argued that for a policy to succeed it has to have an implementable design, that will work in the real world.

References:

Eggers, W. and O’Leary, J.(2009) *If We Can Put a Man on the Moon -Getting Big Things Done in Government*

Goldsmith, S. and Eggers, W. (2004) *Governing By Network – The New Shape of the Public Sector*. D.C.: Brookings Institution Press

Reading: Grudges and Kludges (2017) *The Economist* (in CURRENT EVENTS folder)

Post your own JOURNAL entries and DISCUSSION questions.

Class 12- Implementation in Practice: Technology (4/11/2018)

Readings:

Katherine J. Klein and Andrew P. Knight (2005) Innovation Implementation: Overcoming the Challenge, *Current Directions in Psychological Science* 14: 243 (UH Library on-line).

Carlucci, Carl (1990) Acquisition: The Missing Link in the Implementation of Technology. In *Implementation and the Policy Process: Opening up the Black Box*, ED Palumbo, Dennis and Calista, Donald. NY, Greenwood Press. 149-160.

Office of Technology Assessment, Congress of the United States. (September 1995) *Environmental Policy Tools: A User’s Guide*. <http://www.fas.org/ota/reports/9517.pdf> (Focus on Chapter 1 Summary, Chapters 3, and especially 4)

Part 2: Case Studies

Barker, Traci and Frolick, Mark (2003) ERP Implementation Failure: A Case Study, *Information Systems Management*, 20:4, 43-49 (UH Library on-line).

Bauer, John and Kenton, Jeffrey (2005) Towards Technology Integration in the Schools: Why it Isn’t Happening, *Journal of Technology and Teacher Education*, 13(4), 519- 546.

Post your own JOURNAL entries and DISCUSSION questions.

>>>Third policy implementation memo due by midnight this Sunday.(4/15/2018)

Class 13-Implementation in practice: Organizational learning or implementation failure (guest lecture videos on your own, no class meeting) (4/18/2018)

David Garvin and Amy Edmondson, Harvard Business School
Article: Is yours a learning organization? (2008) *HBR*

The Importance of Learning in Organizations, Dec 15, 2008 (10:04)
<https://www.youtube.com/watch?v=lUP4WcfNyAA>

David Gavin, Building a More Effective Learning Organization, May 9, 2010 (Shorter Version, 33:26)
<https://www.youtube.com/watch?v=hXwBw2EZKHE>

Part 2: Case Study

Readings:

Mahler, J. with Casamayou, M. (2009) *Organizational Learning at NASA*. D.C.: Georgetown University Press. Focus on chapters 1,3,5,6.

Post your own JOURNAL entries and DISCUSSION questions.

Class 14- Student Implementation Case Presentations (4/25/2018)

>>>Semester project due May 6.

REFERENCES

- Alberts, D and Hayes, R. (2005) *Power to the Edge*, Department of Defense Command and Control Research Center (Available in PDF or at no charge at www.dodccp.org)
- Bowman, J.S. et al. (2010) *Achieving Competencies in Public Service – The Professional Edge*. NY: Sharpe. 43 & 44 [See Exhibit 2.1 Technical Expertise: Legal Knowledge. Why is it important to adopt both broad and narrow perspectives on the law?]
- Brandsen, et al. (2006). Soft Governance, Hard Consequences: the Ambiguous Status of Unofficial Guidelines. *Public Administration Review*, 66, 4, 546-553
- Carlucci, C. (1990). Acquisition: The Missing Link in Implementation of Technology. In D. Calista and D. Palumbo (Eds.) *Implementation and the Policy Process: Opening Up the Black Box* (pp. 149-162). New York: Greenwood Press.
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- Carlucci, C. (1987). Implementation of The Voting Rights Act: The Case of New York. *The Western Political Quarterly*, (with R. Hedges) Vol. 40, No. 1, March.
- Durant, R. (2009). Getting Dirty-Minded: Implementing Presidential Policy Agendas Administratively. *Public Administration Review*, 69, 4, 569-585
- Ferman, B. (1990) When Failure is Success: Implementation and Madisonian Government. In D. Calista and D. Palumbo (Eds.) *Implementation and the Policy Process: Opening Up the Black Box* (pp. 39-50). New York: Greenwood Press.
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- Hulst, M. van et al. (2011) "Reflections on Theory in Action – Exemplary Practitioners – A Review of Actors Who Make a Difference in Governing" *Public Administration Review* (2011).

- Hummel, R. (1991) "Stories Managers Tell: Why They Are as Valid as Science" *Public Administration Review*, 52,2, 31-41.
- Kania, John and Mark Kramer. (2011) *Collective Impact*. Leland Stanford Jr. University.
- Kettl, D. F. (2002) *The Transformation of Governance.*, John Hopkins University Press.
Available electronically via UH Library.
- Lester, J. P. and Stewart J. (1996) C. 7 Policy Implementation. In *Public Policy: An Evolutionary Approach*.
- Lukensmeyer, C. J. (2010). Learning from the Past, Committing to the Future: A Practitioner's View of Our Democracy. *Public Administration Review*, Supplement to Vol. 70, S272 – S283.
- Lindblom, C. (1959) *The Science of Muddling Through*
- Lynn, L. (2008). New Frontiers of Public Administration: The Practice of Theory and the Theory of Practice, PS: Political Science & Politics
- Perry, J. L. and Buckwalter, N.D. (2010). The Public Service of the Future. *Public Administration Review*, Supplement to Vol. 70, S238 – S244.
- Sabatier, P. and Mazmanian, D. (1980). The Implementation of Public Policy: A Framework of Analysis. *Policy Studies Journal*. 8, 4, Special Number 2, 538-560.
- Salamon, L. M. (2002). *The Tools of Government: A Guide to the New Governance*. Oxford University Press. Focus on Introduction, Chapter 1.
- Shafritz, J. M and Borick, C. P. (2010) "Why Advancement in Public Administration Has Always Been an Essay Contest" in *Cases in Public Policy and Administration*, NY: Longman. Pg.200. (Google the title for an on-line version.)
- Smith, C. (2010) *Writing Public Policy, A Practical Guide to Communicating in the Policy Making Process*, Oxford University Press

GENERAL INFORMATION

GRADING

Final Grades: A = 100-95 (Excellent) A- = 94-90 B+ = 89-87 (Good) B = 86-84 B- = 83-80 (Poor) C+ = 79-77 C = 76-74 C- = 73-70 D+ = 69-67 D = 66-64 D- = 63-60 F = 59-0 (Failing)

ACADEMIC INTEGRITY

As commonly defined, presenting the words or works of others' as your own is plagiarism. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. Plagiarism is also a violation of the UH Academic Honesty Policy. If you are uncertain of what constitute academic dishonesty, you should contact the professor prior to submitting the assignment and/or check the UH Academic Honesty Policy from the university website: www.uh.edu/provost/policies/uhhonesty_policy.html. Students are expected to adhere to the UH Academic Honesty Policy. Cheating or plagiarism in course assignments, exams, and the final paper will lead to a grade of F.

AMERICANS WITH DISABILITY ACT (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you need special accommodations and assistance due to a disability, please contact the Center for Students with DisABILITIES (CSD Building 568, Room 110) and the Learning Support Services (LSS, 321 Social Work Building), or call 713-743-5411 to make appropriate arrangements.

Counseling and Psychological Services for Students

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to the demands of a professional program, or feeling sad and hopeless. You can reach CAPS (www.uh.edu/caps) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. No appointment is necessary for the "Let's Talk" program, a drop-in consultation service at convenient locations and hours around campus.
http://www.uh.edu/caps/outreach/lets_talk.html