School of Education

<table>
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<tr>
<th>Course Online</th>
<th>Instructor</th>
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<tr>
<td>Semester</td>
<td>Spring 2016</td>
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<tr>
<td>Number</td>
<td>EDUC 5392</td>
</tr>
<tr>
<td>Title</td>
<td>The Principalship</td>
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</table>
| Section       | KL58       | Office Hours| *Call my cell phone  
*Text (make sure to identify yourself by name)  
*Email  
*Schedule an appointment |

Prerequisites

Recommendation of faculty advisor

Textbook(s) Required


Other Readings in Course

Other readings are assigned and are found in the modules and Course Reading tab. Students are responsible for all readings; questions from readings may appear on tests.

Course Description & Information

General Course Description: This online course provides an overview of the role of the principal as a leader in the elementary, middle/intermediate, or high school setting and provides exercises in decision making, report writing and planning similar to what principals encounter.

Blackboard: Student internet access is essential since Blackboard will be used throughout the course.

Email: Students need to use University of St. Thomas email for the course and check it frequently. University of St. Thomas emails can be directed to your personal email account through Webmail, options, settings, and message forwarding. Online assignments will be due by 11:59 pm of the day listed.

Late work: Tardy work usually results in penalties. Email the instructor in advance if you are encountering difficulties that will cause late submission of work.

Submission of work in Blackboard: All files should be submitted using the following title template for the Word document itself: last name, first initial, activity name; last name first initial activity name, etc. **Do not use**
numerals or symbols in titles for your assignments. Turn each assignment into the folder in the correct learning module as an attached file.

Technical Help:
UST IT Services Support Desk: 713-525-6900 (First Option)
Blackboard help: Mr Williams: 713-525-3153 or Ms. Giles: 713-942-3499

State/National/Professional Association Standards Guiding Course:
The learning outcomes for EDUC 5392 are guided by the [TExES Standards for the Principal Certificate](#) and by The Teacher Education Accreditation Council (TEAC). TEAC quality principles are compatible with the six standards of the Interstate School Leaders Licensure Consortium (ISLLC).

TExES Examination for Principal Certificate for this course

<table>
<thead>
<tr>
<th>Domain I: School Community Leadership (Competencies 001-003)</th>
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<tbody>
<tr>
<td>Course Objectives/Learner Outcomes</td>
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<tr>
<td><strong>Competency 001:</strong> The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</td>
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<td><strong>Competency 002:</strong> The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.</td>
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<tr>
<td><strong>Competency 003:</strong> The principal knows how to act with integrity, fairness, and in an ethical and legal manner.</td>
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</table>

The content and goals of this course are consistent with three tenets of Catholic social justice teaching that inform the School of Education programs.

- **Subsidiarity:** Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.
- **Dignity and rights of children:** Children possess full human dignity and are bearers of rights which should be recognized and upheld in educational processes.
- **People have a right to an education:** All people have a responsibility, for the good of society, to contribute to and foster education.

Major Assignments
**Graded assignments are highlighted in yellow.**

Only the four “Short Papers”, “Principal or Assistant Principal Interview”, and the Principal synthesis, need to be written in APA style, using Word, double-spaced, Times New Roman, 12-point, and 1” margins, etc. Please see pages 4 and 5 of this Syllabus for other requirements. A Title Page is also required for the above assignments. The Writing Prompts should also be written in APA style (exception, single space).

- **Midterm and Final Exam.** The Midterm Exam and Final Exam will include true/false, multiple choice and essay questions. These will be open book/open notes tests. Both the midterm and final will be taken online, using Blackboard. A window of seven (7) days will be given during which the Midterm Exam may be taken. The Final Exam also has a window of seven (7) days to take the test. Each test will have a time limit of “3 hours” and must be taken in one sitting.
Short Paper Requirements: There are four (4) assigned short papers and the papers should be written in essay format using APA writing format. Each paper is required to be a minimum of two (2) full pages. See Course Information in Blackboard for directions for each of the papers.

Discussion Board: Students will participate in seven (7) Discussion Boards. Directions for Discussion Board participation are found in Discussion Board or the Learning Modules. The topics for each discussion are listed in Discussion Board in Blackboard.

Interview and Paper: An in-depth interview with a principal or an assistant principal with an accompanying paper is required. The paper is required to be a minimum of two (2) full pages. Directions are in Course Information in Blackboard. SUGGESTION: Pay close attention to when the interview is due. Principals and assistant principals are very busy and you probably do not want to wait until the assignment is almost due to try to find time to conduct the interview.

Reflective Journal: There are 11 Reflective Journal entries to complete. You must write a minimum of 100 words per journal entry. Submit the 11 journal entries in Learning Module 14 at the end of this course. All of your Reflective Journal entries should be in one document. Make sure to number each Reflective Journal and write the question or prompt. Provide your minimum 100 word response beneath each Reflective Journal. All of your responses are submitted in one document in Learning Module 14 at the end of the course. Suggestion...it is best to complete one Journal Reflection each week.

The Principal as a Leader: Using the five key responsibilities listed in Learning Module 9, create a simple chart listing possible professional development activities under each responsibility (4-5 for each responsibility). Finally, briefly describe how you would evaluate the outcomes of these activities in achieving the principal responsibilities.

Principal Synthesis: Using the information, impressions, and knowledge that you have gathered in the Principalship course, you will write a minimum of one full page (APA style) that synthesizes what you have learned during the course and the conclusions you have drawn. You are not expected to cover each topic independently, but instead, are asked to put the course together in a meaningful way. You may wish to include items you learned in the principal or assistant principal interview.

Additionally, please state the top areas in which you feel you have learned the most and how this will impact you as a future leader. Also, discuss the areas in which you feel you must develop, using the TExES standards as your criteria. Submit the Principal Synthesis as an attachment in Learning Module 14 “Principal Synthesis”.

Writing Prompts: There are three writing prompts to complete. Your response must be a minimum of 250 words. The prompts should be written in APA style (exception, single space). Copy and paste your essay in the appropriate Learning Module. For example… In Learning Module 3, click on “Writing Prompt…” Then click on “Write Submission”. Copy and Paste your minimum 250 word essay in the section about 1” below the words “Write Submission”. Please do not submit your essay in “Comments”. No Title Page is required.
Major assignments and percentages of course grade

1. Midterm Exam (10%)
2. Final Exam (10%)
3. Short Paper 1 (8%)
4. Short Paper 2 (8%)
5. Short Paper 3 (8%)
6. Short Paper 4 (8%)
7. Discussion Boards (7 at 2% each) (14%)
8. Principal or Assistant Principal Interview (10%)
9. Reflective Journal (10%)
10. The Principal as a Leader (4%)
11. Principalship Synthesis (4%)
12. Writing Prompts (3 at 2% each) (6%)

Total 100%

Assignments must be submitted to the instructor in Blackboard before 11:59 p.m. on the due date. Please name the file Lastname_Firstname_Title. It is your responsibility to ensure that the instructor receives your documents.

Important Information

1. Frequent visits to Blackboard and email are encouraged. You should log in at least 2-3 times a week to check Announcements and your UST email.
2. Refer to the syllabus and Course Calendar often.
3. Important information is found in Learning Modules, Course Documents and in Course Information.
4. The Midterm Exam and Final Exam will be taken online, in Blackboard, and will be timed, open book, and open notes tests.
5. Assignments will be turned into the Assignment Folder specifically labeled for that Learning Module. Do not use numerals or symbols when you name the assignment.
6. The Grading Center feature of Blackboard will keep you up to date on your grades. I typically make comments on all assignments. Please make sure to read my comments.
7. You are expected to participate in all class assignments in a professional manner. Any unprofessional behavior will result in zero credit for this portion of the grade.
8. You are also expected to submit all assignments by the due date. Please note…it is extremely important to try to complete Discussion Board assignments prior to the due date. This gives the other students an opportunity complete their responses prior to the due date.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>84-87%</td>
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<tr>
<td>B-</td>
<td>2.7</td>
<td>80-83%</td>
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<tr>
<td>C+</td>
<td>2.3</td>
<td>76-79%</td>
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<tr>
<td>C</td>
<td>2.0</td>
<td>73-75%</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70-72%</td>
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<tr>
<td>D+</td>
<td>1.3</td>
<td>65-69%</td>
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<tr>
<td>D</td>
<td>1.0</td>
<td>60-64%</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>
### Criteria for Grading Written Work

- Address the topic and answer the questions and/or prompts and provide thoughtful and insightful comments.
- Writing skills are at a graduate school level.
- Use grammar, spelling, sentence structure, and punctuation, etc. correctly.
- Follow directions.
- Present material in a clear and logical manner.
- Give evidence of ability to synthesize information from various sources to support the topic.
- Makes pertinent references to texts and other readings.
- Show ability to apply theory to practical situations.
- The assignments are submitted on time. Late work usually results in grade reduction.

### APA writing guidelines must be followed for all written papers. Some examples of APA guidelines are below:

- Times New Roman
- Font 12
- Margins - 1" top, bottom, left and right
- Double-space the entire paper, including between paragraphs. In a PC, go to Page Layout and make sure the "points" are set to "0".
- Indent new paragraphs five spaces or tab.
- Do not use abbreviations.
- When using acronyms, write out the words, and then place the acronym in parenthesis next to the word separated by a space. For example, State of Texas Assessments of Academic Readiness (STAAR) or The Admission, Review and Dismissal (ARD) process.
- Do not start a sentence with an acronym.
- Usually, numbers 1-9 are written (one, two, first, second, etc.) and numbers 10 and higher are numerals (10, 11, 10th, 11th, etc.). Spell out the number at the beginning of a sentence or rewrite the sentence with the number in the sentence.
- Percent’s are written as follows: 3%, 11%, 95%, etc. If you use a percent at the beginning of a sentence you should spell the word. For example - Ten percent of the students passed the exam.

### Other requirements

- Do not repeat questions in your paper.
- Do not use headings.
- All papers are essay format except the “The Principal as a Leader” assignment.

### Point Deductions:

#### Late Assignments:
- Anything submitted after 11:59pm to 1 day late – 5% deduction
- Each additional day - 5% deduction (For example, 3 days late results in a 15% deduction)
- After the due date, a zero will be assigned as the grade until the assignment is submitted.

#### Grammar errors (spelling, punctuation, sentence structure, spacing, etc.)
- 0-3 errors – 0% deduction
- 4-6 errors – 3% deduction
- 7-9 errors – 6% deduction
- 10+ errors - 10% deduction

#### Major Miscellaneous APA errors: See guidelines in Syllabus
- (For example: double spacing, Font 12, Times New Roman, 1” margins, etc.)
- Each error – 3% deduction
Length Requirement:
- Each written assignment that does not meet minimum length requirement of paper - 10% deduction

Other Deductions:
- Subjective: Answering question(s) completely, defending your position, overall flow of paper, etc. – Percent deduction is at professor’s discretion

Schedule

All graded Assignments and Assignment “Due Dates” are highlighted in yellow. All assignments are due on Sunday by 11:59pm.

<table>
<thead>
<tr>
<th>Learning Module</th>
<th>Assignment Due Date</th>
<th>Instructional Focus</th>
</tr>
</thead>
</table>
| Orientation Module and Learning Module 1 | Class 1 - Week of January 18 Assignments due Sunday, January 24, 11:59 p.m. | 1. Read: Vornberg, Chapters 1, 2 and 9  
2. Read: Kowalski, text case study entitled, “Who Should Create the School Vision?”  
3. Review Lecture  
4. Familiarize yourself with the TEC website  
5. Complete Discussion Board 1  
6. Complete Reflective Journal 1  
7. Complete Discussion – Introduce yourself (see Orientation Module (non-graded).  
8. Complete Principal Pre-Assessment (non-graded)  
9. Orientation Quiz – if needed (non-graded) |
| Learning Module 2 | Class 2 - Week of January 25 Assignments due Sunday, January 31, 11:59 p.m. | 1. Read: Vornberg, Chapter 13 (Effective School Communication and Public Relations)  
2. Read: Kowalski, text case study entitled, “Is the Devil teaching Spelling”  
3. Review Lecture  
4. Complete and submit Short Paper 1 (Involving Parents and Community in Schools)  
5. Complete Discussion Board 2  
6. Complete Reflective Journal 2 |
| Learning Module 3 | Class 3 - Week of February 1 Assignments due Sunday, February 7, 11:59 p.m. | 1. Read: Vornberg, Chapter 4 (Educational Leadership Is No Accident)  
2. Read: How do Principals Really Improve Schools? (access via UST Library)  
3. Review Lecture  
4. Complete Reflective Journal 3  
5. Writing Prompt 1 - How do Principals Really Improve Schools? |
<table>
<thead>
<tr>
<th>Learning Module</th>
<th>Class</th>
<th>Assignments due Sunday,</th>
<th>Assignments due Sunday,</th>
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<tbody>
<tr>
<td>Class 4</td>
<td>Week of February 8</td>
<td>February 14, 11:59 p.m.</td>
<td>February 21, 11:59 p.m.</td>
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<tr>
<td>Class 5</td>
<td>Week of February 15</td>
<td>Assignments due Sunday,</td>
<td>Assignments due Sunday,</td>
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<tr>
<td>Class 6</td>
<td>Week of February 22</td>
<td>February 14, 11:59 p.m.</td>
<td>February 28, 11:59 p.m.</td>
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<tr>
<td>Class 7</td>
<td>Week of February 29</td>
<td>Midterm Exam due anytime</td>
<td>MIDTERM EXAM – 3 hour time limit – see Learning</td>
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<tr>
<td>Class 8</td>
<td>Week of March 7</td>
<td>between February 29, Monday</td>
<td>Module 7</td>
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<tr>
<td>Class 9</td>
<td>Week of March 14</td>
<td>6:00am to March 6, Sunday,</td>
<td>You must start and finish the Midterm Exam in “one sitting” and within the 3-hour time limit.</td>
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<tr>
<td>Class 10</td>
<td>Week of March 21</td>
<td>11:59pm</td>
<td>1. Complete the midterm exam online</td>
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<td>Class 11</td>
<td>Week of March 28</td>
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<td>2. The midterm will cover Vornberg: Chapters 1, 2, 4, 9, 13, 19, and 20 and Kowalski: Chapter 7 and 12 will be an essay question.</td>
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</table>

1. Read: *Leadership Matters* (access via UST Library)
2. Read: Kowalski, text case study entitled, “A Disillusioned Assistant Principal”.
3. Review Lecture
4. Complete and submit Short Paper 2 (Professional Organization Summaries)
5. Writing Prompt 2 – In the Kowalski book, “A Disillusioned Assistant Principal”
6. Complete Reflective Journal 4

1. Read: Vornberg, Chapter 20 (*Leveling the Playing Field for Disadvantaged Students*)
2. Review Lecture
3. Complete Discussion Board 3
4. Complete Reflective Journal 5

1. Read: Vornberg, Chapter 19 (*Educating a Diverse Student Population in the Era of Accountability*)
2. Review Lecture
3. Complete and submit Short Paper 3: (Response to Intervention)
4. Complete Reflective Journal 6

1. Read: Effective Leadership Makes Schools Truly Inclusive
2. Read: Kowalski, case study entitled, "Sally's Socialization" and answer Discussion Board 4.
3. Review Lecture
4. Review presentation on History of Special Education
5. Access TEA Special Education Rules and Regulations site
6. Complete Discussion Board 4
7. Complete Reflective Journal 7
<table>
<thead>
<tr>
<th>Learning Module</th>
<th>Class</th>
<th>Assignments due</th>
<th>Assignments</th>
<th>Assignments due</th>
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<tbody>
<tr>
<td>9</td>
<td>9 – Week of March 14</td>
<td>Sunday, March 20, 11:59 p.m.</td>
<td>The School Principal as Leader: Guiding Schools to Better Teaching and Learning</td>
<td>Sunday, March 20, 11:59 p.m.</td>
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<td>Review: The Learning Forward site, The Principal Story Learning Guide and review the videos</td>
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<td>Read: Why Professional Development Matters</td>
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<td>Review Lecture</td>
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<td>5. Using the module reading material, submit the assignment, The Principal as Leader</td>
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<td>6. Complete and submit Principal or Assistant Principal Interview in the assignment folder</td>
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<td>Spring Break</td>
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<td>Have a wonderful time!</td>
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<td>Week of March 21</td>
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<td>No Assignments due Sunday, March 27, 11:59 p.m.</td>
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<tr>
<td>Learning Module</td>
<td>10 – Week of March 28</td>
<td>Assignments due Sunday, April 3, 11:59 p.m.</td>
<td>1. Read: Vornberg, Chapter 3 (Racial and Ethnic Groups in Texas)</td>
<td>Assignments due Sunday, April 3, 11:59 p.m.</td>
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<td>2. Review Lecture</td>
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<td>3. Access slide show</td>
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<td>4. Review the CDC website</td>
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<td>5. Briefly discuss Whole School, Whole Community, Whole Child (WSCC) A collaborative approach to learning and health</td>
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<td>6. Complete Discussion Board 5 - Read and review the case study entitled, “A Bully’s Threat”.</td>
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<td>7. Complete Reflective Journal 8</td>
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<td>Learning Module 11 – Week of April 4</td>
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<td>Assignments due Sunday, April 10, 11:59 p.m.</td>
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<td>1. Read: Vornberg, Chapter 5 (Ethics and School Administration)</td>
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<td>2. Read: Kowalski, text case study entitled, “Appropriate Punishment Versus Political Expediency”</td>
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<td>3. Review Lecture</td>
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<td>4. Complete Discussion Board 6</td>
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<td>5. Complete Reflective Journal 9</td>
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<tr>
<td>Learning Module 12</td>
<td>Class 12 – Week of April 11</td>
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</table>
|                   | Assignments due Sunday, April 17, 11:59 p.m. | 1. Read: Vornberg, Chapter 10 (*Curriculum, Instruction, and Assessment*)  
|                   |                                             | 2. Review Lecture  
|                   |                                             | 3. Submit Short Paper 4: Time Management  
|                   |                                             | 4. Complete Reflective Journal 10 |

<table>
<thead>
<tr>
<th>Learning Module 13</th>
<th>Class 13 – Week of April 18</th>
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</table>
|                   | Assignments due Sunday, April 24, 11:59 p.m. | 1. Read: Vornberg, Chapter 12 (The Principal and Human Resources, Budgeting and Facilities)  
|                   |                                             | 2. Read: Kowalski, text case study entitled, “The Passive Principal”  
|                   |                                             | 3. Review Lecture  
|                   |                                             | 4. Complete posttest principal survey (non-graded)  
|                   |                                             | 5. Complete Discussion Board 7  
|                   |                                             | 6. Complete Reflective Journal 11 |

<table>
<thead>
<tr>
<th>Learning Module 14</th>
<th>Class 14 – Week of April 25</th>
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</table>
|                   | Final Exam due anytime between April 25, Monday 6:00am to May 1, Sunday, 11:59 p.m. | **FINAL EXAM – 3 hour time limit – see Learning Module 14**  
|                   |                                             | **You must start and finish the Final Exam in “one sitting” and within the 3-hour time limit.**  
|                   |                                             | 1. Complete the Final Exam online  
|                   |                                             | 2. The Final Exam will cover Vornberg: Chapters 3, 5, 10, and 12 and Kowalski: Kowalski "Lounge Talk" and “A Matter of Honor”  
|                   |                                             | 3. Submit Final Reflective Journal  
|                   |                                             | 4. Submit Principalship Synthesis |
**Student Accommodations**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the instructor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special accommodation is necessary to ensure access to full participation by students with disabilities, the student must inform the instructor of any disability or needed accommodations.

The University Office for ADA Compliance may ask to seek proof of disability and specify accommodations as requested by students. Students with special needs should inform the instructor within the first two weeks of class. Students must also contact the Office of Counseling and Disability Services (2nd floor of Crooker Center) by calling Dr. Rose Signorello at 713-525-3162 or Ms. Debbie Jones at 713-525-6953; the Office is open 8-5 Monday through Friday.

The accommodations will become official when the instructor receives official, written notification from the officer in charge of ADA compliance. Students should contact the instructor immediately if new needs arise. All information will be confidential.

**Professional Standards of Behavior for Students and Faculty**

<table>
<thead>
<tr>
<th>Academic integrity</th>
<th>Master's-level students in the School of Education demonstrate integrity in all of their activities, both personal and professional. Any unprofessional behavior or failure to adhere to the honor system is a serious violation of integrity and may result in failure of the course.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plagiarism</strong></td>
<td>involves taking credit for another person’s work. You must cite sources in APA style any time source material (e.g., books, journal articles, internet material, etc.) has been used, paraphrased, or quoted. Quoted material must be placed in quotation marks and referenced appropriately. Please note that copying information directly from a source without giving credit, using friends’ work, buying papers online, re-using one’s own work from previous classes, etc., all constitute plagiarism.</td>
</tr>
<tr>
<td></td>
<td>Any instance of plagiarism will result in failure of the course and may result in dismissal from UST. Ignorance is no excuse; if you remain uncertain about the guidelines for using and citing source material after these issues are addressed, you should seek</td>
</tr>
</tbody>
</table>
| **Technology Requirements and Guidelines** | This course relies heavily on Blackboard 9, which is best viewed in the Firefox or Chrome browser. (A free download can be obtained at [www.firefox.com](http://www.firefox.com) or [www.google.com/chrome](http://www.google.com/chrome).) Please familiarize yourself with Blackboard through the tutorial (in the Start Here! menu).

Additional information about technology requirements, skills, and Netiquette can be found on the Start Here! page in Blackboard. |
| **Use of UST email accounts** | You are encouraged to use your UST email account. The instructor may send messages through BlackBoard, which uses your UST address. If you have linked your UST account to another account, be sure to periodically clean out your UST mailbox so that it doesn't become overloaded (which can prevent you from receiving new emails). |
| **Instructor availability** | The instructor will be available for consultation during office hours and during scheduled appointments. It is strongly recommended you not wait until too late in the course before seeking guidance. Please come prepared with questions so that the consultation time can be spent effectively. |
| **Language diversity** | The University of St. Thomas values the ability to speak more than one language. The Master’s programs at UST are especially sensitive to issues of language diversity. The instructor is available to meet with you if you need help with written English. In addition, computer support is available if you need additional review of English fundamentals. |