Syllabus
Fall 2014
EDUC 4321.001/.002
8/25-12/4
Integrating Technology in the Classroom
TuTh 9:30-10:50; Wed. (N) 5:00-7:45
HPR 134

Instructor
Dr. Chip Fischer, Professor of Education

Information:
The University of Texas at Tyler
3900 University Blvd, Tyler, TX 75799
Office: BEP 222B
Office Hours: Wed: 12:00-4:00; Tues/Thurs: 12:30-2:00
Phone: (903) 566-7448
Email: cfischer@uttyler.edu *best way to contact me*
Administrative Assistant: Cindy Sprayberry, BEP 247, (903) 566-7133

Course Description:
In this course you will examine ways in which newer
electronic technologies/media can be integrated effectively
in educational settings for the enhancement of teaching and
learning. The class meets in a technology rich classroom
environment to maximize the opportunity for hands-on
learning.

Student Learning
Outcomes:
The course will provide you with the knowledge, skills, and
attitudes necessary for using technology to enhance your
teaching and your students’ learning. More specifically,
and in keeping with 2008 National Educational Technology
Standards (NETS) recommended by the International
Society for Technology in Education (ISTE), by the end of
the course you will better be able to:

- Use technology to facilitate and inspire student learning
  and creativity (INTASC Principles: 2, 4, 6)
- Design and develop digital-age learning experiences
  and assessments (INTASC Principles: 1, 3, 6, 7, 8)
- Model digital-age work and learning (INTASC
  Principles: 1, 6, 10)
- Promote and model digital citizenship and
  responsibility (INTASC Principles: 6, 9, 10)
- Recognize the importance of continued professional
  growth and leadership in achieving and maintaining
expertise in the use of educational technology
(INTASC Principles: 6, 9)

Evaluation and Grading of Portfolio Components:
1. Computer Projects 60%
2. Reading-Based Assignments 40%

Criteria for Portfolio Evaluation:

<table>
<thead>
<tr>
<th>Computer Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
</tr>
<tr>
<td>Graphics</td>
</tr>
<tr>
<td>Project Criteria</td>
</tr>
<tr>
<td>Quality</td>
</tr>
<tr>
<td>Creativity</td>
</tr>
<tr>
<td>Mechanics</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading-Based Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
</tr>
<tr>
<td>Graphics</td>
</tr>
<tr>
<td>Assignment Criteria</td>
</tr>
<tr>
<td>Quality</td>
</tr>
<tr>
<td>Creativity</td>
</tr>
<tr>
<td>Mechanics</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

Teaching Strategies:
Hands-on-learning, demonstrations, cooperative learning, lecture, model lessons, project-based learning, writing-based assignments, social networking, technology portfolio, textbook readings, guest speakers, Blackboard-facilitated learning

Required Text, Materials/Supplies, Technology Access
Integrating Educational Technology into Teaching
ISBN-10: 0132612259

(Note: A student from this institution is not under any obligation to purchase or rent a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer. Students, if they wish, may use an e-version of the book.)

Reliable internet access; a web browser (e.g., Internet Explorer, Mozilla Firefox, Chrome, Safari, etc.), access to Blackboard, Patriot Mail, Microsoft Office, and Acrobat Reader. (We have a
small student computer lab in BEP 249 and a larger one in HPR 134 if you need to use one of our Computers);

Please Note: You may find, when working with Blackboard, that one internet browser may do a better job of facilitating access to the course content than another—you may want to try more than one.

Technical Support: Technology related problems (e.g., email, blackboard, matters of access etc.) can often be solved by calling the UT Tyler Information Technology Hotline at (903) 565-5555 or by emailing them at itsupport@patriots.uttyler.edu.

In your email be sure to include:

- The title and number of the course
- The Blackboard page in question
- A description and message number for any error message that you receive
- What you were doing at the time you got the error message

Course Policies: 1. “Phase I Attendance Policy” will be followed:

- Students are expected to attend all classes.
- More than four (and two for the evening class) unexcused absences will result in your course grade being lowered by one grade (e.g. from an “A” to a “B”).
- More than eight (and four for the evening class) unexcused absences will result in a reduction of your course grade by two letter grades (e.g., an “A” will become a “C”).
- More than four unexcused absences (and two from the evening class) will also result in the filing of a negative disposition report. Any student who receives three negative disposition reports may be removed from the teacher preparation program. Excused absences will be granted at the discretion of the instructor. **If you must miss class please email me prior to the class at cfischer@uttyler.edu.**

2. Excessive tardiness reflects poorly on your professionalism and may lead to the filing of an unsatisfactory disposition report. **If you are late, enter as unobtrusively as possible; if you must leave early, please let me know at the beginning of class.**

3. More than two assignment turned in late will result in your final assignment grade being lowered one grade (e.g., from an “A” to a “B”). Assignments are due at the beginning of class.
4. All projects and assignments must be completed in order to receive a passing grade.
5. Descriptions of all projects and assignments will be posted on Blackboard. Criteria mentioned in these descriptions must be followed in order to receive full credit for your work.
6. Do not come to class ill or bring children/guests to class.
7. For excused absences bring a UTT Health Clinic or a doctor’s excuse.
8. Most handouts will not be distributed in class; they will be made available on Blackboard.
9. **Cell phones must be kept on off or vibrate during class.** (The exception to this rule will be when we use these “mobile devices” as tools for learning at various points in the class.) The must also be kept off the tables.
10. **During class, only work relating to EDUC 4321 should be done** (e.g., no Facebook, email, etc.)
11. Grades of “I” will be given only when there is a compelling reason (e.g., serious illness).
12. Any dispositions indicative of a lack of professionalism will be written up and placed in your student file.
13. **No food may be brought into the lab. Beverages with a cap are permitted but should be kept on the floor or in a bag away from the computers.**

### Topical Outline:

1. Modalities of educational technology applications/characteristics of electronic learning environments/categories of instructional software
2. Historical/psychological/philosophical perspectives on educational technology
3. Alignment with state (TEKS), national (ISTE) standards and 21st century skills
4. Software/hardware selection, evaluation, installation, terminology, operation, and maintenance
5. Teaching methodologies/strategies and planning for integrating educational technology in the classroom
6. Tools Applications:
   - General purpose tools (word processors, data bases, spreadsheets, outliners/concept mapping, paint/draw, web browsers, desktop publishing, audio/video editors, research tools, photo editing, etc.)
   - Web 2.0 apps/tools for mobile devices
   - Teacher Utilities (gradebooks, materials generators, puzzlemakers, time-liners, electronic portfolios,
rubrics generators, IEP generators, test makers etc.)
7. Presentation Software (PowerPoint, Prezi, Keynote, etc.)
8. Hypermedia/multimedia software/applications
9. Interactive white boards/clickers/document cameras
10. Use of mobile devices to enhance teaching and learning
11. Electronic communication/social networking software applications in education (blogs, podcasts, wikis, ejournals, discussion boards, tweets, etc.)
12. Internet integration; website evaluation/creation
13. Distance Learning
14. Content-specific technology integration
15. Social, ethical, and legal issues
16. Current issues, trends, and research

Possible Projects:
(Subject to change)
All projects will be submitted as part of your Technology Portfolio
**Due Last Class Day

1. Circle Story*
2. Invisible Writing*
3. Thesaurus Activity*
4. Wacky Story*
5. Flow Chart*
6. Diagram Story*
7. Blog activity
8. Graph Activities
9. Model Prezi Presentation
10. QR Code Project
11. Wiki Project
12. Conceptual Maps/Graphic Organizers
13. Timeline Creation
14. Image Editing
15. Podcast Creation
16. Model PowerPoint Lesson*
17. Webpage
18. Gradebook activity*
19. Magic Square*
20. Interactive Story*
21. Rubric creation
22. Annotated Web 2.0 Software Selections*
23. SMART Notebook 11 Model Lesson
24. Word Cloud Project
25. Comic Life Project
26. Glogster Poster
27. Pic-Lit Project
28. TweenTribune Project
*Denotes use of MS Office
**Book Assignments**

1. Chapter 1: Educational Technology in Context: The Big Picture
2. Chapter 3: Instructional Software for 21st Century Teaching
5. Chapter 6: Hypermedia Tools for the 21st Century
6. Chapter 7: Distance Teaching and Learning and the Role Of the Internet
7. Chapter 8: Developing and Using Web-Based Learning Activities
8./9. Chapters 9-15: Integrating Technology Across the Curriculum
   (Pick one from the following six Chapters for Assignment #8):
   - Teaching and Learning with Technology in Language Arts Instruction
   - Foreign Language and Second Language Instruction
   - Mathematics and Science Instruction
   - Social Studies Instruction
   - Music and Art Instruction
   - Physical Education and Health Education
   (Required Chapter for Assignment #9):
   - Teaching and Learning with Technology in Special Education

**Due on Dates**

Announced in Class and on Blackboard
University Policies

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www2.uttyler.edu/wellness/rightsandresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the September 4, 2012. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (Sept. 4th) is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you
are encouraged to contact the Student Accessibility and Resources office and schedule an
interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If
you are unsure if the above criteria applies to you, but have questions or concerns please contact
the SAR office. For more information or to set up an appointment please visit the SAR office
located in the University Center, Room 3150 or call 903.566.7079. You may also send an email
to cstaples@uttyler.edu

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to
inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor)
must notify the instructor at least two weeks prior to the date of the planned absence. At that time
the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social
security numbers. The University has changed its computer programming so that all students have
an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of
the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s
directions regarding the appropriate exit. If you require assistance during an evacuation, inform
your instructor in the first week of class. Do Not re-enter the building unless given permission by
University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic
dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit
of any work or materials that are attributable in whole or in part to another person, taking an
examination for another person, any act designed to give unfair advantage to a student or the
attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:
• copying from another student’s test paper;
• using, during a test, materials not authorized by the person giving the test;
• failure to comply with instructions given by the person administering the test;
• possession during a test of materials which are not authorized by the person giving the
test, such as class notes or specifically designed “crib notes”. The presence of textbooks
constitutes a violation if they have been specifically prohibited by the person
administering the test;
• using, buying, stealing, transporting, or soliciting in whole or part the contents of an
unadministered test, test key, homework solution, or computer program;
• collaborating with or seeking aid from another student during a test or other assignment
without authority;
discussing the contents of an examination with another student who will take the examination;
divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
falsifying research data, laboratory reports, and/or other academic work offered for credit;
taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

(iv) All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.
College of Education and Psychology
Vision, Mission, Program Standards, and Dispositions

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.


Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.
(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

2 Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

3 Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication.
Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
(i) the nature, purpose, timing, and amount of the communication;
(ii) the subject matter of the communication;
(iii) whether the communication was made openly or the educator attempted to conceal the communication;
(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
(v) whether the communication was sexually explicit; and
(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242

Program Standards

The School of Education has adopted the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards for beginning teachers.

Standard 1: Subject Matter
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2: Student Learning
The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Standard 3: Diverse Learners
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

Standard 4: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Standard 5: Learning Environment
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication
The teacher uses knowledge of effective verbal, nonverbal, and media communication
techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: Planning Instruction  
The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment  
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Standard 9: Reflection and Professional Development  
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Standard 10: Collaboration, Ethics, and Relationships  
The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.

Dispositions  
Dispositions are the professional behaviors you are expected to demonstrate in your interactions with students, families, colleagues, teachers and communities. Such behaviors are indicators of professionalism, support of student learning and development, and are consistent with ideas of fairness and the belief that all students can learn.

Dispositions are in alignment with the Beginning Teacher Standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) and are stated in positive terms. Examples of dispositional deficiencies are also stated in positive terms. All students including student teachers will be assessed in terms of dispositions by each of their teachers and supervisors through all the phases of the program. You should be aware of the fact that repeatedly observed dispositional deficiencies may constitute grounds for dismissal from the Educator Preparation program. A three-step process based on a history of repeated, uncorrected dispositional concerns progresses from simple notification of a dispositional deficiency to possible dismissal from the program (with an opportunity for appeal).

The following categories of dispositions are assessed. Examples of behaviors that might be consistent with dispositional deficiencies are given. This list is meant to be illustrative of possible dispositional deficiencies but is neither intended to be exhaustive nor prescriptive:

Disposition Indicators (Example behaviors follow)

- **Demonstrate professional responsibility**
- **Foster collegiality**
- Embrace diversity
- **Demonstrate commitment to learning**
- Maintain professional and personal integrity
- **Demonstrate professional responsibility**
Being present, punctual and prepared for professional and academic activities.
Maintaining confidentiality of student records and private communications.
Being involved in professional development activities.
Committing to being a lifelong learner and reflective practitioner.
Meeting obligations to employer, students and parents.

**Foster collegiality**
- Responding constructively to evaluations by supervisors and others making appropriate corrections to address legitimate concerns.
- Using positive conflict resolution techniques.
- Maintaining positive working relationships with fellow candidates.
- Collaborating with colleagues to improve student achievement.
- Showing respect for fellow students, faculty and staff.
- Actively participating in meetings and conferences.
- Assisting others when necessary.

**Embrace diversity**
- Adapting instruction to individual differences.
- Demonstrating that diversity in the classroom and society is a strength.
- Instructing with lessons which counteract negative stereotypes and bigotry.
- Providing students with access to varying points of view.
- Using language that meets professional standards and is not demeaning or harmful to any individual or group.

**Demonstrate commitment to learning**
- Creating a learning environment which enables students to fulfill their potential.
- Being an advocate for all learners.
- Adapting instruction to “best practices.”
- Displaying creativity to enhance the instructional process.

**Maintain professional and personal integrity**
- Adhering to the UTT honesty code.
- Maintaining ethical and legal behaviors in interactions with others.
- Maintaining professional relationships.