

# Traffic Education Course Descriptions

Catalog descriptions for the Traffic Education required and elective courses offered during the academic year can be viewed [here](#) by choosing the Catalog year and then selecting Course Descriptions.

## TRAFFIC EDUCATION COURSES (offered Summer Semester)

### **TED 452/TED 552-Traffic Education and the Adolescent Brain (3 credits)**

This is an introductory course to neuroeducation (or mind/brain education) that incorporates cognitive neuroscience, cognitive psychology, and education, and specifically explores how the adolescent mind/brain functions, and relates these to traffic education. The emphasis will be on developing a practical understanding how the mind/brain systems work and making practical applications of that knowledge in designing traffic education lessons for young drivers. Graduate credit requirements are described in the course syllabus. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

### **TED 454/554-Impaired and Distracted Driving (2 credits)**

The purpose of this course is to increase teacher candidates' awareness of common contributors to impairment and distraction and their effect on a person's ability to operate a vehicle safely. Topics include pharmacology and toxicology of alcohol, signs/symptoms of commonly abused drugs, distractions (such as cell phones, entertainment and climate controls, and passengers), and state of mind, fatigue, and drowsiness. Related statutes, national standards for collecting data from traffic accidents, and field sobriety testing, arrest, prosecution, and adjudication will also be examined. Graduate credit requirements are described in the course syllabus. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

### **TED 455/TED 555-Crash Dynamics (2 credits)**

The purpose of this course is to increase teacher candidates' understanding of the causes, effects, and dynamics of motor vehicle crashes. Teacher candidates will be introduced to crash scene analysis and reconstruction, including the forces involved and mechanisms of injury to people and vehicles, an analysis of vehicle damage and injury profiles, and applicable statutes. The course requires practical applications of mathematics and physics. Graduate credit requirements are described in the course syllabus. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

### **TED 456/TED 556-Coaching Novice Drivers (2 credits)**

The purpose of this course is to develop teacher candidates' foundational understanding of theoretical and philosophical principles of coaching, as well as practical coaching skills, as they apply to the driving task. The course emphasizes how specific coaching and training techniques can be used to safely and effectively scaffold novice drivers from a classroom learning context to a behind-the-wheel learning context and ultimately to an independent real world driving context. The metacognitive skills required for self-awareness, self-evaluation, and self-development will be stressed. Graduate credit requirements are described in the course syllabus. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

**TED 461/TED 561-Methods of Traffic Safety Education (3 credits)**

This is a foundational course for the preparation of teachers in the field of traffic safety. Teacher candidates will be introduced to the history and philosophy of traffic safety. The emphasis will be on the classroom instruction phase of traffic safety in the high school program, including methods, materials, organization, assessment, and driver task analysis. Teacher candidates will practice delivery of classroom theory lessons to their peers. Corequisite: TED 462. Graduate credit requirements are described in the course syllabus. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

**TED 462/TED 562-Methods of Behind-the-Wheel Instruction (3 credits)**

This is a foundational course for the preparation of teachers in the field of traffic safety. The emphasis will be on the behind-the-wheel phase of traffic safety education in the high school program including methods and application of content knowledge and skills. Teacher candidates will practice behind-the-wheel lessons with their instructor and peers as well as deliver supervised behind-the-wheel lessons to high school students. Corequisite: TED 461. Graduate credit requirements are described in the course syllabus. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

**TED 465/TED 565-Motor Vehicle Law (2 credits)**

This course is designed to build teacher candidates' awareness and understanding of Montana's motor vehicle laws and regulations as well as of the Uniform Vehicle Code. Topics include how laws are made, enacted and enforced, the frequency and severity of violations and their impact on society, the consequences resulting from violations, and how to read and research Montana Code Annotated. The elements and level of proof needed for arrest and prosecution are also introduced. Graduate credit requirements are described in the course syllabus. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

**TED 468/TED 568-Safety Education (2 credits)**

This course is designed to introduce teacher candidates to the basic principles of safety education including personal safety, public safety, occupational safety, and school safety with a particular emphasis on traffic safety. Topics include unintentional injury prevention, behavior and environmental modification strategies, OSHA standards and guidelines, and the development of safety programs. Graduate credit requirements are described in the course syllabus. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

**HEALTH AND PHYSICAL EDUCATION COURSES (offered Fall & Spring Semester)****HPE 234-First Aid and CPR (2 credits)**

A course designed to provide the student with the latest approved first aid and CPR procedures.

Course Fee: \$13.00.