**Curriculum Proposal**

**PHED 15-16 #17**

<table>
<thead>
<tr>
<th>Packet Contents</th>
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<tr>
<td>1.1 Summary</td>
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**New Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 PHED 4514/5514</td>
<td>DAPE Program Planning (3 credits)</td>
</tr>
<tr>
<td>1.17 PHED 4515/5515</td>
<td>DAPE Teaching Strategies (3 credits)</td>
</tr>
<tr>
<td>1.31 PHED 4516/5516</td>
<td>DAPE Professional (3 credits)</td>
</tr>
</tbody>
</table>

**Course Drops**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>1.42 PHED 4211/5211</td>
<td>DAPE History, Philosophy, Diagnosis and Assessment (3 credits)</td>
</tr>
<tr>
<td>1.43 PHED 4212/5212</td>
<td>Developmental Techniques for Adapted Physical Education (3 credits)</td>
</tr>
<tr>
<td>1.44 PHED 4217/5217</td>
<td>DAPE Sport and Recreation for Individuals with Disabilities (3 credits)</td>
</tr>
<tr>
<td>1.45 PHED 4218/5218</td>
<td>Adapted Aquatics (2 credits)</td>
</tr>
<tr>
<td>1.46 PHED 4970/5970</td>
<td>Internship in DAPE</td>
</tr>
</tbody>
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**Program Modification**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>1.47 Developmental/ Adapted Physical Education, B.S. minor</td>
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<tr>
<th>Signatures</th>
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BSU Curriculum Forms

Form 1

Curriculum Modification Summary

College: Health Science & Human Ecology
Department: Human Performance, Sport & Health
Proposer: Donna Palivec
Proposer’s position: Department chair

Describe the modification(s) you propose, and how it (they) will work to students’ advantage. (This description and explanation will be included in Curriculum Report packets forwarded to the Faculty Senate):  

The current minor addresses the special education core skills standards as required by the Minnesota State Board of Teaching. The standards for teaching reading listed in the current minor are no longer required for the Developmental Adapted Physical Education (DAPE) licensure. The current minor is designed as a 32 credit on-campus minor and has not been approved by the Minnesota Board of Teaching as a special education licensure.

The proposed online minor follows a 3 credit model and includes a significant reconfiguration of standards, therefore the PHED courses are not modified, but new courses. The 6 courses in the minor follow a progression and require practicum hours.

The minor is designed to follow a cohort model to ensure financially sustainable enrollment and an efficient schedule. Physical education majors at BSU and physical education teachers in the field who wish to add a MN DAPE licensure will be recruited to fill a cohort, with a new cohort initiated each fall. Students have 3 scheduling options for completion of the minor within a two year span. The options provide flexibility and accommodates the scheduling needs of physical education majors and physical education teachers in the field.

Modifications proposed (specify number of each):

- 3 Course Modification(s) (form 2)
- 4 New Course(s) (form 3)
- 1 Course Drop(s) (form 4)
- 1 Program Modification(s) (form 5)
- 1 New Program(s) (form 6)
- 1 Program Drop(s) (form 7)

The modifications affect (check):

- 1 Liberal Education
- 1 Undergraduate Curriculum
- 1 Graduate Curriculum
- 1 Teacher Licensure Program(s)
BSU Curriculum Forms

Form 3
Updated 9.19.15

New Course Form

Course Number:
  Undergraduate: PHED 4514
  Graduate: PHED 5514

Course Title: DAPE Program Planning

Course Description:

First in a series of three courses, DAPE Program Planning provides knowledge necessary to develop, organize, and administer DAPE programs supported by DAPE historical and philosophical foundations, legal bases, the IEP process, resources, and an understanding of health-related physical and motor fitness, assistive technology, and adapted equipment. Students assess fitness, motor and behavioral skills of three K-12 students with identified disabilities at a local school. Using assessment information, students develop DAPE programs for elementary, middle, and secondary school levels. Programs reflect individual student goals and objectives. The course includes 15 hours of required field experience.

Credits: 3

Prerequisite(s):
  Undergraduate: SPED 3600, SPED 3650, co-requisite SPED 3655

  Graduate: SPED 5600, SPED 5650, co-requisite SPED 5655

1. Reason(s) for creating this course: Reconfiguration of licensure standards resulted in significant changes in the 3 PHED prefix courses in the minor. This new course is the first course in a 3 course sequence.

2. How often will this course be offered? Once each year – fall semester

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?
   1. Students will demonstrate knowledge of historical and philosophical foundations, legal bases, and contemporary issues pertaining to the education of students with identified disabilities as the issues apply to physical and motor fitness.
2. Students will demonstrate knowledge of theoretical foundations and sequences of typical and atypical motor learning, motor development, and motor skills acquisition from birth to adulthood relating to physical and motor fitness.

3. Students will demonstrate knowledge of the use, limitations, ethical concerns, administration, and interpretation of formal and informal assessments for students with identified disabilities that impact physical and motor fitness and how to communicate the results to the students, families, educators, and other professionals.

4. Students will understand how to adapt and modify existing assessment tools and methods to accommodate the unique abilities and needs of students with disabilities and in physical and motor fitness.

5. Students will apply an understanding of health-related aspects for physical and motor fitness in program planning.

6. Students will determine and support the selection, acquisition, and use of assistive technology for the development of physical and motor fitness, including physical education hardware and software, adapted and adaptive equipment, and supports for participation and communication.

7. Students will apply the standards of effective practice through a variety of early and ongoing clinical experiences in teaching students who have needs in the areas of physical fitness and gross motor skills in prekindergarten and primary (Prekindergarten through grade 4).

4. What are the major content areas for the course? Knowledge of DAPE to develop, organize and administer DAPE programs. Historical, philosophical, legal foundations. Knowledge of IEP process, resources, understanding of health-related & motor fitness, assistive technology, adapted equipment.

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? Online and through school site field experiences

7. What is the projected maximum class size (cap)? 25
8. What qualified faculty will be available to teach this course? Sherry Holloway

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available?

School sites for field experience hours

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).

Amount per student: $

For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (under/grad/grad), the syllabus must include an additional component for graduate students.
PHED 4514/5514: DAPE Program Planning (3 cr)
Department of Human Performance, Sport & Health
Bemidji State University

Instructor and Department Contact Information

Name: 
Email: 
Phone: 
Office Hours: 
Department Contact Person 
in case of emergency:

Deadline for dropping the course:
On the Bemidji State University home web page; click on ACADEMICS, ACADEMIC CALENDAR, to find the last date to DROP without a grade; last date to DROP with a W grade for this semester.

Overview of the Course / Course Description

First in a series of three courses, DAPE Program Planning provides knowledge necessary to develop, organize, and administer DAPE programs supported by DAPE historical and philosophical foundations, legal bases, the IEP process, resources, and an understanding of health-related physical and motor fitness, assistive technology, and adapted equipment. Students assess fitness, motor and behavioral skills of three K-12 students with identified disabilities at a local school. Using assessment information, students develop DAPE programs for elementary, middle, and secondary school levels. Programs reflect individual student goals and objectives. The course includes 15 hours of required field experience.

Prerequisites
SPED 3600/5600, SPED 3650/5650, co-requisite SPED 3655/5655

Required text(s), materials, and software


text at Amazon.com Books. New: $52.23 and up; used $20.00 and up.

**Required Document:**

**Liability Insurance Requirement**
Liability insurance is for your protection and **is required** for all field experiences. During the course of your field experiences, you may encounter situations which could involve legal actions in which you could be held personally liable for damages. Liability insurance will provide protection for the vast majority of lawsuits and is mandatory **before** you enter the classroom. Liability insurance can be obtained through a private insurance company or by purchasing through the Education Minnesota Student Program. Student Program cost is $25 for the period September 1, 2015 to August 31, 2016.

Liability insurance can be purchased **on-line** using web-based enrollment. A **credit or debit card from Visa, MasterCard or Discover** and access to a printer are needed. The system is part of the National Education Association. The web-based enrollment gives students the ability to apply for membership at any time, from any location, and the insurance becomes effective immediately. If you need to pay by check, please contact the Clinical Experiences Office, EA 326.

Log on to [www.educationminnesota.org](http://www.educationminnesota.org)
- On the left, click on Student Members
- Click on **Join Online** and then **Apply Online**

**Technology Requirements and Expectations**
Students should be able to use Microsoft Office Suite (Word, PowerPoint, Excel) effectively. All written assignments must be submitted in Microsoft Word. Assignments in other word-processing programs will **NOT** be accepted.

Students should be comfortable using the Internet to access online resources.

**Learning Objectives / Course Objectives**
8. Students will demonstrate knowledge of historical and philosophical foundations, legal bases, and contemporary issues pertaining to the education of students with identified disabilities as the issues apply to physical and motor fitness.

9. Students will demonstrate knowledge of theoretical foundations and sequences of typical and atypical motor learning, motor development, and motor skills acquisition from birth to adulthood relating to physical and motor fitness.
10. Students will demonstrate knowledge of the use, limitations, ethical concerns, administration, and interpretation of formal and informal assessments for students with identified disabilities that impact physical and motor fitness and how to communicate the results to the students, families, educators, and other professionals.

11. Students will understand how to adapt and modify existing assessment tools and methods to accommodate the unique abilities and needs of students with disabilities and in physical and motor fitness.

12. Students will apply an understanding of health-related aspects for physical and motor fitness in program planning.

13. Students will determine and support the selection, acquisition, and use of assistive technology for the development of physical and motor fitness, including physical education hardware and software, adapted and adaptive equipment, and supports for participation and communication.

14. Students will apply the standards of effective practice through a variety of early and ongoing clinical experiences in teaching students who have needs in the areas of physical fitness and gross motor skills in prekindergarten and primary (Prekindergarten through grade 4).

### Course Requirements and Values

All course requirements must be completed on time.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points/Value</th>
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<tbody>
<tr>
<td>Quizzes on chapter readings – 8 quizzes @ 20 pts</td>
<td>160</td>
</tr>
<tr>
<td>Case Studies</td>
<td>40</td>
</tr>
<tr>
<td>Case Studies</td>
<td>4 discussion @ 10 pts</td>
</tr>
<tr>
<td>Procedural Safeguards PowerPoint and Due Process Statement</td>
<td>30</td>
</tr>
<tr>
<td>Field Experience 1A- Interview DAPE Professional Voice Thread</td>
<td>30</td>
</tr>
<tr>
<td>Assessment Voice Thread</td>
<td>15 pts</td>
</tr>
<tr>
<td>Assessment Matrix</td>
<td>15 pts</td>
</tr>
<tr>
<td>Field Experience 1B - Interview – OT/PT Professional</td>
<td>30</td>
</tr>
<tr>
<td>DAPE Equipment Budget</td>
<td>15 pts</td>
</tr>
<tr>
<td>DAPE Equipment Brochure</td>
<td>15 pts</td>
</tr>
<tr>
<td>Field Experience 1C- Interview District Official</td>
<td>30</td>
</tr>
<tr>
<td>Child Find Summary</td>
<td></td>
</tr>
<tr>
<td>Signature Project #1: IEP Referral, Evaluation, Planning, and Programming</td>
<td>100</td>
</tr>
</tbody>
</table>
Part A- Pre-intervention, Evaluation plan, and Evaluation Report 10 pts
  TAT/CST Intervention meeting 10pts
  Gross Motor Assessment 10 pts
  Voice thread of ER Report 10 pts
Part B- Present Levels of Academic and Functional Performance 10 pts
  Motor Behavior Assessment 10 pts
Part C - Goals, Objectives, Reporting Procedures 10 pts
  Voice thread for program, state assessment options 10pts
Part D- Transition checklist & Rubric for program evaluation 20 pts
Clinical Experiences 30

TOTAL POINTS: 450

Graduate level assignment
Research project (approved by instructor): 75
Create a presentation on DAPE Criteria mandated by Minnesota Department of Education (MDE) covering 3 of the disability areas as they relate to referral, evaluation and program planning.

Additional Requirements for Graduate Level Students (PHED 5514)
Propose and complete a research paper or project that utilizes the resources from one or more of the following sites:
http://www.mndape.org
http://www.northernpe.weebly.com/modificationadaptation.html
http://www.specialolympics.org/Speechless_PSA.aspx
Proposals are not limited to the above sites.

Grading Scale for Course

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90% of points or &gt;</td>
</tr>
<tr>
<td>B</td>
<td>80-89% of points</td>
</tr>
<tr>
<td>C</td>
<td>70-79% of points</td>
</tr>
<tr>
<td>D</td>
<td>60-69% of points</td>
</tr>
<tr>
<td>F</td>
<td>59% or less of points</td>
</tr>
</tbody>
</table>
Course Schedule

The course schedule can be found in CONTENT under the <module title> heading.

Attendance and Class Participation Requirements

Attendance: Because this course is taught via the Internet, there is no class attendance requirement. However, students are expected to interact on a regular basis with the instructor and the other students.

Class Participation: Students will be required to participate in various discussions as indicated in the course schedule and list of assignments. Student postings should make a positive contribution to the class discussion of a topic. Inappropriate postings may result in disciplinary actions as specified in the Student Handbook.

Course Policies

Late Assignments: All assignments must be submitted on or prior to the due date. Assignments that are not submitted on time will receive a grade of zero, unless the student has received prior written approval from the instructor.

University Policies & Procedures

Go to http://www.bemidjistate.edu/studentaffairs/stguide/polproced.html for BSU “Policies & Procedures.”

Disability Services

I would like to make sure that all the materials, discussions and activities that are part of the course are accessible to you. If you would like to request accommodations or other services, please contact me as soon as possible. It is also possible to contact Disability Services, Bangsberg Hall, 101. Phone: 218/755-3883 or E-mail address Disabilityservices@bemidjistate.edu. Also available through the Minnesota Relay Service at 1-800-627-3529.

Student Rights and Responsibilities

Student Responsibilities

Students are responsible for <fill in responsibility>.

Students are expected to <fill in expectation>.

Student Rights

The instructor will return email and phone communications within ___ days. Emergency emails and phone communications will be returned as soon as possible.

The instructor will grade <fill in assignment type> within ___ days of the due date.

The instructor will grade <fill in assignment type> within ___ days of the due day.
Professional Education Department Mission Statement

“The Bemidji State University Professional Education program is preparing today’s teachers for tomorrow, through effective, inquisitive, and reflective practice. Our students are proficient, self-reliant, and thoughtful practitioners, developed in a viable and growing program, who can teach effectively in various settings with diverse learners.”

Teacher Licensure Standards

Minnesota Board of Teaching requirements for Teachers of Special Education: Adapted Physical Education 8710.5300 that apply:

SPECIALTY AREA/STANDARD: Developmental Adapted Physical Education

A candidate for licensure as a teacher of special education: developmental adapted physical education must complete a preparation program under subpart 2, item D, that must include the candidate's demonstration of the knowledge and skills in items A to E.

<table>
<thead>
<tr>
<th>Subp. 3</th>
<th>Subject matter standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Foundational knowledge. A teacher of special education: developmental adapted physical education understands the foundations of special education services for students with disabilities relating to physical and motor fitness on which to base practice. The teacher must demonstrate knowledge of the:</td>
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<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>ASSESSMENT ACTIVITY</th>
<th>ASSESSMENT CRITERION</th>
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Bemidji State University Professional Education
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<tr>
<th>INDICATOR</th>
<th>ASSESSMENT ACTIVITY</th>
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</table>
| (1) Understand the use, limitations, ethical concerns, administration, and interpretation of formal and informal assessments for students with identified disabilities that impact physical and motor fitness and how to communicate the results to the students, families, educators, and other professionals; | (1) Chapter 5: Individualized Education Programming  
(1) (2) Chapter 6: Assessment, the IEP, and the Accommodation Plan  
FIELD EXPERIENCE #1A- Interview DAPE professional  
(1) Create Voice Thread  
(2) Create Matrix of assessment tools based on student PLP results. | 70% mastery  
Quizzes based on chapter content.  
Rubric  
70% mastery of completed student assessments |
| (2) Adapt and modify existing assessment tools and methods to accommodate the unique abilities and needs of students with disabilities in physical and motor fitness; | (3) SIGNATURE ASSESSMENT #1  
**Student assessments:**  
Draft Assess student (grades birth to adult) physical fitness performance using the Battelle Developmental Inventory, TGMD-2, or Brockport Physical Fitness Test, | 70% mastery of PLAAFP based on rubric. |
| (4) Support the selection, acquisition, and use of assistive technology for the development of physical and motor fitness, including physical education hardware and software, adapted and adaptive equipment, and supports for participation and communication; | Part A: Evaluate and analyze assessment results using material given by instructor. Create PLAAFP. | Part B: Evaluate and analyze assessment results using material generated by student. Create ER. | (4) Equipment choices reflect DAPE program emphasis on skills in aquatics, dance, games and individual, group, intramural and lifetime sports. |
| | (4) Study the appendix tables on journals, supplies and equipment in Appendix E. Review catalogs from various companies and decide what minimal purchases would be reasonable to get your DAPE program established at each grade band level.FIELD EXPERIENCE #1Interview OT/PT professional| Using information from Field #1 and Field #2 Create DAPE budget, requisition and brochure for DAPE Equipment and Technology. | |
| | | Create a report to present to IEP. | |
| (5) Apply evaluation results to assist the IEP team in selection of service options for addressing individual needs in physical education; and | SIGNATURE ASSESSMENT #1Student assessments: Draft Assess student (grades birth to adult) physical fitness performance using the Battelle Developmental Inventory, TGMD-2, or Brockport Physical Fitness test, Assess student (grades birth to adult) physical fitness performance using the Battelle Developmental Inventory, TGMD-2, or Brockport Physical Fitness test. | Part C Using Present Level of Performance, Develop DAPE goals and objectives, reporting procedures, assessment and schedule of services. Create a report to present to IEP. | 70% mastery of completed goals and objectives that reflect the student’s PLAAFP. |
| | For program improvement purposes Signature Assessment will measure the following standards: 8710.3S00; 3B6 | | |
| | C. Instructional design, teaching and ongoing evaluation. A teacher of special education: Developmental adapted | | |
Physical education understands how to use individualized education program plans to design, implement, monitor, and adjust instruction for students with disabilities relating to physical and motor fitness. The teacher must be able to:

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<tbody>
<tr>
<td>(6) Develop students’ self-advocacy and life skills relevant to independence, social skills, community and personal living, recreation, leisure, and employment;</td>
<td>1. Determine specific activities for each goal area that develop students’ self-advocacy and life skills in the areas of independence, social skills, community and personal living, recreation, leisure, and employment.</td>
<td>70% mastery of the following: 1. Complete survey tool to reflect specific activities that develop student’s self-advocacy and life skills.</td>
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<tr>
<td>(7) Monitor progress, adjust instruction, and evaluate the acquisition of skills related to developmental adapted physical education</td>
<td>1. Design assessment rubrics that align with student goals and objectives. Provide specific evidence to be used for documentation of progress. Determine types of technology to be used to evaluate acquisition of skills related to DAPE (i.e., pedometers, heart rate monitors, PE Apps, video).</td>
<td>1. Completed assessment rubric that documents skill progress for each goal and objective identified on the IEP. Identify alternative teaching strategies if student progress made is minimal or non-existent.</td>
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</tbody>
</table>

### E. Clinical experiences

Physical education applies the standards of effective practice through a variety of early and ongoing clinical experiences in teaching students who have needs in the areas of physical fitness and gross motor skills in prekindergarten and primary (prekindergarten through grade 4), middle level (grades 5 through 8), and high school (grades 9 through 12) settings across a range of service delivery models.

#### Clinical Experiences Plan

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<thead>
<tr>
<th>ASSESSMENT ACTIVITY</th>
<th>ASSESSMENT CRITERION</th>
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<tbody>
<tr>
<td>Identify the types of opportunities available to you in your city/school/district/area.</td>
<td>Clinical experience includes work with students with disabilities in a minimum of 3 different disability areas listed below: Specific Learning Disability, Speech/Language Impairment, Mental Retardation, Emotional Disturbance, Multiple Disabilities, Other Health Impairment, Hearing Impairment, Deafness, Orthopedic Impairment, Autism, Visual Impairment, Traumatic Brain Injury, Deaf-Blindness.</td>
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<tr>
<td>Decide the distance you are willing to drive to have desired practical experiences</td>
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<tr>
<td>Develop a calendar for each 3-week period and indicate the days and hours you plan to give to your clinical experiences.</td>
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<td>Obtain written permission from the PE/DAPE teacher, building principal, and special education director to participate in school classes.</td>
<td></td>
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<tr>
<td>Request written permission from parents to assess students using formal &amp; informal tools</td>
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<tr>
<td>Complete a total of 5 hours of assessment practice at each grade level band (Pre-k-5; Middle 6-8; High 9-12)</td>
<td></td>
</tr>
<tr>
<td>Read Chapters 1 &amp; 2 prior to participation in any clinical experience. Content will prepare student for DAPE experience. Record observations &amp; assessment experiences in a journal. Instructor will provide a template for journal prompts &amp; protocols.</td>
<td></td>
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</table>

Prompts & protocols guide writing.
Minnesota Board of Teaching requirements for Core Skills for Teachers of Special Education 8710.5000 that apply:

**SPECIALTY AREA/STANDARD:** Core Skills for Teachers of Special Education

**Subp. 2 Core skill areas.** A teacher of special education possesses understandings and skills in special education foundations: referral, evaluation, planning, and programming processes; instructional design, teaching, and ongoing evaluation; and collaboration and communication in items A to D.

**8710.5000 Subp. 2 Core Skill for Special Education**

B. Referral, evaluation, planning, and programming: A teacher of special education understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement. The teacher must be able to:

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<tbody>
<tr>
<td>(1) Convey the rights and responsibilities of students, parents, teachers, and schools regarding the provision of educational services to students with disabilities; (2) Satisfy the due process, data privacy, procedural safeguards, and ethical requirements of the referral, evaluation, planning, and programming processes of special education;</td>
<td>(1) Procedural Safeguards document Creates a PowerPoint presentation to explain to parents what these mean. Includes audio segment as if explaining safeguards to parents. (2) In an affidavit, explain how you, as a DAPE instructor will satisfy the due process, data privacy, procedural safeguards, and ethical requirements of the referral, evaluation, planning, and programming processes of special education; Activities related to these topics are also included in SPED 3/5600 and 3/5655.</td>
<td>70% mastery Earns minimum % of points for assignment.</td>
</tr>
<tr>
<td>(3) Satisfy child find requirements during universal screening and early intervening efforts;</td>
<td>Interview of school district official Summary of interview Identifies how children are screened and identified</td>
<td>70% mastery Interview summary earns the minimum % required</td>
</tr>
<tr>
<td>(4) Integrate multiple sources of student data relative to progress toward grade-level content standards from prior prevention and alternate instruction efforts into the referral process; (6) Design, facilitate, and support a comprehensive, multidisciplinary evaluation process using unbiased assessment measures; (8) Communicate the results of assessments and the evaluation process to students, families, teachers, and other professionals;</td>
<td>SIGNATURE ASSESSMENT #1 Student assessments: Assess student (grades 9-12) physical fitness performance using the Brockport Physical Fitness test. Assess student (ProK-5) motor performance using a formal (TGMD-2) or informal (motor checklist, p. 146) tool. Assess student (grades 6-8) behavioral performance in PE class using functional behavioral tool. Evaluate and analyze assessment results. Generate student Present Level of</td>
<td>70% mastery of completed student assessments 70% mastery of interview &amp; summary of roles of OT, PT, nurses in the multidisciplinary evaluation process</td>
</tr>
<tr>
<td>(10) Conduct functional behavioral assessments and use the results to develop behavior intervention plans;</td>
<td>Performance (PLAAFP) using assessment results. Develop DAPE goals and objectives based on student PLAAFP Interviews OT, PT, nurse and Creates a Voice thread summary of their roles in the process of multidisciplinary evaluation process</td>
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<td>---</td>
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<tr>
<td>(7) Select and use assessment measures and procedures that are technically adequate and appropriate for the student and specific assessment purpose, including assistive technology supports where appropriate (Program improvement standard 2B7) Also C (7) in DAPE core</td>
<td>1. Design assessment rubrics that align with student goals and objectives. Provide specific evidence to be used for documentation of progress. Determine types of technology to be used to evaluate acquisition of skills related to DAPE (i.e., pedometers, heart rate monitors, PE Apps, video). 1. Completed assessment rubric that documents skill progress for each goal and objective identified on the IEP. Identify alternative teaching strategies if student progress made is minimal or non-existent.</td>
<td></td>
</tr>
<tr>
<td>(9) Understand the effects of various physical and mental conditions, including the effects of medications, on the educational, cognitive, physical, social, and emotional behavior of individuals with disabilities when planning and administering assessments;</td>
<td>Students read Case Study 8: Authentic Assessment p. 45 in Case Studies in Adapted Physical Education text. Students answer questions at end of case using the D2L discussion tool Demonstrates 70% mastery through discussion postings – answers to questions posed at the end of Case Study 8</td>
<td></td>
</tr>
<tr>
<td>C. Instructional design, teaching, and ongoing evaluation. A teacher of special education understands how to provide and evaluate specially designed instruction to meet the unique needs of students in special education through individualized educational plans. The teacher must be able to:</td>
<td>SIGNATURE ASSESSMENT #1 Student assessments: Gather information from learner profile and MDE Statewide Assessment Participation Guidelines to prepare a voice thread simulating options for student assessment. Make recommendations, based on the student’s needs, for how the student may participate in district and statewide assessments. This is also addressed in SPED 3655/5655 For program improvement purposes Signature Assessment will measure the following standards: 8710.5000: 2B7; 8710.5300: 3B6</td>
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<tr>
<td>(2) Lead individual education plan teams through statewide assessment options to make appropriate decisions for a learner’s participation within the statewide assessment system;</td>
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<tr>
<td>(5) Collaborate with other professionals and parents on the field experience setting, attend a child study team meeting and</td>
<td>70% score on rubric</td>
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<tr>
<td>Task</td>
<td>Expected Outcome</td>
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<td>---------------------------------------------------------------------</td>
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</table>
| Design and delivery of prevention efforts, early intervening services, pre-referral interventions, English language learning, gifted education, and intervention strategies to promote the academic, behavioral, linguistic, communication, functional, social, and emotional competency of students; | Complete a reflection paper.  
- Interview the English language teacher and discuss how he/she promotes academics, positive behavior, and communication, social and emotional competency.  
This is also addressed in SPED 3/5600 and SPED 3/5655 |
| (8) Apply systematic procedures for compiling and using data for the purposes of continuous progress-monitoring, modification of instruction, and program and school wide improvement | **SIGNATURE ASSESSMENT #1**  
**Student assessments:**  
Design assessment rubrics that align with student goals and objectives. Suggest specific evidence to be used for documentation of progress. Determine method of progress monitoring and include suggestions for modification that might be needed to reach objectives.  
Completed assessment rubric that documents skill progress for each goal and objective identified on the IEP. Identify alternative teaching strategies if student progress made is minimal or non-existent as evidenced by progress-monitoring data. |
BSU Curriculum Forms

Form 3
Updated 9-19-15

New Course Form

Course Number:
   Undergraduate: PHED 4515
   Graduate: PHED 5515

Course Title: DAPE Teaching Strategies

Course Description:
Second in a series of three courses, DAPE Teaching Strategies provides knowledge and practical experiences necessary for future teachers to develop individual DAPE lessons based on typical and atypical motor development patterns, to deliver lesson plan content using best practice instructional strategies, behavioral interventions, safe learning environments and methods of communicating with nonverbal students. Students will teach the lesson plans to K-12 DAPE students. The course includes 30 hours of required field experience.

Credits: 3

Prerequisite(s):
   Undergraduate: SPED 3600, SPED 3650, SPED 3655; PHED 4514
   Graduate: SPED 5600, SPED 5650, SPED 5655; PHED 5514

1. Reason(s) for creating this course: Reconfiguration of licensure standards resulted in significant changes in the 3 PHED prefix courses in the minor. This new course is the second course in a 3 course sequence.

2. How often will this course be offered? Once each year spring semester.

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?
   1. Students will demonstrate content knowledge within the areas of special physical education, adapted physical education, movement education, and motor development, including skills in aquatics, dance, games, and individual, group, intramural, and lifetime sports.
2. Students will develop DAPE lesson plans and include how the medical, health, skeletal, and neurological conditions of their students’ disabilities affect their motor learning.

3. Students will develop DAPE lesson plans and include how the principles of anatomical structure, physiology, and kinesiology with regard to their students with disabilities affect their motor learning.

4. Students will develop DAPE lesson plans and identify the impact of their students single, multiple, coexisting conditions or disabilities on motor functioning and motor skills acquisition.

5. Students will develop DAPE lesson plans based on a variety of evidence-based instructional resources, teaching strategies, teaching techniques and scientifically based research interventions.

6. Students will develop DAPE lesson plans and identify how learning environments support the safety and active participation of their students with disabilities.

7. With PE/DAPE teacher supervision and evaluation, students will teach their DAPE lesson plans to prekindergarten and primary (Prekindergarten through grade 4), middle level (grades 5-8), and/or high school (grades 9-12) DAPE students. Post-teaching teacher reflections identify learning and teaching improvement.

4. What are the major content areas for the course?
Knowledge and practical experiences in developing individual DAPE lessons based on typical & atypical motor patterns and how to deliver lesson plan content (K-12) using best practice instructional strategies, behavioral interventions, safe learning environments and methods of communicating with non-verbal students

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? Online and through school site field experiences

7. What is the projected maximum class size (cap)? 25

8. What qualified faculty will be available to teach this course? Sherry Holloway
NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

8. What additional library and other resources need or should be provided for this course, that are not already available?

School sites for field experience hours

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
   Amount per student: $
   For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
PHED 4515/5515: DAPE Teaching Strategies (3 cr)
Department of Human Performance, Sport & Health
Bemidji State University

Instructor and Department Contact Information
Name: 
Email: 
Phone: 
Office Hours: 
Department Contact Person
(in case of emergency):

Deadline for dropping the course:
On the Bemidji State University home web page; click on ACADEMICS, ACADEMIC CALENDAR, to find the last date to DROP without a grade; last date to DROP with a W grade for this semester.

Overview of the Course / Course Description
Second in a series of three courses, DAPE Teaching Strategies provides knowledge and practical experiences necessary for future teachers to develop individual DAPE lessons based on typical and atypical motor development patterns, to deliver lesson plan content using best practice instructional strategies, behavioral interventions, safe learning environments and methods of communicating with nonverbal students. Students will teach the lesson plans to K-12 DAPE students. The course includes 30 hours of required field experience.

Prerequisites
SPED 3600/5600, SPED 3650/5650, SPED 3655/5655; PHED 4514/5514

Required text(s), materials, and software


Required Document:

**Liability Insurance Requirement**

Liability insurance is for your protection and is required for all field experiences. During the course of your field experiences, you may encounter situations which could involve legal actions in which you could be held personally liable for damages. Liability insurance will provide protection for the vast majority of lawsuits and is mandatory before you enter the classroom. Liability insurance can be obtained through a private insurance company or by purchasing through the Education Minnesota Student Program. Student Program cost is $25 for the period September 1, 2015 to August 31, 2016.

Liability insurance can be purchased on-line using web-based enrollment. A credit or debit card from Visa, MasterCard or Discover and access to a printer are needed. The system is part of the National Education Association. The web-based enrollment gives students the ability to apply for membership at any time, from any location, and the insurance becomes effective immediately. If you need to pay by check, please contact the Clinical Experiences Office, EA 326.

Log on to [www.educationminnesota.org](http://www.educationminnesota.org)
- On the left, click on Student Members
- Click on Join Online and then Apply Online

**Technology Requirements and Expectations**

Students should be able to use Microsoft Office Suite (Word, PowerPoint, Excel) effectively. All written assignments must be submitted in Microsoft Word. Assignments in other word-processing programs will NOT be accepted.

Students should be comfortable using the Internet to access online resources.

**Learning Objectives / Course Objectives**

9. Students will demonstrate content knowledge within the areas of special physical education, adapted physical education, movement education, and motor development. This will include skills in aquatics, dance, games, and individual, group, intramural, and lifetime sports.

10. Students will develop DAPE lesson plans and include how the medical, health, skeletal, and neurological conditions of their students disabilities affect their motor learning.

11. Students will develop DAPE lesson plans and include how the principles of anatomical structure, physiology, and kinesiology with regard to their students with disabilities affect their motor learning.
12. Students will develop DAPE lesson plans and identify the impact of their students single, multiple, coexisting conditions or disabilities on motor functioning and motor skills acquisition.

13. Students will developed DAPE lesson plans based on a variety of evidence-based instructional resources, teaching strategies, teaching techniques and scientifically based research interventions.

14. Students developed DAPE lesson plans identify how learning environments support the safety and active participation of their students with disabilities.

15. With PE/DAPE teacher supervision and evaluation, students will teach their DAPE lesson plans to prekindergarten and primary (Prekindergarten through grade 4), middle level (grades 5-8), and/or high school (grades 9-12) DAPE students. Post-teaching teacher reflections identify learning and teaching improvement.

**Course Requirements and Values**

All course requirements must be completed on time.
Additional Requirements for Graduate Level Students (PHED 5515)

Propose and complete a research paper or project that utilizes the resources from one or more of the following sites:
http://www.behavioradvisor.com/oldindex.html;
http://autismpdc.fpg.unc.edu/content/ebp-fact-sheets;
Proposals are not limited to the above sites.
### Grading Scale for Course

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% of points or &gt;</td>
</tr>
<tr>
<td>B</td>
<td>80-89% of points</td>
</tr>
<tr>
<td>C</td>
<td>70-79% of points</td>
</tr>
<tr>
<td>D</td>
<td>60-69% of points</td>
</tr>
<tr>
<td>F</td>
<td>59% or less of points</td>
</tr>
</tbody>
</table>

### Course Schedule

The course schedule can be found in CONTENT under the <module title> heading.

### Attendance and Class Participation Requirements

**Attendance:** Because this course is taught via the Internet, there is no class attendance requirement. However, students are expected to interact on a regular basis with the instructor and the other students.

**Class Participation:** Students will be required to participate in various discussions as indicated in the course schedule and list of assignments. Student postings should make a positive contribution to the class discussion of a topic. Inappropriate postings may result in disciplinary actions as specified in the Student Handbook.

### Course Policies

**Late Assignments:** All assignments must be submitted on or prior to the due date. Assignments that are not submitted on time will receive a grade of zero, unless the student has received prior written approval from the instructor.

### University Policies & Procedures

Go to [http://www.bemidjistate.edu/studentaffairs/sguide/polproced.html](http://www.bemidjistate.edu/studentaffairs/sguide/polproced.html) for BSU “Policies & Procedures.”

### Disability Services

I would like to make sure that all the materials, discussions and activities that are part of the course are accessible to you. If you would like to request accommodations or other services, please contact me as soon as possible. It is also possible to contact Disability Services, Bangsberg Hall, 101. Phone: 218/755-3883 or E-mail address Disabilityservices@bemidjistate.edu. Also available through the Minnesota Relay Service at 1-800-627-3529.
Student Rights and Responsibilities

Student Responsibilities
Students are responsible for <fill in responsibility>.
Students are expected to <fill in expectation>.

Student Rights
The instructor will return email and phone communications within ___ days. Emergency emails and phone communications will be returned as soon as possible.
The instructor will grade <fill in assignment type> within ___ days of the due date.
The instructor will grade <fill in assignment type> within ___ days of the due day.

Professional Education Department Mission Statement

“The Bemidji State University Professional Education program is preparing today’s teachers for tomorrow, through effective, inquisitive, and reflective practice. Our students are proficient, self-reliant, and thoughtful practitioners, developed in a viable and growing program, who can teach effectively in various settings with diverse learners.”
Teacher Licensure Standards

Minnesota Board of Teaching requirements for Teachers of Special Education: Adapted Physical Education 8710.5300 that apply:

SPECIALTY AREA/STANDARD: Developmental Adapted Physical Education

A candidate for licensure as a teacher of special education: developmental adapted physical education must complete a preparation program under subpart 2, item D, that must include the candidate’s demonstration of the knowledge and skills in items A to E.

Subp. 3
Subject matter standard

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>ASSESSMENT ACTIVITY</th>
<th>ASSESSMENT CRITERION</th>
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</thead>
</table>
| (4) special physical education, adapted physical education, movement education, including skills in aquatics, dance, games, and individual, group, intramural, and lifetime sports; | Chapter 23: Health Related Physical Fitness  
Chapter 24: Rhythmic movement & Dance  
Chapter 25: Aquatics  
Chapter 26: Team Sports  
Chapter 27: Individual, Dual, Adventure Sports and Activities | 70% mastery  
Quizzes based on chapter content.  
Case studies |
| (5) implications of medical, health, skeletal, and neurological conditions on motor learning, including typical and atypical development across the life span; | Chapter 12: Visual Impairments  
Chapter 13: Hard of Hearing, Deaf or Blind.  
Chapter 20: Perceptual-Motor Learning | 70% mastery  
Quizzes based on chapter content.  
Case studies |
| (6) principles of anatomical structure, physiology, and kinesiology across the lifespan, including typical and atypical development; | Chapter 14: Cerebral Palsy, TBI, and Stroke  
Chapter 15: Amputations, Dwarfism, and Les Autes  
Chapter 16: Spinal Cord Disabilities  
Chapter 17: Other Health Impairments  
Chapter 18: Students with Temporary or Other Special Conditions | 70% mastery  
Quiz based on chapter content.  
Case studies |
| (7) impact of single, multiple, coexisting conditions or disabilities on motor functioning and motor skill acquisition; and | Chapters 6: Behavior Management  
Chapter 8: Intellectual Disabilities  
Chapter 9: Behavioral Disabilities  
Chapter 10: Autism Spectrum | 70% mastery  
Quizzes based on chapter content.  
Case studies |
C. Instructional design, teaching, and ongoing evaluation. A teacher of special education understands how to provide and evaluate specially designed instruction to meet the unique needs of students in special education through individualized educational plans. The teacher must be able to:

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</table>
| Signature Assessment #2 | Incorporate the following instructional processes during your teaching experiences:  
- Maintain warm, positive climate.  
- Individualize instruction by making adaptations.  
- Promote a data-based gymnasium.  
- Use ecologically valid activities and settings.  
- Devote a high percentage of time to class objectives.  
- Maximize time-on-task with success.  
- Emphasize variability of practice and contextual interference.  
- Try a wide variety of strategies and techniques.  
- Apply behavior management strategies.  
- Weave counseling into teaching. | 70% mastery  
(1) Completed assessment rubric that documents skill progress for each goal and objective identified on the IEP.  
Identify alternative teaching strategies if student progress made is minimal or non-existent and as indicated by consultation with other IEP team members. (For 3D3) | 70% mastery of:  
(1)(2)(3)(4)(5) Lesson plans follow instructional model based on adaptation theory (p. 84).  
Lesson plans identify and align with NASPE Standards and Benchmarks.  
DAPE mentor teacher evaluates teacher performance using template provided by instructor.  
The teacher reflection identifies |
benchmarks.

2. Using Field Experience 1 & 2 (equipment and technology budget and requisition) add recommended
equipment and adaptations for
lessons.

3. Create a matrix of learning
environments, adaptations, and
safety for students in the DAPE setting.

4. Create a checklist using multiple
 teaching modes strategies and
 modes of communication.

5. Teach lesson plan to student using
the adapted PE model. Assess,
prioritize and manage variables so as
to minimize limitations and maximize
enablers.

effectiveness of teaching and
communication skills.

**D. Communication and collaboration.** A teacher of special education cultivates and maintains positive, collaborative
relationships with children and youth, families, educators, other professionals, and the community to support and
development and educational programs. The teacher must be able to:

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</table>
| 3) Identify and coordinate educational
 roles and responsibilities with
 individualized education program
 plan team members and
 stakeholders in providing educational
 services that impact physical and
 motor fitness |
| (3) Attend TAT/CST initial meeting
 write a reflection paper on attendees,
 their roles, strategies and
 interventions as related to DAPE. |
| Identify alternative teaching
 strategies if student progress made is
 minimal or non-existent and as
 indicated by consultation with other
 IEP team members such as OT and PT. |
| 4) Provide and receive consultation
 and coordinate with related service
 providers, including occupational
 therapists and physical therapist, in
delivering developmental adapted
physical education services motor
fitness. |
| 4. Using Field Experience 1B: Write a
 reflection paper outlining delivery
 models, team strategies, and
 evaluation strategies as part of the
 motor team as related to DAPE. |

**8710.5000 Subp.2 Special Education Core skill areas:**
A teacher of special education possesses understandings and skills in special education foundations: referral,
evaluation, planning, and programming processes; instructional design, teaching, and ongoing evaluation; and
collaboration and communication in items A to D.

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| 5) implement required pre-referral
 intervention procedures; |
| Students read Case study 17:
 Addressing the Motor Domain
 Through the Individualized Education
 Program/Individualized Transition
 Plan (p. 105) Case Studies in |
| 70% mastery of total points for
 responses on the discussion board
 and one page summary that outlines
 potential intervention procedures
 specific to this case. |
Adapted Physical Education

Students answer questions at the end of the case study and post their responses to each question on the discussion board.

Following the discussion, students write a one-page summary of how pre-intervention strategies are utilized in DAPE that might allow student to participate in general education PE.

C. Instructional design, teaching, and ongoing evaluation: A teacher of special education understands how to provide and evaluate specially designed instruction to meet the unique needs of students in special education through individualized educational plans. The teacher must be able to:

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<tr>
<td>(3) apply evidence-based methods, strategies, universal design for learning, and accommodations including assistive technologies to meet individual student needs and provide access to grade-level content standards.</td>
<td>Modify an assignment from regular physical education setting found during field experience using an assistive technology, web-based tool, or application.</td>
<td>DAPE mentor teacher evaluates teacher performance using template provided by instructor.</td>
</tr>
<tr>
<td>(1) adapt and modify curriculum and deliver evidence-based instruction, including scientific research-based interventions when available, aligned with state and local grade-level content standards to meet individual learner needs;</td>
<td>1. Develop 1 year teaching plans, 1 unit plan and 5 lesson plans for 2 students with differing disabilities that align with NASPE standards and benchmarks.</td>
<td>70% mastery of: (1)(4)(7)(8)(11)</td>
</tr>
<tr>
<td>(4) use evidence-based instruction, knowledge of subject matter, grade-level content standards, task analysis, and student performance data to sequence instruction and accelerate the rate of learning;</td>
<td>1. Describe the specific student based on your observations and/or assessment information and select one or more functional goal tasks (postural control, locomotion, object control, or health-enhancing fitness).</td>
<td>PE and DAPE lesson plans follow instructional model based on EdTPA lesson plan for physical education and special education templates.</td>
</tr>
<tr>
<td>(6) apply behavioral theory, student data, evidence-based practices, and ethics in developing and implementing individual student and classroom behavior management plans;</td>
<td>4. Teach lesson plan to student using the adapted PE model. Assess, prioritize and manage variables so as to minimize limitations and maximize enablers.</td>
<td>Lesson plans identify and align with NASPE Standards and Benchmarks.</td>
</tr>
<tr>
<td>(7) design and manage positive instructional environments that convey high expectations for students to develop independence, self-motivation, self-direction, self-regulation, and self-advocacy;</td>
<td>6. Create a classroom management behavior brochure using the MDE guidelines and class materials to be presented to children, families, and other professionals. Using student FBA create an individual behavior plan for a particular student.</td>
<td>DAPE mentor teacher evaluates teacher performance using template provided by instructor.</td>
</tr>
<tr>
<td>(8) teach in a variety of service delivery models, including the</td>
<td>7. Design a motor interest survey and strategy instruction sheet to align with student strength and challenges.</td>
<td>The teacher reflection identifies effectiveness of teaching and communication skills.</td>
</tr>
</tbody>
</table>
delivery of specially designed instruction in the general education classroom and collaboration with other educational professionals and paraprofessionals;

(11) construct and implement instructional sequences to address and teach transition skills based on the cognitive, affective, and academic strengths of each student and plan for transition from school to community living, recreational and leisure, postsecondary training.

ASSESSMENT ACTIVITY

Clinical Experiences Plan

Identify the types of opportunities available to you in your city/school/district/area.

Decide the distance you are willing to drive to have desired practical experiences

Develop a calendar for each 3 week period and indicate the days and hours you plan to give to your clinical experiences.

Obtain written permission from the PE/DAPE teacher, building principal, and special education director to participate in school classes.

Request written permission from parents to assess students using formal & informal tools

Complete a total of 10 hours of assessment and teaching at each grade level band (Pre-k-5; Middle 6-8; High 9-12)

ASSESSMENT CRITERION

Clinical experience includes work with students with disabilities in a minimum of 3 different disability areas listed below:

- Specific Learning Disability
- Speech/Language Impairment
- Mental Retardation
- Emotional Disturbance
- Multiple Disabilities
- Other Health Impairment
- Hearing Impairment
- Deafness
- Orthopedic Impairment
- Autism
- Visual Impairment
- Traumatic Brain Injury
- Deaf-Blindness

BSU Curriculum Forms

Form 3
Updated 9.19.15

New Course Form

Course Number:
   Undergraduate: PHED 4516
   Graduate: PHED 5516

Course Title: The DAPE Professional

Course Description:
Third in a series of three courses, The DAPE Professional: provides students with opportunities to combine content, theory and research with practical experiences in DAPE programming and teaching strategies. This capstone course allows students to cultivate and maintain positive, collaborative relationships with students, families, and other professional, and the community to support student development and educational process. This course includes 20 hours of required field experience.

Credits: 3

Prerequisite(s):
   Undergraduate: SPED 3600, SPED 3650, SPED 3655; PHED 4514, PHED 4515
   
   Graduate: SPED 5600, SPED 5650, SPED 5655; PHED 5514, PHED 5515

1. Reason(s) for creating this course: Reconfiguration of licensure standards resulted in significant changes in the 3 PHED prefix courses in the minor. This new course is the third course in a 3 course sequence.

2. How often will this course be offered? Once each year

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?
   1. Students will identify the physical, social, and cognitive benefits of services, networks, agencies, and organizations relevant to the field of developmental adapted physical education.

   2. Students will create and distribute a written brochure that allows K-12 students, families, and other service providers to locate community and state resources for further participation in leisure and recreational activities.
3. As a result of participation in professional development opportunities, students will reflect upon and describe their professional growth in special education in the areas of knowledge and skill, instructional practices and decisions, and interactions with students and families.

4. What are the major content areas for the course?
   Combines content, theory and research with practical experiences in DAPE programming and teaching strategies. Students learn how to cultivate and maintain positive, collaborative relationships with students, families, and other professionals, and the community to support student development and educational process.

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? Online and through field experiences.

7. What is the projected maximum class size (cap)? 25

8. What qualified faculty will be available to teach this course? Sherry Holloway

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available? Sites for field experience hours

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11). Amount per student: $
    For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
PHED 4516/5516: The DAPE Professional (3 cr)
Department of Human Performance, Sport & Health
Bemidji State University

**Instructor and Department Contact Information**
Name:
Email:
Phone:
Office Hours:
Department Contact Person
(in case of emergency):

**Deadline for dropping the course:**
On the Bemidji State University home web page; click on ACADEMICS, ACADEMIC CALENDAR, to find the last date to DROP without a grade; last date to DROP with a W grade for this semester.

**Overview of the Course / Course Description**
Third in a series of three courses, *The DAPE Professional*; provides students with opportunities to combine content, theory and research with practical experiences in DAPE programming and teaching strategies. This capstone course allows students to cultivate and maintain positive, collaborative relationships with students, families, and other professional, and the community to support student development and educational process. **The course includes 20 hours of required field experience.**

**Prerequisites**
SPED 3600/5600, SPED 3650/5650, SPED 3655/5655; PHED 4514/5514, PHED 4515/5515

**Required text(s), materials, and software**
Hardcover text at HumanKinetics.com & Amazon.com Books. New: $98.00; used from $53.00 and up


**Required Document:**
Liability Insurance Requirement

Liability insurance is for your protection and is required for all field experiences. During the course of your field experiences, you may encounter situations which could involve legal actions in which you could be held personally liable for damages. Liability insurance will provide protection for the vast majority of lawsuits and is mandatory before you enter the classroom. Liability insurance can be obtained through a private insurance company or by purchasing through the Education Minnesota Student Program. Student Program cost is $25 for the period September 1, 2015 to August 31, 2016.

Liability insurance can be purchased on-line using web-based enrollment. A credit or debit card from Visa, MasterCard or Discover and access to a printer are needed. The system is part of the National Education Association. The web-based enrollment gives students the ability to apply for membership at any time, from any location, and the insurance becomes effective immediately. If you need to pay by check, please contact the Clinical Experiences Office, EA 326.

Log on to www.educationminnesota.org
- On the left, click on Student Members
- Click on Join Online and then Apply Online

Technology Requirements and Expectations

Students should be able to use Microsoft Office Suite (Word, PowerPoint, Excel) effectively. All written assignments must be submitted in Microsoft Word. Assignments in other word-processing programs will NOT be accepted.

Students should be comfortable using the Internet to access online resources.

Learning Objectives / Course Objectives

4. Students will identify the physical, social, and cognitive benefits of services, networks, agencies, and organizations relevant to the field of developmental adapted physical education.

5. Students will create and distribute a written brochure that allows K-12 students, families, and other service providers to locate community and state resources for further participation in leisure and recreational activities.

6. As a result of participation in professional development opportunities, students will reflect upon and describe their professional growth in special education in the areas of knowledge and skill, instructional practices and decisions, and interactions with students and families.
## Course Requirements and Values

All course requirements must be completed on time.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points/Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources Brochure – Signature Assignment #3</td>
<td>160</td>
</tr>
<tr>
<td>Residential, worksite, local Adapted Sports, Regional Adapted Sports, State and National Adapted Sports, Camp or Recreational Opportunity, Cultural Events. 8@20 pts</td>
<td></td>
</tr>
<tr>
<td>Local/ Regional/ State/ or National Conference or Meeting – 8 hrs</td>
<td>50</td>
</tr>
<tr>
<td>Professional Paper on Emerging Trends and Practices</td>
<td>50</td>
</tr>
</tbody>
</table>

**Field Experience:**

- Special Olympics or Adapted Sport-Volunteer – 4 hrs                        | 20           |
- Residential home and Worksite- Volunteer- 4 hrs                           | 20           |
- Recreational Site with Aquatics/Swimming – 4 hrs                          | 20           |
- Internship log/journal – summary and reflection of hours completed        | 50           |

**TOTAL POINTS:** 370

Requirements/activities help teachers to transition DAPE students from school to community and adult settings.

## Additional Requirements for Graduate Level Students (PHED 5516)

Propose and complete a project that incorporates community or state resources into DAPE curriculum. Student must determine steps necessary to plan secondary DAPE student participation at local or state facility that offers recreational programming. Instructor will provide template that identifies procedural information.

## Grading Scale for Course

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% of points or &gt;</td>
</tr>
<tr>
<td>B</td>
<td>80-89% of points</td>
</tr>
<tr>
<td>C</td>
<td>70-79% of points</td>
</tr>
<tr>
<td>D</td>
<td>60-69% of points</td>
</tr>
<tr>
<td>F</td>
<td>59% or less of points</td>
</tr>
</tbody>
</table>
## Course Schedule

The course schedule can be found in CONTENT under the <module title> heading.

## Attendance and Class Participation Requirements

**Attendance:** Because this course is taught via the Internet, there is no class attendance requirement. However, students are expected to interact on a regular basis with the instructor and the other students.

**Class Participation:** Students will be required to participate in various discussions as indicated in the course schedule and list of assignments. Student postings should make a positive contribution to the class discussion of a topic. Inappropriate postings may result in disciplinary actions as specified in the Student Handbook.

## Course Policies

### Late Assignments:

All assignments must be submitted on or prior to the due date. Assignments that are not submitted on time will receive a grade of zero, unless the student has received prior written approval from the instructor.

## University Policies & Procedures

Go to [http://www.bemidjistate.edu/studentaffairs/stguide/polproced.html](http://www.bemidjistate.edu/studentaffairs/stguide/polproced.html) for BSU “Policies & Procedures.”

## Disability Services

I would like to make sure that all the materials, discussions and activities that are part of the course are accessible to you. If you would like to request accommodations or other services, please contact me as soon as possible. It is also possible to contact Disability Services, Bangsberg Hall, 101. Phone: 218/755-3883 or E-mail address Disabilityservices@bemidjistate.edu. Also available through the Minnesota Relay Service at 1-800-627-3529.

## Student Rights and Responsibilities

### Student Responsibilities

Students are responsible for <fill in responsibility>.

Students are expected to <fill in expectation>.

### Student Rights

The instructor will return email and phone communications within ___ days. Emergency emails and phone communications will be returned as soon as possible.

The instructor will grade <fill in assignment type> within ___ days of the due date.

The instructor will grade <fill in assignment type> within ___ days of the due day.
Professional Education Department Mission Statement

“The Bemidji State University Professional Education program is preparing today’s teachers for tomorrow, through effective, inquisitive, and reflective practice. Our students are proficient, self-reliant, and thoughtful practitioners, developed in a viable and growing program, who can teach effectively in various settings with diverse learners.”
Teacher Licensure Standards

Minnesota Board of Teaching requirements for Teachers of Special Education: Adapted Physical Education 8710.5300 that apply:

**SPECIALTY AREA/STANDARD: Developmental Adapted Physical Education**

A candidate for licensure as a teacher of special education: developmental adapted physical education must complete a preparation program under subpart 2, item D, that must include the candidate’s demonstration of the knowledge and skills in items A to E.

### Subp. 3
#### Subject matter standard

**D. Communication and collaboration.** A teacher of special education: developmental adapted physical education cultivates and maintains positive, collaborative relationships with students, families, other professionals, and the community to support student development and educational progress. The teacher must be able to:

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>ASSESSMENT ACTIVITY</th>
<th>ASSESSMENT CRITERION</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Collaborate with students and their families in making choices, given identified strengths and needs in physical and motor fitness, that impact academic, occupational, and other domains across the life span.</td>
<td><strong>Signature Assessment #3</strong>&lt;br&gt;(1) Candidate will use course content and Field Experience to create a multi-media brochure with program info, contacts, websites, resources, and pictures for children and youth, adult and families to use in making choices for life long activity in all domains.</td>
<td>70% mastery - brochure&lt;br&gt;Rubric for candidate assessment&lt;br&gt;Document attendance at locations-forms signed by interviewer.</td>
</tr>
<tr>
<td><strong>Field Experience 3A:</strong> Using Chapter 3 and information from instructor: Observe a residential setting and/or workplace setting. Interview the director as to opportunities for adapted sport, fitness, across life span and add information to the <strong>Signature Assessment #3</strong> brochure to identify local agencies whose mission it is to promote the field of developmental adapted physical education in MN.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) Access services, networks, agencies, and organizations relevant to the field of developmental adapted physical education.</td>
<td><strong>Field Experience 3B:</strong> Using Chapter 3 and information from instructor: Observe a LOCAL coach, fitness director trainer. Interview the director as to opportunities for adapted sport in our area and add information to the <strong>Signature Assessment #3</strong> brochure to identify local agencies whose mission it is to promote the field of developmental adapted physical education in MN.</td>
<td>70% mastery - brochure&lt;br&gt;Rubric for candidate assessment&lt;br&gt;Document attendance at locations-forms signed by interviewer.</td>
</tr>
<tr>
<td><strong>Field Experience 3C:</strong> Using Chapter 3 and information from instructor: Collaborate with students,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(5) Collaborate with students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>families and other service providers to locate community and state resources for further participation in leisure and recreational activities.</td>
<td>3 and information from instructor: Observe a STATE OR NATIONAL coach, fitness director trainer. Interview the director as to opportunities for adapted sport in our area and add information to the Signature Assessment #3 brochure to identify local agencies whose mission it is to promote the field of developmental adapted physical education in MN. <strong>Signature Assessment #3</strong> describing local, regional, and state leisure and recreational opportunities for persons with disabilities. Identify contact persons, phone numbers, email addresses and websites. For program improvement purposes <strong>Signature Assessment #3</strong> will assess mastery of the following standards: 8710.5000: 2A13; 8710.5300: 3D2, 3D5</td>
<td>Rubric for candidate assessment Document attendance at locations-forms signed by interviewer.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>(6) Promote collaborative practices that respect the individual’s and family’s culture and values relative to the field of developmental adapted physical education and recreation and leisure options across the lifespan.</td>
<td><strong>Field Experience 3C:</strong> Using Chapter 3 and information from instructor: Attend a cultural event in your area that promotes Physical and Motor Fitness. Write a reflective paper Volunteer a minimum of 4 hours coaching and/or working at Special Olympics events in your area. Volunteer a minimum of 4 hours at a local group home or worksite facility during leisure recreational activity time.</td>
<td>Work one on one with children, teens, or adults of all abilities. Professional journal submitted using instructor prompts and protocols. Focus will be placed on how the candidate showed respect for the student’s and his/her family, background, values and culture in the interaction with the student.</td>
</tr>
<tr>
<td>7) Access and evaluate information, research and emerging practices relevant to the field of developmental adapted physical education through consumer and professional organizations, peer-reviewed</td>
<td>Attend a MN DAPE conference and/or SHAPE America state or district conference.</td>
<td>Submit completed reflection form describing research and emerging practices related to DAPE discussed at the conference. Predict how these can impact future DAPE teaching.</td>
</tr>
<tr>
<td>(8) Engage in continuing professional development and reflection to increase knowledge and skill as a special educator and inform instructional practices, decision, and interactions with students and their families.</td>
<td>Attend a MN DAPE conference and/or SHAPE America state or district conference.</td>
<td>Submit completed reflection form describing learning opportunities and conversations with professionals. Predict how professional learning can impact future DAPE teaching.</td>
</tr>
</tbody>
</table>

**E. Clinical experiences.** A teacher of special education: developmental adapted physical education applies the standards of effective practice through a variety of early and ongoing clinical experiences in teaching students who have needs in the areas of physical fitness and gross motor skills in prekindergarten and primary (prekindergarten
Clinical Experiences Plan | ASSESSMENT ACTIVITY | ASSESSMENT CRITERION
--- | --- | ---
Volunteer a minimum of 4 hours coaching and/or working at Special Olympics or Adapted Sporting events in your area. | Work one on one with children, teens, or adults of all abilities. Document hours. | Hours documented and verified by supervisor. Professional journal submitted using instructor prompts and protocols. |
Volunteer a minimum of 4 hours at a local group home or worksite during leisure recreational activity time. | Visit facilities and gather information from program directors about sport, leisure recreational and work-related activities available to children, teens, and adults of all abilities. | Observe sport, leisure recreational, and work-related activities participated in by children, teens, or adults of all abilities. Professional journal submitted using instructor prompts and protocols. |
Volunteer a minimum of 4 hours working with athletes from Camp or Aquatics facilities with local athletes with disabilities as part of the MN State High School League sport program or private setting. | Visit Courage Center in Golden Valley, Burnsville, Duluth, or St. Croix OR your community’s equivalent. | 8710.500 Core Skills for Special Education

2.C Instructional design, teaching, and ongoing evaluation: A teacher of special education understands how to provide and evaluate specially designed instruction to meet the unique needs of students in special education through individualized educational plans. The teacher must be able to:

8) teach in a variety of service delivery models, including the delivery of specially designed instruction in the general education classroom and collaboration with other educational professionals and paraprofessionals; | Volunteer a minimum of 4 hours coaching and/or working at Special Olympics events in your area. Volunteer a minimum of 4 hours at a local group home during leisure recreational activity time. Volunteer a minimum of 4 hours working with athletes from Courage Center or Recreational site with | Professional journal submitted using instructor prompts and protocols. The candidate will include how he/she collaborated with service providers and other professionals to meet the specific needs of the students. |
aquatics or with local athletes with disabilities as part of the MN State High School League sport program. Volunteer a minimum of 10 hours as a swimming assistant instructor in a DAPE aquatic setting. This standard is also addressed in PHED 4212
BSU Curriculum Forms

Form 4

Course Drop Form
(Use this form to drop a course from the university curriculum file.
To drop a course from a program only, use Form 5 Program Modification Form)

Course Number:
Undergraduate: PHED 4211
Graduate: PHED 5211

Course Title: D/APE History, Philosophy, Diagnosis & Assessment

New or current courses that will universally replace this dropped course for students remaining in the old curriculum: None

This dropped course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
  1) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
  2) click on “Areas of Study, and Course Descriptions,”
  3) click on “PDF of Entire Catalog” in upper right,
  4) press Ctrl F, and enter the prefix and number of the course(s) from this form.

Non-licensure programs: DAPE minor

Teacher Licensure programs:

Liberal Education:

The above “service area” programs/departments were notified of this modification on ________ (date) by __________________ (mail, email, or phone).

Please check one of the items below:

______ No comments were received from other programs or departments within one week of the notification.

______ Comments were received within one week of the notification, and are attached.

Reason(s) for dropping this course:
New program includes a significant reconfiguration of DAPE content standards and Special Education Core Skills standards in the PHED prefix courses.
BSU Curriculum Forms

Form 4

Course Drop Form
(Use this form to drop a course from the university curriculum file.
To drop a course from a program only, use Form 5 Program Modification Form)

Course Number:
  Undergraduate: PHED 4212
  Graduate: PHED 5212

Course Title: Developmental Techniques for Adapted Physical Education

New or current courses that will universally replace this dropped course for students
remaining in the old curriculum: None

This dropped course is a requirement or an elective in the programs/areas listed below.
To locate where this course appears please search the online catalog, as follows:
  1) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent
catalog(s),
  2) click on “Areas of Study, and Course Descriptions,”
  3) click on “PDF of Entire Catalog” in upper right,
  4) press Ctrl F, and enter the prefix and number of the course(s) from this form.

    Non-licensure programs: DAPE minor

    Teacher Licensure programs:

    Liberal Education:

The above “service area” programs/departments were notified of this modification on

_______ (date) by __________________ (mail, email, or phone).

Please check one of the items below:

_____ No comments were received from other programs or departments within one
week of the notification.

_____ Comments were received within one week of the notification, and are attached.

Reason(s) for dropping this course:
New program includes a significant reconfiguration of DAPE content standards and
Special Education Core Skills standards in the PHED prefix courses.
BSU Curriculum Forms

Form 4

Course Drop Form
(Use this form to drop a course from the university curriculum file.
To drop a course from a program only, use Form 5 Program Modification Form)

Course Number:
  Undergraduate: PHED 4217
  Graduate: PHED 5217

Course Title: D/APE Sport and Recreation for Individuals with Disabilities

New or current courses that will universally replace this dropped course for students remaining in the old curriculum: None

This dropped course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
  1) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
  2) click on “Areas of Study, and Course Descriptions,”
  3) click on “PDF of Entire Catalog” in upper right,
  4) press Ctrl F, and enter the prefix and number of the course(s) from this form.

  Non-licensure programs: DAPE minor

  Teacher Licensure programs:

  Liberal Education:

The above “service area” programs/departments were notified of this modification on ________ (date) by __________________ (mail, email, or phone).

Please check one of the items below:

_____ No comments were received from other programs or departments within one week of the notification.

_____ Comments were received within one week of the notification, and are attached.

Reason(s) for dropping this course:
New program includes a significant reconfiguration of DAPE content standards and selected Special Education Core Skills standards in the PHED prefix courses.
BSU Curriculum Forms

Form 4

Course Drop Form
(Use this form to drop a course from the university curriculum file.
To drop a course from a program only, use Form 5 Program Modification Form)

Course Number:
Undergraduate: PHED 4218
Graduate: PHED 5218

Course Title: Adapted Aquatics

New or current courses that will universally replace this dropped course for students remaining in the old curriculum: None

This dropped course is a requirement or an elective in the programs/areas listed below.
To locate where this course appears please search the online catalog, as follows:
1) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
2) click on “Areas of Study, and Course Descriptions,”
3) click on “PDF of Entire Catalog” in upper right,
4) press Ctrl F, and enter the prefix and number of the course(s) from this form.

Non-licensure programs: DAPE minor

Teacher Licensure programs:

Liberal Education:

The above “service area” programs/departments were notified of this modification on __________ (date) by ____________________ (mail, email, or phone).

Please check one of the items below:

______ No comments were received from other programs or departments within one week of the notification.

______ Comments were received within one week of the notification, and are attached.

Reason(s) for dropping this course:
New program includes a significant reconfiguration of DAPE content standards and Special Education Core Skills standards in the PHED prefix courses. Following the 3 credit model, this course is no longer needed as standards are aligned in other courses.
BSU Curriculum Forms

Form 4

Course Drop Form
(Use this form to drop a course from the university curriculum file.
To drop a course from a program only, use Form 5 Program Modification Form)

Course Number:
Undergraduate: PHED 4970
Graduate: PHED 5970

Course Title: Internship in DAPE

New or current courses that will universally replace this dropped course for students
remaining in the old curriculum: None

This dropped course is a requirement or an elective in the programs/areas listed below.
To locate where this course appears please search the online catalog, as follows:
1) go to http://www.bemidjistate.edu/academics/catalog/
and choose the most recent
catalog(s),
2) click on “Areas of Study, and Course Descriptions,”
3) click on “PDF of Entire Catalog” in upper right,
4) press Ctrl F, and enter the prefix and number of the course(s) from this form.

Non-licensure programs: DAPE minor

Teacher Licensure programs:

Liberal Education:

The above “service area” programs/departments were notified of this modification on
________ (date) by ____________________ (mail, email, or phone).

Please check one of the items below:

_____ No comments were received from other programs or departments within one
week of the notification.

_____ Comments were received within one week of the notification, and are attached.

Reason(s) for dropping this course:
New program includes a significant reconfiguration of DAPE content standards and
Special Education Core Skills standards in the PHED prefix courses. Following the 3
credit model, this course is no longer needed as practicum hours are embedded in all
courses required in the minor.
BSU Curriculum Forms

Form 5

Program Modification Form

Program to be modified: Developmental/Adapted Physical Education minor (teacher licensure)

List all proposed change(s):
1. Revise the minor/teacher licensure program with a realignment of Minnesota Board of Teaching standards and reduce the number of credits required from 32 content credits to 18 content credits. Utilize 80/20 model and online delivery using a 3 credit sequential model.

2. Reduce the number of PHED courses from 5 courses totaling 15 credits to 3 new PHED prefix courses, 3 credits each, for a total of 9 credits.

3. Drop the 5 PHED prefix courses due to significant changes in the configuration of Minnesota Board of Teaching DAPE content and Special Education Core Skills standards.
   a. PHED 4211: D/APE History, Philosophy, Diagnosis and Assessment
   b. PHED 4212: Developmental Techniques for Adapted Physical Education
   c. PHED 4217: DAPE Sport and Recreation for Individuals with Disabilities
   d. PHED 4218: Adapted Aquatics (2 cr) – content moved to 3 DAPE courses.
   e. PHED 4970: Internship DAPE

Reason(s) for the change(s):
1. The current minor has not been approved by the Minnesota Board of Teaching as a DAPE licensure. The intent of the revised minor is to offer physical education majors and physical education teachers in the field the opportunity to add a DAPE licensure.

2. The proposed minor is currently in the second round of revisions with the Minnesota State Board of Teaching and follows a 3 credit sequential online model.

3. Online delivery with an efficient timeline for delivery has the potential to add new students as physical education teachers in the field can pursue DAPE licensure as they continue to teach physical education.

4. Physical education majors at BSU who start but do not finish the DAPE minor and licensure, may secure a teaching position and now have the avenue to complete the program through the online format.

5. Reduces the number of credits required to complete the minor for students who have not yet earned their undergraduate degree. DAPE can now be a part of their student teaching semester.
6. Individuals who have completed their undergraduate degree in physical education must meet Content Reading standards and complete 3 credits of student teaching in addition to the 18 minor credits.

Note: In order to avoid hidden prerequisites, if a course is being dropped from this program (but not from the entire curriculum), please check for which remaining courses may include this dropped course as a prerequisite. Course prerequisites may be found in the online catalog (http://www.bemidjistate.edu/academics/catalog/). Remedies for hidden prerequisites may be found under Curriculum Forms at (http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/).

Note: If a course from another department/program was either added to or dropped from this program, please notify the chair/coordinator of that course's department/program and indicate the following:

The course’s home department/program was notified of the addition or dropping of their course(s) on _________ (date) by ________________ (mail, email, or phone).

Please check one of the items below:

_____ No comments were received from other programs or departments within one week of the notification.

_____ Comments were received within one week of the notification, and are attached.

Note: If this is a joint program, the signatures of both department chairs (and both deans, if different colleges) must be provided.

Alert: Attach a copy of the current program showing the marked changes.

Please copy the current program from the online catalog (http://www.bemidjistate.edu/academics/catalog/) and paste it into Word. Then use either the Track Changes feature under Tools, or the underline and strikethrough Font feature under Format. (Please note that the Track Changes feature may be easily switched on and off by holding down the Ctrl+Shift+E keys.)
Current

Developmental/ Adapted Physical Education, B.S. minor

Required Credits: 32
Required GPA: 2.50

I REQUIRED SPECIAL EDUCATION COURSES

COMPLETE THE FOLLOWING COURSES:

- SPED 3600 Study of the Learner with Special Needs (3 credits)
- SPED 3655 Due Process in Special Education I: Individual Education Plan (3 credits)
- SPED 3650 Collaborative Techniques for Special Educators (3 credits)

II REQUIRED PHYSICAL EDUCATION COURSES

COMPLETE THE FOLLOWING COURSES:

- PHED 4211 D/APE History, Philosophy, Diagnosis and Assessment (3 credits)
- PHED 4212 Developmental Techniques for Adapted Physical Education (3 credits)
- PHED 4217 D/APE Sport and Recreation for Individuals with Disabilities (3 credits)
- PHED 4218 Adapted Aquatics (2 credits)

III REQUIRED READING COURSES

COMPLETE THE FOLLOWING COURSES:

- ED 3201 Language Arts I (3 credits)
- ED 3202 Language Arts II (3 credits)
- ED 3203 Language Arts III (3 credits)

IV REQUIRED PRACTICAL EXPERIENCE

COMPLETE THE FOLLOWING COURSE, for 3 credits:

- PHED 4970 Internship (1-12 credits)
Proposed

Developmental/ Adapted Physical Education, B.S. minor

Required Credits: 18
Required GPA: 2.50

I REQUIRED SPECIAL EDUCATION COURSES

COMPLETE THE FOLLOWING COURSES:

- SPED 3600 Study of the Learner with Special Needs (3 credits)
- SPED 3650 Collaborative Techniques for Special Educators (3 credits)
- SPED 3655 Due Process in Special Education I: Individual Education Plan (3 credits)

II REQUIRED PHYSICAL EDUCATION COURSES

COMPLETE THE FOLLOWING COURSES:

- PHED 4204 DAPE Program Planning
- PHED 4205 DAPE Teaching Strategies
- PHED 4206 The DAPE Professional

Suggested Semester Schedule Options

<table>
<thead>
<tr>
<th>Semester</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option A</td>
<td>SPED 3600 Learner with Special Needs</td>
<td>SPED 3630 Collaborative Techniques in SPED</td>
<td>PHED 4204 DAPE Program Planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PHED 4205 DAPE Teaching Strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ED-4797: Practicum in the Clinical Area</td>
</tr>
<tr>
<td>Option B</td>
<td>SPED 3600 Learner with Special Needs</td>
<td>SPED 3630 Collaborative Techniques in SPED</td>
<td>PHED 4204 DAPE Program Planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PHED 4205 DAPE Teaching Strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ED-4797: Practicum in the Clinical Area</td>
</tr>
<tr>
<td>Option C</td>
<td>SPED 3600 Learner with Special Needs</td>
<td>SPED 3630 Collaborative Techniques in SPED</td>
<td>PHED 4204 DAPE Program Planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PHED 4205 DAPE Teaching Strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ED-4797: Practicum in the Clinical Area</td>
</tr>
</tbody>
</table>

Commented [DP1]: Change in the order
BSU Curriculum Forms

Form 8
Updated: 09.18.15

Signatures

_Donna Palivec / Professor, Chair / 11.04.15 ____________________________
Proposer / Title / Date

_Donna Palivec / Human Performance, Sport and Health / 11.04.15 __________
Chair or Director / Department or Program / Date
Note: "All departmental recommendations [on curriculum] must be reviewed and
approved by the department's faculty."--IFO/MnSCU Master Agreement

At this point, packet goes to Records Office/Curriculum Coordinator to be logged in
to the Curriculum Proposal Progress Grid.

_Troy Gilbertson / Health Sciences and Human Ecology / 11.04.15 ___________
Dean / College / Date

Note: If proposal is sent back to the Proposer, please notify the Curriculum
Coordinator. If approved, packet goes to Academic Affairs Office.