

Eastern Illinois University  
New Course Proposal

HST 3360, Classroom and Behind-the-Wheel Teaching Methods for Driver Education

Please check one:  New course  Revised course

**PART I: CATALOG DESCRIPTION**

1. **Course prefix and number, such as ART 1000:** HST 3360
2. **Title (may not exceed 30 characters, including spaces):** Clssrm/BTW Methods Driver Ed
3. **Long title, if any (may not exceed 100 characters, including spaces):** Classroom and Behind-the-Wheel Teaching Methods for Driver Education
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-2-4
5. **Term(s) to be offered:**  Fall  Spring  Summer  On demand
6. **Initial term of offering:**  Fall  Spring  Summer **Year:** 2011
7. **Course description (not to exceed four lines):** This course is designed to provide the prospective driver education teacher with the knowledge and skills necessary to successfully conduct classroom and behind-the-wheel instruction, provide a safe learning environment while doing so and evaluate new driver performance. Learning activities will focus on preparing the prospective driver educator to conduct activities which develop vehicle operational skills for a novice driver.
8. **Registration restrictions:**
  - a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).  
There are no equivalent courses
  - b. **Prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills.  
Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.  
Valid driving license; good-driving record, HST 3310 & HST 3320 ~~may be taken concurrently with HST 3360~~ **or concurrent enrollment** with the permission of the chair.
  - c. **Who can waive the prerequisite(s)?**  
 No one  Chair  Instructor  Advisor  Other (Please specify)
  - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one): None
  - e. **Repeat status:**  Course may not be repeated.  
 Course may be repeated to a maximum of \_\_\_\_\_ hours or \_\_\_\_\_ times.
  - f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:  
Teacher Education Majors
  - g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: Non-teacher Education Majors
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] N/A
10. **Grading methods** (check all that apply):  Standard letter  C/NC  Audit  ABC/NC (“Standard letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)

**11. Instructional delivery method:** lecture lab lecture/lab combined independent study/research  
internship performance practicum or clinical study abroad other

**PART II: ASSURANCE OF STUDENT LEARNING**

**1. List the student learning objectives of this course:**

Please see table provided, Part II, item 3.

**a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**

- EIU graduates will write and speak effectively.
- EIU graduates will think critically.
- EIU graduates will function as responsible citizens.

**b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**

- Depth of content knowledge
- Effective critical thinking and problem solving
- Effective oral and written communication
- Advanced scholarship through research or creative activity

**2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

Please see table provided in Part II, item 3.

**3. Explain how the instructor will determine students' grades for the course:**

To achieve the objectives students will:	Evaluation of student learning/percent of grade	Total
demonstrate competency to teach driver education in the classroom for novice drivers in a public school setting.	<ul style="list-style-type: none"> <li>• Preparatory activities; class participation and discussion - 5%</li> <li>• Teaching skills audit in the classroom setting with novice drivers - 5%</li> <li>• Teaching skills audit in the laboratory setting with novice drivers - 5%</li> <li>• Self-evaluation &amp; reflection/peer evaluation - 5%</li> </ul>	20%
demonstrate competency to teach vehicle operational skills necessary for driver education to novice drivers in a public school setting.	<ul style="list-style-type: none"> <li>• Prepare, practice &amp; conduct in-car demonstrations on-street &amp; off-street - 2%</li> <li>• Prepare, practice &amp; conduct driver skill audits - 2%</li> <li>• Preparatory activities; class participation and discussion - 2%</li> <li>• Practice &amp; conduct behind-the-wheel lessons to novice drivers - 8%</li> <li>• Observations/self-evaluation &amp; reflection/peer evaluation - 6%</li> </ul>	20%

prepare and implement lesson plans in classroom and behind-the-wheel settings while using appropriate materials and methods of driver education.	<ul style="list-style-type: none"> <li>• Preparatory activities; class participation and discussion - 4%</li> <li>• Conduct classroom &amp; behind-the-wheel instructional Modules - 8%</li> <li>• Observations/self-evaluation &amp; reflection/peer evaluation -8%</li> </ul>	20%
master the ability to teach novice drivers to be defensive drivers, including making appropriate decisions and driving maneuvers.	<ul style="list-style-type: none"> <li>• Prepare, practice &amp; conduct technology demonstrations in the classroom - 3%</li> <li>• Review &amp; analysis of safety issues in modern media - 2%</li> <li>• Prepare, practice &amp; conduct in-car demonstrations on-street &amp; off-street - 3%</li> <li>• Practice &amp; conduct classroom &amp; behind-the-wheel lessons with novice drivers - 8%</li> <li>• Self-Evaluation/peer evaluation - 4%</li> </ul>	20%
define and analyze the ability to implement safety measures appropriate to the profession while teaching driver education.	<ul style="list-style-type: none"> <li>• Problem solving scenarios in the classroom setting - 3%</li> <li>• Problem solving scenarios in the laboratory setting - 2 %</li> <li>• Reflective writing assignments - 5%</li> </ul>	10%
master the evaluation process for all phases of driver education.	<ul style="list-style-type: none"> <li>• Prepare, practice &amp; conduct classroom evaluations of course skills/requirements of novice drivers - 5%</li> <li>• Prepare, practice &amp; conduct in-car evaluations of driving skills of novice drivers on-street &amp; off-street in behind-the-wheel settings - 5%</li> </ul>	10%

4. **For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
  - a. **Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:**
  - b. **Describe how the integrity of student work will be assured:**
  - c. **Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**
5. **For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**
  - a. **course objectives;**
  - b. **projects that require application and analysis of the course content; and**
  - c. **separate methods of evaluation for undergraduate and graduate students.**
6. **If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See**

**Appendix \*.)** Due to the written assignments which include lesson plans, self-evaluations, peer evaluations, and reflective writings, this course is writing-active.

### **PART III: OUTLINE OF THE COURSE**

**Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.**

- A. This course will meet for three (3) fifty-minute class periods and two (2) fifty-minute lab periods each week, for a total of 45 fifty-minute class periods and a total of 30 fifty-minute lab periods over 15 weeks. This course is designed to provide the prospective driver education teacher with the knowledge and skills necessary to provide quality classroom instruction, successfully manage the classroom and provide for appropriate student evaluation, and demonstrate a working proficiency of the rules and regulations guiding public high school driver education in the state of Illinois.
- B. Week 1 – Overview of the course and evaluation procedures; class policies, grading and scheduling.
  - 1. University & class policies
  - 2. Certification forms required
  - 3. Laboratory requirements
  - 4. Vehicle policies & requirements
  - 5. Grading & attendance requirements
- C. Week 2 – Risk management principles in simple and complex driving situations, particularly as it relates to the development of the responsible driving citizen.
  - 1. Review enhancing risk management in complex situations
  - 2. Review nature of operator behavior (social, physical & mental performance factors)
  - 3. Risk assessment skills (perceived versus real risk)
  - 4. Responding to the actions of others
  - 5. Responding to objects and conditions
  - 6. Perception of risk and control
  - 7. Predicting the actions of other Highway Transportation System users
  - 8. Evaluation of objects and conditions
- D. Week 3 – Review of application of national & local priority program goals.
  - 1. Defining current NHTSA priority problem areas through behind-the-wheel training
  - 2. Developing laboratory performance activities
  - 3. Probability of undesired outcomes
  - 4. Resources and information
- E. Week 4 –Review of habit development in driver education & standards of driver performance.
  - 1. Factors influencing learning and habit development
  - 2. Formulation of objectives
  - 3. Components of instructional objectives/outcomes
  - 4. Classification of objectives
  - 5. Supporting ways of knowing
  - 6. Evaluation and assessment
  - 7. Criteria testing
  - 8. Student learning contracts
  - 9. Developing driver performance

- a. Influence factors
- b. Lesson planning and preparation
- c. Basic driver competencies
- d. Driver performance systems
- 10. Establishing standards of driver performance
  - a. Getting ready to drive
  - b. Driver behavior sequences
  - c. Conditions for changing behavior
  - d. Planning
  - e. Transfer of training
  - f. Reduced risk driving
  - g. Managing visibility, time and space
  - h. Clarifying expectations
- F. Week 5 – Laboratory learning environments and laboratory management strategies, particularly as it relates to driver education in-car sequences with novice drivers.
  - 1. Lesson planning - preparation & management
    - a. Provide clear, concise expectations
    - b. Use instructional time efficiently
    - c. Reinforce positive behavior and use appropriate discipline/intervention procedures
  - 2. Basic requirements for vehicle control , paths of travel, space & adhesion
  - 3. Types of materials to support instruction
  - 4. Student conduct rules
  - 5. Selection of driving routes
- G. Week 6 – Developing driver performance standards, including planning and preparing for instructional performances and outcomes with novice drivers.
  - 1. Driver performance standards
  - 2. Identification of Highway Traffic System elements
  - 3. Evaluation of roadway conditions
  - 4. Decision-making
  - 5. Time needs assessment
  - 6. Space assessment & management
  - 7. Response to vehicle and driver limitations
- H. Week 7 – Planning vehicle operational experiences in the laboratory learning environment with novice drivers.
  - 1. Preparing instructional performance/outcomes
    - a. Developing a classroom plan to meet on-street performance
  - 2. Managing instructional outcomes
    - a. Delivering the lesson
    - b. Giving clear directions
    - c. Demonstration
    - d. Check for understanding
    - e. Guided practice
  - 3. Skill development
- I. Week 8 – Planning off-Street & on-Street laboratory experiences, including on-street route development with novice drivers.
  - 1. Lesson plan development to support on-street performance
  - 2. Route development
  - 3. Instructor responsibilities

4. Instructor goals
- J. Week 9 – Techniques for student performance assessment & assessment of student performances (including selecting and developing assessment methods and tools for student/driver performance) & involving mentors in the learning process of novice drivers.
  1. Types of assessment
  2. Influencing student behavior
  3. Teacher and student interaction & communication skills
  4. Mentoring
  5. Performance monitoring and feedback
  6. General principles regarding assessment and evaluation
  7. Checklists and records
- K. Week 10 – Review of course assessments, including selecting and developing assessment methods and tools for classroom driver education with novice drivers.
  1. Course evaluation
  2. Teacher evaluation
  3. Illinois rules and regulations governing driver education
- L. Week 11 – Planning for local curriculum and program needs for classroom driver education.
  1. Meeting state program reimbursement/funding requirements
  2. Manage & maintain facilities
  3. Program requirements & meeting student needs
  4. Illinois rules and regulations governing driver education
- M. Week 12 – Off-street & on-street teaching techniques observation in laboratory setting with novice drivers.
  1. Instructional techniques and activities
  2. Instructor critical response areas
  3. Interactive teaching model
  4. Development/implementation of lesson scope & sequencing for novice drivers
- N. Week 13 – Off-street lesson presentations and observations with novice drivers.
  1. Developing learning outcomes
  2. Lesson plans
  3. Specific learning activities
  4. Evaluation of outcomes
- O. Week 14 – On-street lesson presentations and observations with novice drivers.
  1. Student presentations
- P. Week 15 – Off-street & on-street lesson presentations and observations with novice drivers.
  1. Student presentations
- Q. Week 16 – Final Exam

#### **PART IV: PURPOSE AND NEED.**

##### **1. Explain the department's rationale for developing and proposing the course.**

This course is directly aligned with the standards as recommended by the American Driver and Traffic Safety Education Association (ADTSEA) – national and the Illinois State Board of Education (IBSE) – state. This course will allow the minor in Safety and Driver Education to meet the endorsement requirements that become effective in February 2012.

- a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**
- b. **If the course or some sections of the course may be technology delivered, explain why.**

**2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

This course is appropriate for a junior level course as it requires reading and writing skills as well as the ability to understand and demonstrate the advanced elements of teaching Driver Education, including curriculum development, lesson planning, and assessing learner outcomes. Class assignments will require a higher order of thinking and application of ideas and concepts. Before teaching novice drivers, student instructors must have the knowledge, skills and abilities from HST 3310 and HST 3320.

**3. If the course is similar to an existing course or courses, justify its development and offering.**

Some elements of this course are similar to the existing course HST 3310 Introduction to Driver Education. However, the proposed revisions to the entire Driver Education curriculum, and specifically to HST 3310 and HST 3320, will eliminate any duplication.

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

**4. Impact on Program(s):**

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**  
This course will be required for the minor in Safety and Driver Education.
- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

**If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.**

## **PART V: IMPLEMENTATION**

1. **Faculty member(s) to whom the course may be assigned:** Dr. Robert Bates, Ms. Terri Biggs, Dr. Richard Cavanaugh, and Ms. Joan McCausland **or other qualified faculty**

**If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses. N/A**

2. **Additional costs to students:** None

**Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)** None

**3. Text and supplementary materials to be used (Include publication dates):**

1. Johnson, M. L., Crabb, O., Opfer, A.A., & Thiel, R.R. (2007). Drive right. Updated Tenth Edition. Boston, MA: Prentice Hall
2. Coalition for Road and Traffic Safety Instructor Credential Program - American and Driver Traffic Safety Education Association, 1998.

**PART VI: COMMUNITY COLLEGE TRANSFER**

**If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded. A community college course will not be judged equivalent**

**PART VII: APPROVALS**

**Date approved by the department or school: 12-2-10**

**Date approved by the college curriculum committee: 12-13-10**

**Date approved by the Honors Council (if this is an honors course):**

**Date approved by CAA: 1-27-11**

\*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

Student  
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