Instructor Information

Instructor: Alison N. White, Ph.D.
Office Number: PEB 310
Office Telephone Number: (817)272-6849
Email Address: alison.white@uta.edu
Office Hours: by appointment.

Course Information

Section Information: KINE 2302, section 001
Time and Place of Class Meetings: M 11:00-11:50 a.m., MAC 213

Description of Course Content: (2-0) In this course students will be prepared for the TExES PE-EC-12 and PPR-EC-12 exams and prepared for the professional dispositions associated with being a Physical Educator with an emphasis on ethics, interviewing, and role modeling. The students will take and review the PE Content and Pedagogy and Professional Responsibilities practice teaching licensure exams. Through this process teacher candidates will be cleared for official TExES registration.

Student Learning Outcomes:

Upon successful completion of the course, the students will be able to:

1. successfully sit (be cleared) for TExES PE-EC-12 and PPR-EC-12 certification exams.
2. understand and exhibit the professional dispositions of an educator.
3. develop a professional portfolio that communicates their individual philosophies, abilities, and experiences with regard to teaching physical education based upon best practices.
4. understand and discuss ethical issues within the field of education.
5. Have a better understanding of issues facing educators such as those focused on: mental health, substance abuse and suicide.

Required Textbooks and Other Course Materials:

• No Textbook required.
Descriptions of major assignments and examinations:

A. Attendance - 100 points
Each day attendance will be taken. In addition, if you are absent due to serving as a UTA representative at an official event, you must provide the instructor with written verification from the university supervisor prior to the absence. If arrangements are not made prior to the absence no assignments or make-ups will be accepted.

B. Practice Exams – 200 points
Attendance on both practice exams days and both review of results days for: 1) the TExES PE-EC-12 and 2) the PPR-EC-12 is required. Points will be assigned for taking the exam and participating in the review days. Partial points may be received if a student is absent or if all elements of the review are not submitted on the due date. These points will be used in the calculation of the course grade. A minimum score of 80% must be received on each practice exam before a student can be cleared to take the official exam.

C. TEA required Training Modules – 100 points.
Each student will complete the training modules and complete a reflection/report of materials. (Format information will be provided.)

D. Portfolio – 100 points
This will be the compiling of all your professional documents and will serve as a resource for future employment opportunities (Format information will be provided.)

E. Dispositions – 50 points
Each student will attend the UTA COE Professional Dispositions Policy session and will understand and discuss how the policy the effects them as pre-professional and professional educators.

F. Ethics – 150 points
1. Each student will attend the TEA Ethics Training Sessions and will complete the associated ethics training exam. - 100 points
2. Each student will complete an exam on CANVAS that is used as a College of Education Key Assessment. - 50 points

TOTAL POINTS= 700 points

Pre-/Co-requisites: KINE 3304, 3315, 4320 and 4321.

Grading Information

Grading:
Final grade will be assigned according to the following scale based on the total accumulated percentage points during the semester. A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 59% and below
Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

**Grade Grievances:**
Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog. The undergraduate grade grievance policy can be found at: [http://www.web.uta.edu/catalog/content/general/academic_regulations.aspx#19](http://www.web.uta.edu/catalog/content/general/academic_regulations.aspx#19)

### Course Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>ASSIGNMENT</th>
<th>CLASS ROOM</th>
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<tbody>
<tr>
<td>M 1/27</td>
<td>Introduction and review of syllabus First-15-Days Assignment</td>
<td></td>
<td>MAC 213</td>
</tr>
<tr>
<td>M 2/3</td>
<td>Portfolios</td>
<td>First-15-Days Assignment</td>
<td>MAC 213</td>
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<tr>
<td>M 2/10</td>
<td>Dispositions</td>
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<td>MAC 213</td>
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<tr>
<td>M 2/17</td>
<td>Ethics in Education Part I</td>
<td>Ethics Exam Part I</td>
<td>MAC 213</td>
</tr>
<tr>
<td>M 2/24</td>
<td>Ethics in Education Part II</td>
<td>Ethics Exam Part (cont.)</td>
<td>MAC 213</td>
</tr>
<tr>
<td>M 3/2</td>
<td>Preparing for PE-EC-12</td>
<td></td>
<td>MAC 213</td>
</tr>
<tr>
<td>M 3/9</td>
<td><strong>NO CLASS: Spring Break</strong></td>
<td></td>
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<tr>
<td>M 3/16</td>
<td>PE-EC-12 Exam Part I</td>
<td>PE-EC-12 Practice Exam</td>
<td>MAC 213</td>
</tr>
<tr>
<td>M 3/23</td>
<td>PE-EC-12 Exam Part II</td>
<td>PE-EC-12 Practice Exam (cont.)</td>
<td>MAC 213</td>
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<tr>
<td>M 3/30</td>
<td>Return PE-EC-12 Exam</td>
<td></td>
<td>MAC 213</td>
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<tr>
<td>M 4/6</td>
<td>Review PE-EC-12 Exam</td>
<td></td>
<td>MAC 213</td>
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<tr>
<td>M 4/13</td>
<td>Professional Involvement and Advocacy T-cert info for PPR Practice Exam</td>
<td>Portfolio Due</td>
<td>MAC 213</td>
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</tbody>
</table>
As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. All changes to the syllabus will be discussed in class so that you have the appropriate amount of time to make adjustments to your schedules. Please bring your notebooks/textbook to class every day and consult it regularly. —Alison N. White

Institution Information

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the Institutional Information page (http://www.uta.edu/provost/administrative-forms/course-syllabus/syllabus-institutional-policies.php) which includes the following policies among others:

· Drop Policy
· Disability Accommodations · Title IX Policy
· Academic Integrity
· Student Feedback Survey · Final Exam Schedule

Additional Information

Attendance: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, attendance will be recorded and will be used in calculating your overall grade as per the information provided in the Grading section of this syllabus. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report must the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

Professional Dispositions Statement: (Approved by Teacher Education Council, 2-7-2012)

The following statement on Professional Dispositions applies to all students that are pursuing a BA: All-Level Physical Education degree to ensure candidates are developing and exhibiting the needed dispositions of a professional educator.
Each student/candidate in the College of Education of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions.


**Texas Education Agency Teaching Standard(s) Addressed in This Course:**

**Standard 6—Professional Practices and Responsibilities.** Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.
(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students’ needs.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.
(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.
(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus
community, including students, parents and families, colleagues, administrators, and staff.

(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

**Emergency Exit Procedures:** Should we experience an emergency event that requires evacuation of the building, students should exit the room and move toward the nearest exit. In SH that is out the classroom door and to the corner staircase and out the building. In PEB, there are two possible exits: the back door, door the staircase, out the double doors and out of the building. When exiting the building during an emergency, do not take an elevator but use the stairwells instead. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Student Success Programs:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring by appointment, drop-in tutoring, etutoring, supplemental instruction, mentoring (time management, study skills, etc.), success coaching, TRIO Student Support Services, and student success workshops. For additional information, please email resources@uta.edu, or view the Maverick Resources website.

**The IDEAS Center** (https://www.uta.edu/ideas/) (2nd Floor of Central Library) offers FREE tutoring and mentoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

**Electronic Communication:** UT Arlington has adopted MyMav as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MyMav account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MyMav is available at http://www.uta.edu/oit/cs/email/mavmail.php

**Emergency Phone Numbers**

In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381