

# Bemidji State University

## PHED 4514: DAPE Program Planning

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: \*.\*

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: None

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, SPED 3650, co-requisite SPED 3655.

**B. COURSE EFFECTIVE DATES:** 08/22/2016 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Knowledge of DAPE to develop, organize and administer DAPE programs.
2. Historical, philosophical, legal foundations.
3. Knowledge of IEP process, resources.
4. Understanding of health-related & motor fitness, assistive technology, adapted equipment.

### D. LEARNING OUTCOMES (General)

1. . 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. . 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. . 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. . 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. . apply an understanding of health-related aspects for physical and motor fitness in program planning.
6. . 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. . 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).

**E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

**F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

**G. SPECIAL INFORMATION**

None noted