**Higher Education Institutional Strategic Planning**  
*(ADMPS 3104)*

**Fall 2016**

**Instructor:** Dr. James Jacob  
**Office Hours:** Wednesdays, 2:00-3:00 p.m., via Skype, or by appointment  
**Office:** 5714 Wesley W. Posvar Hall  
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**Co-Instructor:** Oscar Radoli  
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**Skype Username:** Tembo Sounds  
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**Email:** osr2@pitt.edu

**Meeting Days & Times:** From 1:00-5:00 p.m. on the following four Saturdays: September 10, October 8, November 5, and December 3, 2016; all other meetings will be handled in a hybrid, primarily online format.

**Class Rooms:** 4130 and 4301 Wesley W. Posvar Hall

**Course Description**

This course will provide a conceptual framework for the development of an integrated comprehensive higher education institutional strategic plan, while offering a guide for measures designed to help assure successful implementation of the plan. It will examine external trends, assessment of institutional strengths and weaknesses, major components to be included in the plan, and specification of priorities and procedures for evaluating plan outcomes. Attention will be given to organizational structures and processes for developing and implementing institutional plans.

**Course Objectives**

Class members successfully completing this course will be able to:

1. Identify the socio-political, economic, and educational contexts in which higher education institutions function, and merit strategic responses to trends, challenges, and opportunities.  
   (Modules 2, 4, and 5)
2. Understand the scope and objectives normally associated with the development of an institutional strategic plan in higher education. (Modules 2, 3, and 4)
3. Analyze evidence-based processes and internal and external sources of data that serve as a basis for institutional decision-making and planning. (Modules 4, 5, and 6)
4. Develop institutional mission, vision, and value statements guiding the strategic direction of an institution. (Modules 3, 6, and 7)
5. Describe institutional purposes, priorities, guiding principles, and enduring goals. (Modules 6, 7, 8, 9, and 10)
6. Identify administrative, planning, and execution processes that facilitate identification of institutional priorities, offer a basis for constituent support, and support successful execution of plans. (Modules 9, 10, and 11)

7. Examine opportunities to transition from strategic plans to annual operating plans, while assessing ways to align plans with operating budgets, individual objective-setting, performance evaluation systems, management reporting and process management designed to assure successful plan implementation. (Modules 10, 11, and 12)

8. Discuss metrics by which internal and external stakeholders may elect to evaluate institutional effectiveness. (Module 13)

9. Provide evidence of critical thinking, problem solving, an ability to think conceptually, and demonstrate effective verbal, written, and team-building skills (based upon class participation, term paper, and work in study groups).

COURSE ASSIGNMENTS

This course requires the active participation of all class members through presentations, debate, and discussion. It is assumed that you will work with other class members outside of class to prepare for online discussions and reciprocal-learning opportunities.

Readings and Online Class Participation (30% of Grade)

Class members are expected to fully contribute as individuals and as an active member of an assigned group. Class members are expected to read all assignments and come to each class prepared to participate in classroom activities and online discussion sessions. Because this is a graduate-level course, class members are expected to explore new issues, identify contemporary literature articles in the area of human resource management in higher education, and to bring appropriate information to the attention of the class each week.

Class participation online and in person is mandatory and will allow class members an opportunity to test ideas and provide feedback in an open forum. Each class member is expected to fully participate both individually and as a member of a group. Class members are expected to come to class or participate in online modules having completed all readings and special study assignments. This is an advanced level course and you are expected to evidence willingness to demonstrate that level of commitment. Minimal engagement will not be sufficient at this level of study. Class members will also have an opportunity to post subjects and comment and discuss accordingly on those posted by others on Courseweb. The instructors will observe the quality and quantity of class member participation in class and online, and will offer feedback as appropriate. Initial online postings are expected to be timely, substantive (300-500 words in length), reflect independent thinking, and include references to assigned readings for each module. Each class member is also required to respond to two initial postings by other class members, and evidence thoughtful reflection of your content knowledge and independent thinking. Your comments must be timely and may be 50-100 words in length. Those who do not meet the above standards will be deemed to be underperforming in this category.

Term Paper (45% of Grade)

Proposed topics for the term paper shall be consistent with the subject matter of the course. Length of the final papers should not exceed 20 pages double-spaced. An electronic copy of the full term paper is to be submitted via email to the instructors on or before December 3. Term papers can be done on an individual or small group basis (e.g., of no more than three individuals).
Term paper evaluation will reflect the (1) quality of an abstract that summarizes the subject matter to be examined; (2) quality and depth of independent research of relevant literature in books, sources of information accessed online, and journal articles that extend beyond readings required for the course; (3) quality of analysis of evidence gathered; (4) citing sources of information consistent with an approved citation/referencing style; (5) conclusions consistent with analysis of evidence; (6) a selective annotated bibliography of sources of information that rendered significant contributions to the research; (7) writing style that is coherent, well organized, carefully frames the issues, applies proper use of grammar and sentence structure; and (8) submitting all elements of the term paper no later than December 3. It is the class member’s responsibility to plan ahead in order to avoid last minute delays. The term paper consists of four components, namely an abstract, literature review, conclusions, and a selectively annotated bibliography. Prior vetting of any and all elements of the term paper with members of your study group is encouraged. The instructors expect to receive a final and completed term paper on time. Instructor feedback on the abstract will be provided.

Using section titles is appropriate. Papers must provide citations for all sources of qualitative and quantitative evidence gathered within the literature review other than information deemed to be “common knowledge.” Avoid use of colloquial expressions, excessive verbiage, run-on and/or incomplete sentences. Grades will reflect the degree to which class members meet these evaluation criteria. You are encouraged to obtain assistance from the University Writing Center, from peers in the Ohara Student Center, and from reference librarians located at Hillman Library. (http://www.english.pitt.edu/writingcenter/index.html)

**Abstract:** In view of the weighting of term papers toward final grades, class members are required to submit a one-to-two-page abstract to the instructors via email no later than September 30, that (1) define the focus of the research, frames the issues, and summarizes the anticipated scope of the research; (2) includes three related research questions; and (3) at least five quality sources relating to the study. Class members are urged to select research topics that are consistent with the subject matter of the course, while avoiding topics that either are too ambitious in scope, lacking in adequate sources of information to support the inquiry or reflect a predetermined bias of the author. Class members are urged to share abstracts with members of their study group to receive feedback prior to submitting the proposal to the instructor. Instructor feedback will be provided.

**Selective Annotated Bibliography:** You are expected to identify 10-15 key sources of information (other than required readings) that contribute most to your inquiry based upon relevance, while briefly summarizing the core content, timeliness, objectivity, credentials of the author(s), and includes evaluative comments. Other less important, yet cited, sources of information are to be included as well. A brief one paragraph annotation of about 30-50 words per source of information should be sufficient. Use of APA format is required. The annotated bibliography should include your name, the proposed title of your paper and the abstract, which may be somewhat modified from the original as the research and discover process proceeds. Class members are encouraged to solicit feedback from study group members prior to submitting the annotated bibliography to the instructor: The annotated bibliography is to be included as part of the final term paper.

**Literature Review:** Class members will submit a literature review to the instructor that represents the substantive and analytical component of the term paper. Class members are encouraged to undertake independent online research of literature reviews as well as draw upon research facilities through the University of Pittsburgh library system in order to better understand the characteristics and expectations of the subject matter. The literature review evidences an ability to synthesize research, integrate subject matter, evaluate the findings, identify contested views, and reflect the evolution of your thinking. Literature reviews must offer evidence of independent thinking that goes beyond summarization of content.

Organization of subject matter into logical sub-topics and sections is of paramount importance. Class members are expected to sustain focus of research, an ability to apply critical thinking in assessment of sources of information and in response to the research questions identified.
The review will comment upon what appears to be known, supported by evidence, while commenting upon contested views, authors who do not provide data in support of their arguments, and identifying opportunities for further research. Class members are urged to seek feedback from study group members prior to submitting the literature reviews.

**Conclusions:** The conclusion affords the class members an opportunity to integrate and comment upon (1) core themes and focal points of the inquiry (2) a retrospective of questions explored (3) highlights of research findings and (4) an assessment of subject matter aligned with the body of evidence and analysis of same. Reflective thinking is invaluable. What lessons were learned as a result of your inquiry? What are the implications for higher education institutions resulting from your study? What seems to be known? What is not? Which contested ideas suggest ambiguity? What does all of this imply for you as a professional? This section will also benefit from prior vetting with members of your study group. Conclusions and the final term paper are to be submitted to the instructors by email and via Safe Assign on Courseweb to the instructors no later than December 6.

**Group Work (25% of Grade)**

Study groups are a critical component of our learning experience. Members are held to a high standard of performance, as identified below and within the section on term papers. Groups may be asked to participate by means of facilitation of certain class sessions, offering comments on discussion boards as a study group, occasional debates open discussion forums, simulations and end of the semester presentation of group projects. Provisions will be made for periodic breakout sessions in which study group members may discuss course readings, group assignments, critique member term papers, and prepare for group assignments and the end of semester presentations.

<table>
<thead>
<tr>
<th>Class Member Names</th>
<th>Higher Ed Institutional Type Group Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1: Josh Schaldenbrand, Kenny Donaldson, Theoria Cason, Monique Eguavoen</td>
<td>Research University (Public or Private)</td>
</tr>
<tr>
<td>Group 2: Terri Carr, Justin Dandoy, Lauren Moran, Luis Bravo, Stephen Walker</td>
<td>Four-year Liberal Arts College</td>
</tr>
<tr>
<td>Group 3: Maggie Monet, Tim Strasser, Darla Coleman, Sandy Lake, and Dr. Yang Xiaoxia</td>
<td>Community College</td>
</tr>
<tr>
<td>Group 4: Crystal Watkins, Mindy Splane, Jamey Mentzer, Le Thi Binh, and Keith Caldwell</td>
<td>For-Profit College or University</td>
</tr>
</tbody>
</table>

**During the first day of class (September 10),** each class member needs to join one of the four groups listed above. Group membership will be updated on our course syllabus following the first class meeting.

Once you have joined a group, please plan to use our online box.com group presentation Collaboration Space, which is a cloud-based file sharing space you can access from the Internet. This folder will allow you to upload files, documents, and references in a central location that can be shared with group members and the instructors.

In addition to special assignments, each group will submit a topical analysis related to institutional strategic planning and the respective segment of higher education they represent. **Groups will submit an abstract of the proposed topic for instructors’ comments and approval no later than October 7.**

The group project provides class members with an opportunity to further develop team-building skills in an institutional, analytical and strategic context. Each group will complete a “scholarly synthesis and critique” of published and internet accessible studies. As with term papers, verbal and written group presentations will be evaluated based upon the effective framing of the issues, the quality of research and literature review, evaluation of the body of evidence, conclusions consistent with evaluation of findings, recommendations as may be appropriate and the clarity of written and verbal presentations. Each group
will render verbal a presentation not to exceed 30 minutes on the topic under analysis. Class members are expected to adapt an evidenced-based approach to one or more components of strategic planning, and to present data-based analysis of potential solutions available to senior administrators. The groups will offer evidence-based recommendations and propose strategic solutions to meet external and internal challenges identified. In doing so, class members will outline what is “known” and what needs to be known about their topic. The aim of this option is to classify, and synthesize the extant literature on a single topic—while evidencing a capacity to adopt a problem-solving, team-oriented approach.

Each member of the group will be identified as to their individual contributions to the oral and written presentations. Group collaboration is expected for the introduction, in which the issues are framed, and the conclusion based upon individual class member research and analysis. Individual contributions are expected in the body of the paper, with attribution. Grades will be reflective of individual oral and written contributions, and an overall grade for the group project. Hence, it is conceivable that a group grade may be higher or lower than the individual grade.

The final study group project and presentation will reflect:

- An abstract that provides a title and succinctly defines the problem and research to be undertaken (between 300-500 words in length);
- An examination of relevant literature;
- A critical analysis of the evidence;
- Conclusions and recommendations aligned with the body of evidence;
- Quality, organizational coherence, and effectiveness of written and verbal presentations;
- Evidence of teamwork in developing and presenting the final product; and
- Ability to focus on key issues within the time parameters allotted.

Groups will make oral presentations of their projects on the final class meeting on December 3. They are not to exceed 30 minutes each. Group members will determine the most appropriate delivery medium (e.g., PowerPoint, Prezi, video, podcast, other) to accompany verbal presentations.

Study Group Behavioral Expectations:

This section offers guidelines about individual behavioral expectations of professionals in a study and task group environment. All class members are expected to submit to the instructor peer evaluations no later than December 3 for each member. Study group members will be classified as (S) satisfactory, one who meets expectations; (U) unsatisfactory, one who does not meet performance expectations; or (H) honors, one who consistently exceeds expectations. All group member classifications are based upon evaluative criteria applied below providing instructors with end-of-semester written comments on exemplars of good or unacceptable behaviors. Honors or unsatisfactory grades are expected to refer to examples of meritorious performance or unacceptable behaviors. Class members are urged to communicate with peers privately as the semester progresses so that final feedback is a culmination of comments on observed behavior. In the event of U or H grades, brief comments on specific observed behaviors are required:

1. Has the group member been prepared for team discussions based upon pre-agreed upon assignments and readings?
2. Does the group member proactively communicate during discussions in ways that reflect (a) prior preparation, thoughtful analysis, and critical thinking of the subject matter; (b) logic; and (c) an ability to clearly frame issues?
3. Does the group member respond to emails in a timely manner and meet content expectations?
4. Does the group member listen attentively to opinions and analyses rendered by others, and pose constructive questions?
5. Is the group member respectful of the feelings of others, encouraging honest exchanges, awareness of knowledge as contested, and a will to collaborate?
6. Does the group member reflect awareness of both a need to be an active contributor, while being respectful of the time and space required by others to participate?
7. What are the strengths of the group member, and needs for improvement?

**COURSE EVALUATION**

The activities and assignments of the course are designed to allow you to interact with the course content through a variety of contexts: team, individual, written, oral, graphically, reading, discussion, research, synthesis, and critique.

<table>
<thead>
<tr>
<th>ADMPS 3104</th>
<th>Assignments</th>
<th>% of Grade</th>
<th>Due Date</th>
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<tbody>
<tr>
<td></td>
<td>Readings, Online and Class Participation</td>
<td>30%</td>
<td>Throughout</td>
</tr>
<tr>
<td></td>
<td>Group Abstract</td>
<td>5%</td>
<td>7 October 2016</td>
</tr>
<tr>
<td></td>
<td>Group Assignments Throughout Term</td>
<td>10%</td>
<td>Throughout</td>
</tr>
<tr>
<td></td>
<td>Group Final Presentation and Paper</td>
<td>10%</td>
<td>3 December 2016</td>
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<tr>
<td></td>
<td>Term Paper Abstract</td>
<td>5%</td>
<td>30 September 2016</td>
</tr>
<tr>
<td></td>
<td>Final Term Paper</td>
<td>40%</td>
<td>On or before 3 December 2016</td>
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This syllabus, and its contents, is subject to change at the discretion of the instructors. An updated syllabus will be available throughout the term on Courseweb.

**Grading Rubric for Group Presentations**

The following rubric will be used to grade group presentations:

1=Low, poor performance/preparation
3=Average performance/preparation
5=High, excellent performance/preparation

<table>
<thead>
<tr>
<th>Class Member Name</th>
<th>Timing¹</th>
<th>Preparation²</th>
<th>Engage the Audience³</th>
<th>Questions &amp; Answer Session⁴</th>
<th>Factual &amp; Objective⁵</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Member 1</td>
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¹ Did group members keep their presentation to within their allotted time period (30 minutes for the final presentation)? This is important, especially to provide other class members with an opportunity to view the presentation materials and afterwards have sufficient time to synthesize, discuss, and comment on the higher education strategic planning topic.
² How well was the group prepared?
³ How well did the group engage the audience during the presentation period? This includes being able to get the discussion going with appropriate questions and providing additional commentary as appropriate.
⁴ How well did each group member respond to peer and instructor feedback, questions, and comments?
⁵ Was the presentation based upon facts? Was it objective? How well did group members do to ensure all sides of political arguments were presented or addressed?
### Class Member …

**Total Score for the Group**

### Grading Rubric for Final Term Papers

**Criteria/Points:** High-(H/4), Acceptable-(A/3), Marginal-(M/2), Low-(L/1)

<table>
<thead>
<tr>
<th>Score</th>
<th>Evaluation Category</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Quality of Writing</td>
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<tr>
<td>1. H/4</td>
<td>Grammar and spelling</td>
</tr>
<tr>
<td>3. H/4</td>
<td>Length of Paper</td>
</tr>
<tr>
<td>4. H/4</td>
<td>Appropriateness of research methods used, includes data collection methods, data analysis, and IRB approval (if applicable)</td>
</tr>
<tr>
<td></td>
<td>Quality of Paper Sections Appropriate for the Research Topic</td>
</tr>
<tr>
<td>5. H/4</td>
<td>Introduction section</td>
</tr>
<tr>
<td>6. H/4</td>
<td>Background and literature review</td>
</tr>
<tr>
<td>7. H/4</td>
<td>Problem Identified and Described</td>
</tr>
<tr>
<td>8. H/4</td>
<td>Discussion, recommendations (if applicable), and conclusion (if applicable) lead to a solid case discussion.</td>
</tr>
<tr>
<td>9. A/3</td>
<td>Are references and attribution of cited materials appropriate for topic?</td>
</tr>
<tr>
<td>10. H/4</td>
<td>If applicable, appendices (inclusive of finances, organizational charts, and other supporting material to strengthen the case presented)</td>
</tr>
</tbody>
</table>

**38** **FINAL SCORE**

The example above is for a class member who received a score of 38 out of 40 possible points on the final paper.

### SPECIAL NOTICES

#### Academic Integrity

Class members in this course will be expected to comply with the [University of Pittsburgh’s Policy on Academic Integrity](#). Any class member suspected of violating this obligation for any reason during the term will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no class member may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

#### Disability Services

If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and [Disability Resources and Services](#) no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call (412) 648-7890 (Voice or TTD) to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union on the Oakland campus.

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**Statement on Classroom Recording**

To ensure the free and open discussion of ideas, students may not record online classroom lectures, discussions, and/or activities without the advance written permission of the lead instructor, and any such recording properly approved in advance can be used solely for the student’s own private use.

**READING ASSIGNMENTS & CLASS SCHEDULE**

(BR) Book, Report, Book Review, and/or Chapter available through course website.

(R) Research article available through course website and the online University Library System.

(O) Other classroom materials, such as an online reference, video, etc.

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td><strong>SECTION 1: EVIDENCE BASED PLANNING &amp; EVALUATION: ROLE OF STRATEGIC LEADERS</strong></td>
<td></td>
</tr>
<tr>
<td>Sep 10, 2016 Rms 4301 and 4130</td>
<td>Modules 2 and 3: Duration, Scope and Content of a Strategic Plan: Early Engagement by Leaders Intro of Class Members and the Course</td>
</tr>
<tr>
<td><strong>SECTION 2: EVIDENCE BASED PLANNING &amp; EVALUATION: ROLE OF STRATEGIC LEADERS</strong></td>
<td></td>
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<tr>
<td>Oct 8 Rm 4130</td>
<td>Module 5: Planning Processes, Cultures of Evidence, Key Participants, and Their Roles</td>
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<td>DATES</td>
<td>TOPIC</td>
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</table>
| Oct 9-15   | Module 6: Data Gathering: Environmental Scans, SWOT                   | The Strategic Planning Process, Business Knowledge Center  
The Stages of the Strategic Planning Process  
A Summary of Approaches to Strategic Planning, Center for Applied Research  
Analyzing Environments and Developing Scenarios in Uncertain Times  
ASHE, “Environmental Scanning,” Report of the External Scanning | Online Discussion            |
| Online     |                                                                                                                                  |                                                                                                                                            |                              |
| Oct 16-22  | Module 7: Data Analysis and Assessment: Basis for Decision Making and Setting Institutional Priorities | Alfred, 2005, Chapter 7  
ASHE, Responses of American Research Universities to Issues Posed by the Changing Environment of Higher Education  
Kerrigan, A Growing Culture of Evidence? Findings from a Survey on Data Use at Achieving the Dream Colleges in Washington State  
Morrill, 2007, Chapters 1  
Norris, D.M., & Poulton, N.L. (2008), Chapter 7 | Online Discussion            |
| Online     |                                                                                                                                  |                                                                                                                                            |                              |
| Oct 23-29  | Module 8: The Role of Leadership and Faculty in Setting Institutional Priorities, Purposes, and Enduring Goals                     | Morrill, 2007, Chapters 5, 6, and 9 MIT Faculty Task Force Files (see courseweb for readings)                                                                                                             | Online Discussion            |
| Online     |                                                                                                                                  |                                                                                                                                            |                              |
| SECTION 3: | STRATEGIC LEADERSHIP: TRANSITIONING FROM PLANS TO ACTION & ACTIONS TO RESULTS                                               |                                                                                                                                            |                              |
| Nov 5      | Module 10: Communications and Implementation Planning                     | Calareso, Successful Processes to Engender Board Ownership of Strategic Planning  
Swenk, Planning Failures: Decision Cultural Clashes  
Alfred, 2005, Chapter 9  
Morrill, 2007, Chapters 11,12  
The Baldrige Education Criteria for Performance Excellence Framework: Empirical Test and Validation Baldrige Award Criteria |                              |
| Rm 4301    | Module 11: Beyond a Strategic Plan: Tactics and Management—“Operationalizing” the Plan: Setting Institutional Operational Objectives |                                                                                                                                            |                              |
|            | Guest Speaker: Prof. Warner P. Woodworth, Marriott School of            |                                                                                                                                            |                              |

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<tr>
<th>DATES</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS</th>
</tr>
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<tbody>
<tr>
<td>Dec 3 Rm 4130</td>
<td>Module 14: Process Management, Management Reporting, Continuous Quality Improvement and Metrics to Measure Success Module 15: Group Study Presentations</td>
<td>Furst-Bowe, J.A., Bauer, R.A. (2007), Application of the Baldrige Model for innovation in higher education Balanced Scorecard Basics Guest Speaker: Dr. Ariel C. Armony, Senior International Officer and Director, UCIS</td>
<td>Study Group Presentations Peer Reviews Due Term Paper Due</td>
</tr>
<tr>
<td>Dec 4-10 Online</td>
<td>Module 16: Re-Cap: Reflections on Correlation Between Strategic Planning, Strategic Leadership and Institutional Performance</td>
<td>There are no required readings for the final week of class.</td>
<td>Online Discussion</td>
</tr>
</tbody>
</table>

**REFERENCE LIST**

**Required Texts**
Note: it is expected that all course participants are able to conduct article searches using the University of Pittsburgh Library System (ULS). All non-text book citations for reading assignments for this course are provided and you will be expected to find them online with the ULS or via scholar.google.com.

Additional Suggested Course Readings