SOULES
COLLEGE OF BUSINESS
Executive MBA
Healthcare Management

UT Tyler

SYLLABUS – FALL 2023

COURSE NUMBER	EMBA/MANA 5345
COURSE TITLE	Strategic Leadership Processes
INSTRUCTOR	Dr. Jessica A. McCann
EMAIL	Jessicamccann@uttyler.edu
PHONE	713-382-7710
OFFICE HOURS	By Appointment
CLASS MEETINGS	Ref. EMBA Cohort Schedule

I. **COURSE OVERVIEW**

Exceptional leadership is built on a foundation of competencies, critical thinking, and judgment. This course provides an outline of critical moves and tools to lead and instruct with influence. It introduces four cornerstones and 16 competencies that provide the framework needed to gain knowledge and personal empowerment and provide guidance for exceptional healthcare leaders.

II. **CATALOG DESCRIPTION**

EMBA/MANA 5345 Strategic Leadership Processes: Focuses on leadership and development issues addressed by members of the top management team and other upper-level managers. Topics include coordination between and among units, managerial control systems, and the development of management talent within the firm. https://uttyler.smartcatalogiq.com/2023-2024/catalog/courses/emba-executive-mba/5000/emba-5345/

REQUIRED TEXT

Dye, C. F., & Garman, A. H. (2015). *Exceptional Leadership: 16 Critical Competencies for Healthcare Executives* (2nd ed.). Chicago, IL: Health Administration Press.
ISBN: 978-1-56793-673-5

Discussion articles and other supplemental content will be posted on Canvas

III. **STUDENT LEARNING OUTCOMES**

This course will give students competencies that will guide and direct them toward becoming exceptional healthcare leaders. This course will use lectures, case studies, group interactions, and deep discussions to promote the application of competencies with interactive examples.

➢ To gain in-depth knowledge on cultivating self-awareness: leading with conviction, understanding emotional intelligence, and the impact on healthcare organizations.
➢ To developing a compelling vision: the ability to articulate vision and earning trust and loyalty.
➢ To understand the fundamentals of being authentic: listening attentively, providing honest and open feedback, mentoring, developing high performance teams, and energizing staff.
➢ To participate in discussions on masterful execution: generating informal power, building a true consensus, mindful decision making, driving results, stimulating creativity, and cultivating adaptability.

IV. **SOULES COLLEGE OF BUSINESS CORE VALUES**

Professional Proficiency   Social Responsibility

Technological Competence   Ethical Courag

Global Awareness

V. **GRADING POLICY**

Grade Distribution	
Lead the Discussion & Participation	100 points
Mini-Assignments	20 points
Case Study Reflection	40 points
Final Presentation	40 points

Grade Scale		
A	=	180 - 200
B	=	160 - 179
C	=	140 - 159
D	=	120 - 139

VI. **ATTENDANCE/WEEKEND MAKE-UP POLICY**

The Executive MBA Healthcare Management program is a face-to-face weekend cohort model. It is expected that executive students will be present face-to-face in COB 321 on the outlined weekends. In some cases, extenuating circumstances may warrant special accommodations to be made between the student and faculty member. Students are expected to contact and receive prior approval from the faculty member.

With prior approval, accommodations may be arranged for a student to attend class via Zoom if they cannot attend face-to-face. In this circumstance, the student is expected to be prepared to contribute and engage in the class as if they were attending in person. The instructor will not disrupt or distract from the face-to-face dynamics of the classroom to make such an accommodation but will try to provide a similar experience online for the remote student(s).

If attending via Zoom is not an acceptable alternative; however, the student and faculty member may agree upon a substitute assignment to explore the topics covered in the class session.

*Please note that attending virtually may affect a student's attendance and participation grade.

VII. **CONTENT**

The use of Grammarly or another proofreading software is _highly_ recommended. The articulation and presentation of oral and written interactions constitute the expectation of a master's level student.

PowerPoint Slides – PowerPoint slides will be posted for each chapter covered in the course and should be used as a supplement, not a substitution for chapter reading.

Mini-Assignments – 5 points each

The Mini-Assignment is a method to delve a bit further into your leadership style. It is a means to put pen to paper and convey the "why" and "how" of your leadership. Answer the queries/reflections in Canvas for full points.

Lead the Discussion – 20 points each

"Lead the Discussion" will take place during class time on questions from the readings. Various methods will be used to randomly select the student chosen to lead the discussion, so all students should come to class prepared for the responsibility of leading a conversation that responds to the discussion questions for each of the readings. Further, the rest of the class will continue the discussion with their own reflections, interpretations, experiences, and answers to continue and enrich the learning environment.

Each question will be discussed for 20-30 minutes of the class session, so an in-depth exploration of the questions is expected. In the allotted time, every student will have an opportunity to share and should seek places in the conversation to contribute to the conversation. The discussion questions are located in Canvas.

Lead the Discussion Rubric

Criteria/Points for leading the discussion and subsequent responses.	4 Mastered Concept	3 Meets Expectations	2 Needs Some Improvement	1 Needs Improvement	0 Doesn't Meet Standards
Initial evidence of thought-provoking response(s) with a comprehensive understanding of discussion questions.					
Each discussion question is answered fully and comprehensively, with the student demonstrating content knowledge.					
An invitation to continue the conversation is offered.					
The depth and relevancy of responses to other students' contributions includes examples and content-related comprehension.					
Discussion and debate remain courteous, thoughtful, civil, and respectful.					

Case Study Reflection - 40 points

A leadership-focused scenario-based case study will be presented in class for interactive discussion and critical thinking as a group learning activity. Following the in-class work with the case study, each student will submit a mini paper/reflection paper whereby they provide an executive summary of their analysis and take a position on the case. The expectation is that students will support their decision with critical thinking using data, facts, and/or conceptual frameworks, perhaps with additional research to support the conclusion. The paper will be limited to 3 pages, double-spaced (not including references or title page) in 12-point Times Roman with 1" margins using APA style writing and appropriate *reference citations*. The paper should be clear, specific, and concise. The completed paper is due on **Friday, October 13th, at 11:59 CT.**

Criteria	8 Mastered Concept	6 Meets Expectations	4 Needs Improvement	2 Doesn't Meet Standards
Analysis & Reflection Demonstration of organization of ideas, critical thinking and executive decision-making abilities. Evidence of weighing competing priorities or information and re-examining initial, reactive thinking.				
Support and Content Proficient use of the in-class materials and other additional resources to provide support for the arguments made/positions taken.				
Conclusion A clear and definitive position is taken on the case with supporting evidence. Logical connection between argument and the final conclusion.				
Grammar & Style Appropriate grammar is utilized. Logical flow to argument is present. Appropriate citation (APA).				
Overall Delivery Well-formed discussion and content with relevant information presented.				

Final Presentations 40 points

Using the competency and content from the readings, case studies, and other sources, students will present a 10–15-minute presentation based on their assigned competencies. The anticipated outcome is to demonstrate your knowledge of exceptional leadership, leveraging your competencies and applying them to real-world situations with examples, data, and the use of critical thinking. Collegial feedback is required for your classmates' presentations. The PowerPoints will be due on **Thursday, November 30th** at 11:59 pm and presented during class on Friday or Saturday, December 1st or 2nd.

Criteria	8 Mastered	6 Meets Expectations	4 Needs Improvement	2 Doesn't Meet Standards
Content Selection of topic and relevant examples selected. Overall content of competency presented				
Presentation Flow Suitable introduction and flow throughout the presentation with consistency of ideas between topics				
Time & Tempo Appropriate speed of presentation. Smooth articulation of material				
Source Usage (textbook, articles, etc.) Extracting examples using sources and referencing to real life examples that supports mastery of competency selected				
Delivery Engaged audience, personal appearance, eye contact, body language, enthusiasm/energy, posture, effective use of visual aids. Overall confidence at the level of a subject matter expert				

VIII.   CALENDAR

Week	Content & Chapters	Class Dates	Due
1	**Well Cultivated Self-Awareness** Chapter 1 & Chapter 2	Sept 8, 2023 Friday 5pm-9pm Sept 9, 2023 Saturday 8 am-10am	**Mini-Assignment** Due: Wed, Sept 13 11:59pm
2	**Compelling Vision** Chapter 3, Chapter 4, Chapter 5	Sept 23, 2023 Saturday 10am-4pm	**Mini-Assignment** Due: Wed, Sept 27 11:59pm
3	**A Real Way with People** Chapter 6, Chapter 7, Chapter 8	**NO EMBA/MANA 5345 CLASS MEETING** Oct 13, 2023 Friday 5pm-9pm Oct 14, 2023 Saturday 8am-10am	**Case Study Reflection** Due Fri, Oct 13 11:59 pm **Alternative Discussion Assignment** Due Sat, Oct 14 10:00 am
4	**A Real Way with People -** *continued* Chapter 9, Chapter 10, Chapter 11	Oct 28, 2023 Saturday 10am-4pm	**Mini-Assignment** Due: Wed, Nov 1 11:59pm
5	**Masterful Execution** Chapter 12, Chapter 13, Chapter 14	Nov 3, 2023 Friday 5pm-9pm Nov 4, 2023 Saturday 8am-10am	**Mini-Assignment** Wed, Nov 8 11:59pm
6	**Masterful Execution -** *continued* Chapter 15 & Chapter 16	Nov 18, 2023 Saturday 10am-4pm	**Mini-Assignment** Wed, Nov 22 11:59pm
7	**Presentations**	Dec 1, 2023 Friday 5pm-9pm Dec 2, 2023 Saturday 8am-10am	Due Thurs, Nov 30th 11:59pm

Week 1 | Conviction & Emotional Intelligence
September 8 & 9, 2023

Learning Outcomes	Assigned Activities

• Understand what is leading with conviction and why is it important? How highly effective leaders lead with conviction.
 	
 • What is emotional intelligence, and what role does it play in the healthcare professional?
	Mini-Assignment: See Canvas for specifics: **Due:** Wednesday, September 13 at 11:59 p.m.
	
	 Readings & Class Discussion Questions:
	
	 Competency 1: **Leading with Conviction**
	   ▪ Meister et al., 2020: What is your leadership origin story?
	      ○ Which of the four lenses do you identify and why.
	   ▪ Sluss, 2020: Stepping into a leadership role? Be ready to tell your story.
	      ○ Create a three sentence "new leader pitch" for the job you have now or your dream job.
	 Competency 1: Leading with Conviction
	   ▪ Ibarra, H., & Lineback, K. (2005). What's your story? *Harvard Business Review*.
	      ○ As a leader it is important to communicate your story. What are some of the best origin stories that stand out to you? What do you think is a particular important theme?
	
	 Competency 2: **Emotional Intelligence**
	   ▪ Smith et al., 2020: The best managers balance analytical and emotional intelligence.
	      ○ What modus operandi do you use first: analytic or empathetic network? Which one do you need to work on more, provide an example.
	   ▪ Dye & Garman, 2014: Exceptional Leadership: Chapter 2
	      ○ Do you think investing time in self-reflection and self-assessment is wise? Why or why not?
	      ○ How does your emotional intelligence help you in your work? Provide two examples.

Lead the Discussion Questions: Each student must attend class fully prepared to "Lead the Discussion" for each of the discussion questions prompted for the readings. The leader of the discussion will be randomly selected, then classmates will engage in a true discussion – or even debate – regarding the question. Each question will be given 20-30 minutes of class time, which should allow all students to participate in the discussion. See Lead the Discussion rubric for grading expectations.	

Week 2 | Vision, Trust, & Loyalty September 23, 2023	
Learning Outcomes	**Assigned Activities**

• Understand the capacity to develop vision both as a leader and a collaborative group. Examine the impact of this skillset as well as developing your own unique perspective.
 • Describe how communicating a compelling vision can move an organization. The pros and cons of effective vision communication.
 • Identify a leader's ability to develop and communicate a vision, but how to earn and gain trust to follow through challenging times. Discuss the competency of trust; when trust is lost, and how to repair when it is damaged.
	Mini-Assignment: See Canvas for specifics: **Due:** Wed, September 27 at 11:59 p.m.
	
	 Readings & Class Discussion Questions:
	
	 Competency 3: **Developing Vision**
	 • Dye & Garman, 2014: Exceptional Leadership: Chapter 3
	     1. What is your vision statement and why is it important? Provide two examples to substantiate your vision.
	
	 • Johnson, 2020: Do the U.S.'s big four tech companies have a vision for the future?
	     1. Do you think the big four companies anticipated the future and the rapid state of change and monopoly? Why or why not? What do think is the driving vision for the next decade and how will this impact healthcare?
	
	 Competency 4: **Communicating Vision**
	 • Carton, 2015: People remember what you say when you paint a picture.
	     1. Stories that carry image-based language are beneficial when describing a situation, a call to action, or a vision. Rewrite your vision statement in illustrative terms that communicates your long-term professional goals.
	 • Dye & Garman, 2014: Exceptional Leadership: Chapter 4
	     1. Name someone you feel compelled to listen to when he/she speaks. What is it about his/her style that makes you feel this way?
	
	 Competency 5: **Earning Trust & Loyalty**
	 • Ryan, 2022: How business can build and maintain trust.
	     1. Which key takeaway do you think establishes trust? Do a Google search and find a peer reviewed article (i.e., Google Scholar) and use that information to back up your statement. *Don't forget to cite the source.*
	 • Dye & Garman, 2014: Exceptional Leadership: Chapter 5
	     1. Read the case study (pg. 53) at the beginning of the chapter. What factors lead us to realize Don is losing people's trust?
	     2. Read "Consider This" (pg. 63 at the bottom).

Lead the Discussion Questions: Each student must attend class fully prepared to "Lead the Discussion" for each of the discussion questions prompted for the readings. The leader of the discussion will be randomly selected, then classmates will engage in a true discussion – or even debate – regarding the question. Each question will be given 20-30 minutes of class time, which should allow all students to participate in the discussion. See Lead the Discussion rubric for grading expectations.	

Week 3 | Listening, Feedback & Mentoring October 13 & 14, 2023 **NO CLASS MEETING THIS WEEKEND**	
Learning Outcomes	Assigned Activities

▪ Reflect on the skill of listening and determine how to better utilize this common – but typically underleveraged – skill as a leader.
▪ Examine the elements of effective feedback loops and apply the keys of giving great feedback to the role of leadership.
▪ Discuss the content and benefit of mentorship and explore how mentoring and being mentored fit into a leadership profile.
	Case Study Reflection - See Canvas for specifics: **Due:** Friday, October 13th at 11:59 p.m.
	
	Alternative Discussion Assignment – See Canvas for specifics: **Due:** Saturday, October 14th at 10:00 a.m.
	
	Readings & Class Discussion Questions:
	
	Competency 6: **Listening Like You Mean It**
	  ▪ Dye & Garman, 2014: Exceptional Leadership: Chapter 6
	    o Reflect on the conversations you've had over the last week. Where could you have listened more effectively? What lessons from the chapter could you apply to your next conversation with person or team?
	  ▪ Nichols & Stevens, 1957: Listening to People.
	    o Listening has been a leadership competency of focus for decades (maybe forever?). What makes effective listening harder now than ever before?
	
	Competency 7: **Giving Great Feedback**
	  ▪ Dye & Garman, 2014: Exceptional Leadership: Chapter 7
	    o What has been the most important professional feedback you've received? What made it particularly meaningful?
	  ▪ Kaplan-Moss, 2021: Positive feedback is different from praise. https://jacobian.org/2021/may/12/praise-vs-positive-feedback/
	  ▪ Schaerer & Swaab, 2019: Are you sugarcoating your feedback without realizing it? https://hbr.org/2019/10/are-you-sugarcoating-your-feedback-without-realizing-it
	  ▪ Eikenberry, n.d.: The forgotten key to effective feedback. https://kevineikenberry.com/leadership/the-forgotten-key-to-effective-feedback/
	
	Competency 8: **Mentoring**
	  ▪ Dye & Garman, 2014: Exceptional Leadership: Chapter 8
	    o What commitments are you willing to make to mentorship, both as a mentor and a mentee? Be specific about actions you're willing to take and why that action makes sense for you.
	  ▪ HBR, 2022: Why your mentoring program should be mandatory.
	    o How do the lessons from Microsoft's mentoring programs apply to your own organization and the healthcare context?

Lead the Discussion Questions: For Week 3, we will **not** meet in class. Instead, submit a written document that responds to EACH of the discussion questions for Week 3 readings. There is no page number limitation, however, please be clear, thorough, and concise in your responses. Papers should be double-spaced in 12-point Times Roman font with 1" margins using APA style writing and appropriate *reference citations* if using supportive sources. Your written submission content will be graded according to the Lead the Discussion rubric. Please note: this written assignment is due in addition to the case study reflection assignment. **The Lead the Discussion written assignment is due by 10 am CT on Saturday, October 14, 2023.**	

Week 4 | High Performing Teams, Energizing Staff & Power October 28, 2023	
Learning Outcomes	**Assigned Activities**
- Evaluate how developing high performing teams will be utilized in healthcare and population health. - Identify how to energize staff, and define its importance. Distinguish the variance between having a sense of humor and the results on productivity. - Identify the different types of power and its influence. Examine the dynamics of power and politics in healthcare organizations.	**Mini-Assignment:** See Canvas for specifics: **Due:** Wed, November 1 at 11:59 p.m. **Readings & Class Discussion Questions:** Competency 9: **Developing High Performing Teams** - Dye & Garman, 2014: Exceptional Leadership: Chapter 9 - Evaluate your team's performance on a project in which you participated. How successfully did the team support the "teaming" concept? Was cohesion fostered and mutual accountability illustrated? What measures were made to prevent the formation of cliques, the ambiguity of positions, and the escalation of emotions? - Friedman, 2021: 5 Things High-Performing Teams Do Differently - Post pandemic, teams struggle with connectivity. Provide two examples of how you foster connectivity in the workplace. Competency 10: **Energizing Staff** - Dye & Garman, 2014: Exceptional Leadership: Chapter 10 - What is energizing staff, and why is it indispensable? Why is a sense of humor beneficial for productivity? Exceptional leaders are cognizant of the staff's enthusiasm; how can they sustain it? - Rimm, 2013: Tips for Energizing Your Exhausted Employees - Create a five-question survey that you would send to coworkers/colleagues to determine their level of energy versus fatigue at work. Competency 11: **Generating Informal Power** - Dye & Garman, 2014: Exceptional Leadership: Chapter 11 - Reflect on your use of informal power. Where do you use informal influence to your advantage and disadvantage? - Krackhardt & Hanson, 1993: Informal Networks – The Company Behind the Chart - Informal networks are not the same as an organizational chart. Some would argue that the network map and its branches are how work really gets done. Create two personal diagrams (3 to 10 people): one for advice and one for trust. How do they compare? What have you done in your profession to maneuver within hierarchies to accomplish a necessary task when you lacked the authority to command it?
Lead the Discussion Questions: Each student must attend class fully prepared to "Lead the Discussion" for each of the discussion questions prompted for the readings. The leader of the discussion will be randomly selected, then classmates will engage in a true discussion – or even debate – regarding the question. Each question will be given 20-30 minutes of class time, which should allow all students to participate in the discussion. See Lead the Discussion rubric for grading expectations.	

Week 5 | Consensus, Decision-Making & Results
November 3 &4, 2023

Learning Outcomes	Assigned Activities
- Define what it means to build consensus and explore how and when leaders use consensus-building. - Evaluate the elements of decision-making and determine where to apply more mindful critical thinking. - Understand the role of leaders in performance and results. Identify how a leader can best influence team and organizational outcomes.	**Mini-Assignment:** See Canvas for specifics: **Due:** Wed, November 8 at 11:59 p.m. **Readings & Class Discussion Questions:** Competency 12: **Building True Consensus** - Dye & Garman, 2014: Exceptional Leadership: Chapter 12 - Exceptional leaders must balance building true consensus with making swift decisions. What are 3 guidelines or rules you would set for yourself as a leader for when it's best to build true consensus? - Graham, 2022: Addition vs. subtraction. https://mollyg.substack.com/p/addition-vs-subtraction - On your own team, what should you "subtract" to build true consensus? Competency 13: **Mindful Decision Making** - Dye & Garman, 2014: Exceptional Leadership: Chapter 13 - Consider a large, upcoming decision you are faced with. What is your decision-making approach to this situation? What is at stake in the decision? What are the risk/rewards of your option(s)? What do you still need to explore in order to decide? - Bazerman & Chugh, 2006: Decisions without blinders. Competency 14: **Driving Results** - Dye & Garman, 2014: Exceptional Leadership: Chapter 14 - Leaders who set performance goals and expect team members to execute without direction are rarely successful. What should a leader look for to diagnose a problem with team performance? Once a leader sees those indicators, what can they do to intervene to help the team move ahead? - Mortensen & Gardner, 2022: Leaders don't have to choose between compassion and performance. - Think of an example of a leader who balanced compassion with driving results. What did they do to convey compassion and high-performance standards?

Lead the Discussion Questions: Each student must attend class fully prepared to "Lead the Discussion" for each of the discussion questions prompted for the readings. The leader of the discussion will be randomly selected, then classmates will engage in a true discussion – or even debate – regarding the question. Each question will be given 20-30 minutes of class time, which should allow all students to participate in the discussion. See Lead the Discussion rubric for grading expectations.

Week 6 | Creativity & Adaptability
November 18, 2023

Learning Outcomes	Assigned Activities
- How extraordinary leaders inspire imagination and an optimistic outlook. Examine the distinction between incremental change and innovation as a whole. - Understand the different leadership styles and adaptations.	**Mini-Assignment:** See Canvas for specifics: **Due:** Wed, November 22 at 11:59 p.m. **Readings & Class Discussion Questions:** Competency 15: **Stimulating Creativity** - Dye & Garman, 2014: Exceptional Leadership: Chapter 15 - Think about a project you were involved in at work, school, or in your community. What do you consider were some of the more creative aspects of this project? Did you or anyone in your group bring up any creative, outside-the-box ideas that were not used? Do you think these ideas were silenced by the group, by the leader, or by consensus? - Pistrui, 2018: The Future of Human Work is Imagination, Creativity, and Strategy - The use of artificial intelligence in healthcare is necessary to help shift manual tasks to automation. With the reduction in workforce, how do you think technology will help in the future? Do a Google search and find a peer reviewed article (i.e., Google Scholar) and use that information to back up your statement. *Don't forget to cite the source.* Competency 16: **Cultivating Adaptability** - Dye & Garman, 2014: Exceptional Leadership: Chapter 16 - How comfortable are you with leading people to look at problems with fresh eyes? What approaches can you, as a leader, use to get people out of their ruts? - Mankins, 2022: In Uncertain Times, the Best Strategy is Adaptability - Willingness to adapt was paramount after the pandemic. How would you respond to Steven Hawking's quote about intelligence and adapting? Share a life experience that backs up your stance. - Ferrazzi & Zohar, 2022: The Future is Uncertain. Here's How to Ensure Your Team Can Adapt. - Which of the four ways to build adaptable teams would be easiest for you to implement? Which of the 16 leadership competencies would you use? Share two examples of how you would create adaptable teams.
Lead the Discussion Questions: Each student must attend class fully prepared to "Lead the Discussion" for each of the discussion questions prompted for the readings. The leader of the discussion will be randomly selected, then classmates will engage in a true discussion – or even debate – regarding the question. Each question will be given 20-30 minutes of class time, which should allow all students to participate in the discussion. See Lead the Discussion rubric for grading expectations.	

Week 7 | Final Class Weekend December 1 & 2, 2023	
Learning Outcomes	**Assigned Activities**
▪ Evaluate a particular leadership competency and apply to the healthcare context	**Final Presentations** Using the competency and content from the readings, case studies and other sources, students will present a 10–15-minute presentation based on their assigned competencies. The anticipated outcome is to demonstrate your knowledge of exceptional leadership using the competencies and apply it to real-world situations with examples, data, and use of critical thinking. Collegial feedback is required for your classmates' presentations.
DUE DATES *Final presentations* due **Thursday, November 30** at 11:59 p.m.	

IX.   **COHORT WEEKENDS FALL 2023**
- **EMBA/MANA 5345 Strategic Leadership Processes**
- **BLAW 5340 Business and Professional Ethics**

Week 1, 3, 5, 7		
Friday [**EMBA 5345**]	Saturday [**EMBA 5345**]	Saturday [**BLAW 5340**]
5:00pm – 9:00pm	8:00am-10:00am	10:00am-4:00pm
Week 2, 4, 6		
Friday [**BLAW 5340**]	Saturday [**BLAW 5340**]	Saturday [**EMBA 5345**]
5:00pm – 9:00pm	8:00am-10:00am	10:00am-4:00pm

X.   **Cohort Meeting Dates**
- September 8-9, 2023
- September 22-23, 2023
- October 13-14, 2023
- October 27-28, 2023
- November 3-4, 2023
- November 17-18, 2023
- December 1-2, 2023

XI.   **ONLINE CLASS RESOURCES**
- Grammarly is *highly* recommended to spot common writing mistakes.
- Purdue Owl offers free APA citation support to ensure that original content is cited correctly.
- Google Scholar a free search engine for peer-reviewed articles to substantiate academic content
- UT Tyler Library a free search engine for articles, books, etc.
- Perrla is a formatting software that helps with APA format and citations.

XII.   **UNIVERSITY POLICIES**

HTTPS://WWW.UTTYLER.EDU/ACADEMIC-AFFAIRS/FILES/SYLLABUS_INFORMATION_2021.PDF