

Minnesota State University Moorhead

PE 452: Adaptive Physical Education

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

This course provides the student with an introductory study to adapted physical education and includes strategies for meeting the needs of student with disabilities in the least restrictive environment.

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

C. OUTLINE OF MAJOR CONTENT AREAS

D. LEARNING OUTCOMES (General)

1. Students will be able to construct an IEP in regards to goals, objectives, specific outcomes, testing required, and the IEP team.
2. Students will understand the impact of legislation for provision of physical education along with the history and philosophical foundations, legal bases, and contemporary issues pertaining to services and the education of students with identified disabilities as the issues apply to physical fitness and gross motor skill.
3. Students know the health related aspects of physical fitness and their implications for students with disabilities.
4. Students will administer and analyze results from two physical fitness and motor skills tests.
5. Students will be able to identify service delivery options and methods of adaptation.
6. Students will be knowledgeable in goal setting and self-concept motivation.
7. Students will demonstrate different ways of teaching physical education and organizing curriculum skills and information for people who are handicapped.
8. Students will demonstrate knowledge of how to access information relevant to the field of developmental adapted physical education through consumer and professional organizations, publications, journals, and the Internet.
9. Students will demonstrate knowledge of the basic understanding of motor development, physical and motor proficiency, psychosocial parameters, and the concepts of health related aspects of physical fitness.
10. Students will demonstrate specific techniques to engage persons in social interaction and be able to write goals with regard to social interaction.
11. Students will demonstrate the ability to adapt equipment and game rules to meet the unique need of the student.
12. Students will demonstrate the ability to instruction and activity for students in developmental adapted physical education.
13. Students will demonstrate understanding of the role of the physical education teacher in providing physical education for students with disabilities.
14. Students will demonstrate understanding of the role of the physical education teacher in providing physical education, recreational services, and outside of school programs for students with disabilities, which will enable them to be life-long participants.
15. Students will document eight school visits for service learning experiences with individuals with disabilities.
16. Students will have an understanding of the least restrictive environment and related services.
17. Students will have an understanding of the most prevalent developmental disabilities in the education system along with their incidence, characteristics and implication for physical activity.
18. Students will have the knowledge to adapt instruction and activity for the student who is hearing impaired, visually impaired, mentally handicapped, emotionally disturbed, physically handicapped, etc.
19. Students will have the knowledge to help students with disabilities design a health plan that meets their specific needs.
20. Students will have the knowledge to monitor pupil performance and progress.
21. Students will know how to monitor pupil performance and progress.
22. Students will know the roles of the occupational and physical therapists in relationship to delivering developmental adapted physical education services.
23. Students will know the scope and types of emotional disturbance, along with the knowledge to recognize characteristics of people who are emotionally disturbed.
24. Students will understand the importance of being a part of the multidisciplinary team and giving input.

25. Work together to discuss and explore health related issues.

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

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted