

# Minnesota State University Moorhead

## PE 454: Curriculum in Developmental Adapted Physical Education

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites:

PE 452 - Adaptive Physical Education

Corequisites: None

MnTC Goals: None

Prepares Developmental Adapted specialists to provide direct service to handicapped students, serve as consultants to other physical education teachers, assess motor and physical fitness levels, write individual programs, read and understand research in adapted physical education.

**B. COURSE EFFECTIVE DATES:** 06/01/1995 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

### D. LEARNING OUTCOMES (General)

1. Ability to distinguish among aims, goals, general objectives and specific objectives.
2. Ability to outline the steps in curriculum construction applicable to DAPE.
3. Demonstrate understanding of current medical, social, psychological well-being of students and educational approaches to working with people with disabilities.
4. Discuss and describe a variety of teaching conditions that will influence the content coordinating of a physical education and developmental adapted physical education curriculum.
5. Knowledge to coordinate peer tutors and teacher aides in the DAPE setting.
6. Understand how disabilities are viewed from the perspectives of many professionals, family members, and friends.
7. Understand that attitudes are the key to effective service delivery.
8. Understanding of the advocacy process necessary for the developmental adapted physical education program.
9. Ability to discuss the role of assessment in Developmental Adapted Physical Education and provide a general overview of the types of assessment that are available to the physical education and adapted physical education teacher.
10. Demonstrate an understanding of the legal bases, including due process.
11. Demonstrate basic understanding of motor development, physical and motor skill proficiency, and psychosocial parameters.
12. Knowledge of various education placement options and the selection of appropriate options based on the needs of the individual.
13. Knowledge to provide students with learning experiences that will enable the student with a disability to be a lifelong participant in physical education, recreation, and leisure activities.
14. Understand and be able to apply the strategies necessary for teaching self-advocacy and the life skills that are necessary to independence, social skills, community and personal living, and ultimately employment.

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

None

**F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

**G. SPECIAL INFORMATION**

None noted