

**ACADEMIC SENATE PROPOSAL TRACKING SHEET**  
**(Document To Be Originated By the Academic Senate Secretary On Canary Color Paper)**

**Proposal #15-2**

**Title: Traffic Education K-12 (Teaching) - Undergraduate**

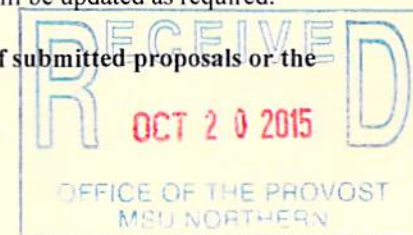
(Proposal explanation, submitter and college dean signatures on attached program/degree or course revision form.)

**All proposals MUST have their originating college faculty body (Ex. Arts & Sciences, Education and Nursing; Technical Sciences) approval and must be signed by the submitter and the college dean before being submitted to the Academic Senate Secretary.**

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms or General Education Inclusion form) to the Academic Senate Secretary. **NOTE: Level 1 or Level 2 forms must be submitted concurrent with this proposal where applicable. For Education proposals, PEU approval must be received prior to forwarding the proposal to the Senate.**
2. The Academic Senate Secretary logs and numbers items and forwards them to the appropriate Academic Senate subcommittee(s): General Education (if applicable), or Curriculum. A transmittal e-mail will be sent to the Recording Secretary of the receiving committee, cc Provost's Administrative Assistant, by the Academic Senate Secretary. A digital copy of the proposal will be linked on the Academic Senate Proposal page by the Academic Senate Secretary.
3. The Academic Senate subcommittee(s) consider(s) the proposal. If approved, the proposal is returned to the Academic Senate Secretary for forwarding to the next committee. If a committee disapproves the proposal, the originator may request that the item be forwarded to the next body for consideration. The committee will provide written rationale to the originator, via the Academic Senate, when a proposal is disapproved and the proposal is returned to the originator. Upon completion of committee action, the proposal will be returned to the Academic Senate Secretary, and a transmittal e-mail sent by the Committee Recorder to the Senate Secretary, cc Provost's Administrative Assistant.
4. The Academic Senate considers the proposal and recommends approval or disapproval. If approved, the proposal is forwarded to the Provost for consideration. If the Academic Senate disapproves the proposal, the originator may request that the item be forwarded to the Full Faculty for consideration, utilizing the procedures set forth in the Senate Bylaws. The Academic Senate will provide written rationale to the originator when proposals are disapproved and the proposal is returned to the originator.
5. Approved proposals will be forwarded to the Provost. The Provost approves or disapproves the proposal. If approved, the proposal is then forwarded to the Chancellor. From this point forward, the Provost's Administrative Assistant will update the Proposal page on the website.
7. The Chancellor approves or disapproves the proposal.
8. The proposal will then either be implemented or referred to MSU for further action. The tracking page on the Provost site will be updated as required.

Subcommittee and Academic Senate college representatives will notify their respective colleges' of the progress of submitted proposals or the proposal may be tracked via the web page -- <http://www.msun.edu/admin/provost/senate/proposals.htm>

Documentation and forms for the curriculum process is also available on the web page:  
<http://www.msun.edu/admin/provost/forms.htm>



**\*\*\*\*\* (If a proposal is disapproved at any level, it is returned through the Academic Senate secretary and the Senate President, to the Dean of the submitting college who then notifies the originator.**

See back for tracking form

	Date	Action Taken	Signature	Date	Comments/Reason for Disapproval	Sent to	Date	Transmittal E-mail sent
*Abstract received by Senate Secretary		Copy to Senate President. Forward to Provost.						
*Provost		<input type="checkbox"/> Abstract Approved <input type="checkbox"/> Disapproved						
Received by Senate Secretary	09/02/15	Tracking form initiated	Lourdes Caven	09/02/15		Curriculum	09/04/15	
General Education Committee (if applicable)		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved						
Curriculum Committee (if applicable)	9/11/15	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	BC [Signature]	9/11/15	w/ change to Course Revision form Veh, Safety, Tech + Design			
Academic Senate	9-11-15	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	James Schubert	10/13/15		Provost	10-14-15	
Full Faculty (if necessary)		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved						
Provost	1-20-16	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Wm. J. Rugg	1-20-16				
Chancellor		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Gregory D. Keel	1-21-2016				
MSU		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved						
BOR		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	AT March 2016 BOR	March 4, 2016		NWCCU		
NWCCU		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved						
Provost		Advise originating college and Academic Senate of status. Update Web page.						
Registrar		Catalog/Policy Manual Update						

**NOTE:** The secretary of the Academic Senate will update the Academic Senate Proposal web page from initial receipt until the proposal reaches the Provost. The Provost's Administrative Assistant will ensure that the current status of each proposal is maintained on the Academic Senate Proposal web page from that point forward.

**\*Abstract and pre-approval required for new programs ONLY.**

Montana Board of Regents  
ACADEMIC PROPOSAL REQUEST FORM

Item Number: XXX-XXXX+XXXXX

Meeting Date: \_\_\_\_\_

Institution: MSU-Northern

CIP Code: \_\_\_\_\_

Program Title: Traffic Education Minor (K-12)

Please mark the appropriate type of request and submit with an Item Template and any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit the [Academic, Research and Student Affairs Handbook](#).

**A. Notifications:**

Notifications are announcements conveyed to the Board of Regents at the next regular meeting.

- 1a. Placing a program into moratorium** (Document steps taken to notify students, faculty, and other constituents and include this information on checklist at time of termination if not reinstated)
- 1b. Withdrawing a program from moratorium**
- 2. Intent to terminate an existing major, minor, option or certificate – Step 1** (Phase I Program Termination Checklist)
- 3. Campus Certificates (CAS/AAS)-Adding, re-titling, terminating or revising a campus certificate of 29 credits or less**
- 4. BAS/AA/AS Area of Study**

**B. Level I:**

Level I proposals are those that may be approved by the Commissioner of Higher Education. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board.

- 1. Re-titling an existing major, minor, option or certificate**
- 2. Adding a new minor or certificate where there is a major or an option in a major** (Curriculum Proposal Form)
- 3. Merging or re-titling a department**
- 4. Revising a program** (Curriculum Proposal Form)
- 5. Distance or online delivery of an existing degree or certificate program**
- 6. Terminating an existing major, minor, option or certificate – Step 2** (Completed Program Termination Checklist and updated catalog)

**Temporary Certificate or AAS Degree Program**

Approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years

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will require the proposal to go through the normal Level II Proposal approval process.

**C. Level I with Level II Documentation:**

This type of proposal may go to the Board as a Level I item if all Chief Academic Officers are in agreement. If consensus among the Chief Academic Officers is not reached, however, the item will go to the Board as a Level II request.

     **1. Adding an option within an existing major or degree** (Curriculum Proposal Form)

     **2. Consolidating existing programs and/or degrees** (Curriculum Proposal Form)

**D. Level II:**

Level II proposals require approval of the Board of Regents. These requests will go to the Board in a two-meeting format, the first being as informational and the second as action.

     **1. Re-titling a degree (ex. From B.A. to B.F.A)** (Curriculum Proposal Form)

     **2. Adding a new minor or certificate where there is no major or option in a major** (Curriculum Proposal Form)

     **3. Establishing a new degree or adding a major or option to an existing degree** (Curriculum Proposal Form)

     **4. Forming, eliminating or consolidating a college, division, school department, institute, bureau, center, station, laboratory or similar unit** (Curriculum Proposal Form or Center Proposal Form)

     **5. Re-titling a college, division, school department, institute, bureau, center, station, laboratory or similar unit** (Curriculum Proposal Form or Center Proposal Form)

**Specify Request:**

Course revisions are being proposed to update four of the five required courses for the minor and to add designated elective courses from special topics offerings to the catalog. New/additional electives are required in order to enhance the quality and increase the rigor of the traffic education program, as well as to improve alignment with OPI content standards. A new prefix for the Traffic Education program (TED suggested) will help minimize confusion as to which program the courses belong. All course revisions will also be renumbered at the 400 level so they can be cross-listed at the 500 level for post-baccalaureate, in-service teachers.

The program will also be changed to online delivery to better accommodate the needs of current students, who are almost exclusively in-service teachers who only need to complete the coursework for the Montana Office of Public Instruction endorsement. Since MSU-Northern has the only OPI approved traffic education program in the state, historically in-service teachers have had to come to campus for extended periods of time in order to earn the credential. This requirement has created a financial hardship and limited enrollment in the program at a time when Montana is experiencing a shortage of qualified traffic education teachers. Making the majority of the program available online improves accessibility and increases enrollment, thus helping reduce the critical shortage of traffic education teachers. All coursework, other than the Methods of Behind the Wheel Instruction course, will be available online. Behind the wheel instruction, with the necessity of hands-on instruction with highly experienced instructors and practical experience training actual high school novice drivers, will continue to require residency on campus. Even with the behind the wheel course being offered face-to-face only, however, the program still meets the Sloan definition of a fully online program with 80% or more of the program being delivered online.

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**CURRICULUM PROPOSAL FORM**

**1. Overview**

MSU-Northern proposes to convert the Traffic Education Teaching Minor to online delivery (with the obvious exception of behind-the-wheel requirements) in order to better accommodate the needs of current students, who are almost exclusively in-service teachers. Historically in-service teachers have had to come to campus for extended periods of time in order to earn the credential. This requirement has created a financial hardship and limited enrollment in the program at a time when Montana is experiencing a shortage of qualified traffic education teachers. Offering the majority of the program online improves accessibility and increases enrollment, thus helping reduce the shortage of traffic education teachers.

**2. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.**

The Traffic Education Teaching Minor is a current program at MSU-Northern. Along with Art, Health and Physical Education, and Reading, it is one of four K-12 teaching minors available at MSUN to complement both the Elementary and Secondary Education majors. MSUN is proposing to offer the majority of the coursework for the Traffic Education Teaching Minor online. Only the Methods of Behind the Wheel Instruction course, since it requires hands-on instruction with highly experienced instructors and practical experience training actual high school novice drivers, would continue to require residency on campus. With more than 80% of the coursework being delivered online, the Traffic Education Teaching Minor would therefore meet the Sloan Foundation definition of an online program.

**3. Need****A. To what specific need is the institution responding in developing the proposed program?**

MSUN is responding to the requests of in-service teachers to make the Traffic Education Teaching Minor more accessible, as well as the requests of the Montana Traffic Education Association and the Montana Office of Public Instruction to respond to a shortage of certified traffic educators. Online delivery will better accommodate the schedules of current and potential students, who are almost exclusively in-service teachers and have limited availability and resources to engage in extended residencies on the MSU-Northern campus.

**B. How will students and any other affected constituencies be served by the proposed program?**

Since MSUN has the only OPI approved traffic education program in the state, historically in-service teachers have had to come to campus for extended periods of time in order to earn the credential. This requirement has created a financial hardship and limited enrollment in the program at a time when Montana is experiencing a shortage of qualified traffic education teachers. Making the majority of the program available online improves accessibility and increases enrollment, thus helping reduce the critical shortage of traffic education teachers.

**C. What is the anticipated demand for the program? How was this determined?**

Anticipated demand is 20-25 new candidates and 50 continuing candidates per year. Initial coursework has been piloted online for four summers with an average of 20.5 new students per year, compared to an average of 14 new students per summer in the preceding five years of traditional

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face-to-face offerings. Analysis of data regarding the number of school districts currently without certified traffic educators and the rate of impending retirements suggest that demand could easily increase to as many as 28 new candidates per year for at least five years and hold steady at a minimum of 18 thereafter.

#### 4. Institutional and System Fit

**A. What is the connection between the proposed program and existing programs at the institution?**

The Traffic Education Teaching Minor is a current program at MSUN. Along with Art, Health and Physical Education, and Reading, it is one of four K-12 teaching minors available at MSUN to complement both the Elementary and Secondary Education majors.

**B. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.**

N/A

**C. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).**

N/A

**D. How does the proposed program serve to advance the strategic goals of the institution?**

MSUN is dedicated to serving the needs of the Highline region, and the State, for highly qualified elementary and secondary teachers. The elementary education program is among the largest and longest standing programs at MSUN, and the Provost and Chancellor have both expressed intent to revitalize and rebuild secondary education at MSUN as programs are gradually revised and removed from moratorium.

**E. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.**

MSUN has the only OPI approved traffic education program in the state.

#### 5. Program Details

**A. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents' Policy 301.12 have been met.**

**Proposed Curriculum: Traffic Education K-12 Teaching Minor**

**Required Courses**  
Methods of Traffic Safety Education

**12 Credits**  
3

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Methods of Behind-the-Wheel Instruction	3
Motor Vehicle Law	2
First Aid & CPR	2
Safety Education	2
<b>Advisor Approved Electives</b>	<b>8 Credits</b>
Traffic Education and the Adolescent Brain	3
Impaired and Distracted Driving	2
Crash Dynamics	2
Coaching Novice Drivers	2
Roadway Safety Technology & Design	2
Vehicle Safety Technology & Design	2
Adaptive Driver Education	1
<b>Total Credits for Minor</b>	<b>20</b>

**B. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.**

Initial coursework has been piloted online. All coursework, other than Methods of Behind-the-Wheel Instruction, would be implemented online in summer of 2016. The estimated average number of new students each year is projected to increase from 20 to 28 over a period of five years. The estimated average number of continuing students is projected to increase from 50 to 75 over a period of five years, as the number of teachers requiring renewal units also grows.

**6. Resources**

**A. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.**

N/A

**B. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.**

N/A

**7. Assessment**

**How will the success of the program be measured?**

Success of the program will continue to be measured on several levels. Assessments of learning outcomes will continue to include student scores on external criterion-referenced tests (such as through the Cooperative Driver Testing Program) and rubric based performance/skills assessments (both in the classroom and behind-the-wheel instruction) conducted by experienced field instructors. Success of the program will also continue to be measured in terms of enrollment, retention, and completion, as well as licensure and employment rates of completers. The program is further reviewed and accredited by the Montana Office of Public Instruction against the Traffic Education Teacher Preparation Standards (ARM 10.58.526).

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**8. Process Leading to Submission**

**Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.**

Collaborative discussions occurred between MSUN's traffic education program advisor and faculty, the traffic education director at the Montana Office of Public Instruction, and the board of Montana Traffic Education Association regarding the shortage of traffic education instructors statewide. The program advisor suggested offering the majority of the program online in order to make it more accessible to in-service teachers and meet this shortage. All parties agreed that it was worthwhile to pilot online coursework as a test to ensure no loss of quality would ensue and that the goal of increased enrollment could be achieved via this strategy. The program advisor and faculty (who are all highly experienced long-term high school traffic education instructors) collaborated with MTEA and the OPI traffic education director to develop online adaptations of the curriculum that are equivalent to the face-to-face courses and continue to meet the Traffic Education Teacher Preparation Standards (ARM 10.58.526). Results have been monitored over the last four summers, and the parties are in agreement that the entire program (with the exception of Methods of Behind the Wheel Instruction) should be offered online.



# CEASN PROPOSAL TRACKING SHEET

## (Document to Be Originated By CEASN Secretary)

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the CEASN Administrative Assistant.
2. The CEASN Administrative Assistant forwards them to the appropriate CEASN Committee.

2014-2015 #18 Proposal Number:	Title: Traffic Education Minor (K-12)
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Date

Received by CEASN Administrative Assistant

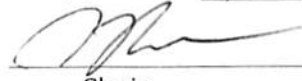
1.9.15

Forwarded to CEASN College Meeting

1.15.15

Approved

Disapproved



2/24/15

Chair

Date

Signature

Returned to CEASN Administrative Assistant

1.15.15

Forwarded to Dean for Signatures

1.16.15

 2-24-15

Dean

Signature

Returned to CEASN Administrative Assistant

2.24.15

Forwarded to Professional Education Unit

2.24.15

Approved

Disapproved



4-17-15

Signature

Date

Returned to CEASN Administrative Assistant

Email copy  
7-30-15

Forwarded to ACAD Senate

7-30-15



## COURSE REVISION FORM

NEW \_\_\_\_\_ DROPPED \_\_\_\_\_ MAJOR REVISION XX FOR INFORMATION ONLY \_\_\_\_\_

College CEASN Program Area Traffic Education Date 12/1/14

Submitter Randy Bachmeier Signature  
Dean Carol A. Reinhard Signature (indicates "college" level approval) Date 1-16-15

Please provide a brief explanation & rationale for the proposed revision(s):

The current course descriptions for Traffic Safety Education I and II are not substantially different, and both include a behind-the-wheel component. With EDU 362 described as "a continuation of EDU 361," however, it would appear that the two courses were intended to be taught consecutively based upon the concept of a spiraling curriculum. Since the courses are in fact taught concurrently, the concept of a spiraling curriculum is not applicable. In reviewing comparable programs around the country, we found that the classroom and behind-the-wheel phases of traffic safety education instruction are typically delivered as two separate courses, which would be more logical for MSUN as well since the two courses are and will continue to be offered concurrently. In addition, the course will need to be renumbered at the 400 level so that it can be cross-listed at the 500 level for post-baccalaureate, in-service teachers.

Please provide the following information:

**College:** CEASN

**Program Area:** Traffic Education

**Date:** 12/1/14

**Course Prefix & No.:** EDU 361

**Will become TED 4XX**

**Course Title:** Traffic Safety Education I

**Will become Methods of Traffic Safety Education**

**Credits:** 3

**Required by:** Traffic Education

**Selective in:**

**Elective in:**

**General Education:**

**Lecture:** 3

**Lecture/Lab:**

**Gradable Lab:**

**Contact hours lecture:** 3

**Contact hours lab:**

**Current Catalog Description (include all prerequisites):**

Basic course for the preparation of teachers in the field of traffic safety. Introduction to the history and philosophy of traffic safety. Emphasis on the behind-the-wheel phase of traffic safety in the high school program. University students will give behind-the-wheel lessons to high school students.

**Proposed or New Catalog Description (include all prerequisites):**

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 4xx (Methods of Behind the Wheel Instruction)

**Course Outcome Objectives:**

1. The teacher candidate can demonstrate knowledge and understanding of the requirements for a quality state traffic education program in Montana schools and eligibility to teach within such a program.
2. The teacher candidate can discuss the importance and complexity of the highway transportation system (HTS), the Montana motor vehicle laws and regulations that manage it, and the consequences when a violation occurs.
3. The teacher candidate can create classroom lesson plans using various instructional strategies needed for all novice learners from the Montana Novice Driver Curriculum and scaffold these lessons to the in-car lesson being planned.
4. The teacher candidate can discuss and demonstrate vehicle dynamics using various teaching strategies, including vision control, reference points, and transition pegs for vehicle balance and control.
5. The teacher candidate can identify, describe, and develop various types of classroom and in-car student assessments for students by using formative and summative data that provides feedback to the student and to the teacher for instructional decisions.

**Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.**

Updated 09/29/05

## COURSE REVISION FORM

NEW \_\_\_\_\_ DROPPED \_\_\_\_\_ MAJOR REVISION XX FOR INFORMATION ONLY \_\_\_\_\_

College CEASN Program Area Traffic Education Date 12/1/14

Submitter Randy Bachovine Dean Carol A. Rapphord Date 1-16-15  
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

The current course descriptions for Traffic Safety Education I and II are not substantially different, and both include a behind-the-wheel component. With EDU 362 described as "a continuation of EDU 361," however, it would appear that the two courses were intended to be taught consecutively based upon the concept of a spiraling curriculum. Since the courses are in fact taught concurrently, the concept of a spiraling curriculum is not applicable. In reviewing comparable programs around the country, we found that the classroom and behind-the-wheel phases of traffic safety education instruction are typically delivered as two separate courses, which would be more logical for MSUN as well since the two courses are and will continue to be offered concurrently. In addition, the course will need to be renumbered at the 400 level so that it can be cross-listed at the 500 level for post-baccalaureate, in-service teachers.

Please provide the following information:

**College:** CEASN

**Program Area:** Traffic Education

**Date:** 12/1/14

**Course Prefix & No.:** EDU 362

**Will become TED 4XX**

**Course Title:** Traffic Safety Education II

**Will become Methods of Behind-the-Wheel Instruction**

**Credits:** 3

**Required by:** Traffic Education

**Selective in:**

**Elective in:**

**General Education:**

**Lecture:** 3

**Lecture/Lab:**

**Gradable Lab:**

**Contact hours lecture:** 3

**Contact hours lab:**

**Current Catalog Description (include all prerequisites):**

A continuation of EDU 361 with emphasis on materials, organization, and content of the classroom phase of traffic safety. University students will give additional behind-the wheel lessons and also give classroom theory lessons to their peers.

**Proposed or New Catalog Description (include all prerequisites):**

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 4xx (Methods of Traffic Safety Education)

**Course Outcome Objectives:**

1. The teacher candidate can demonstrate knowledge and understanding of critical behaviors and safe driving habits that minimize risk factors while operating a motor vehicle, as well as strategies for improvement to become a model driver.
2. The teacher candidate can demonstrate the ability to operate a motor vehicle utilizing risk-managing strategies, behaviors, and habits.
3. The teacher candidate can use the Montana Novice Driver Curriculum to create and deliver in-car and classroom lesson plans that scaffold each other, using a variety of instructional strategies for all learners.
4. The teacher candidate can demonstrate knowledge and understanding of current traffic education issues, including history, philosophy, graduated driver licensing, parent involvement, funding, seatbelt use, driving skills required to handle adverse and emergency situations, high crash areas such as at intersections and curves, and impaired and distracted driving.
5. The teacher candidate can identify, describe, and develop various types of classroom and in-car student assessments for students by using formative and summative data that provides feedback to the student and to the teacher for instructional decisions.

**Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.**

Updated 09/29/05

**COURSE REVISION FORM**

NEW \_\_\_\_\_ DROPPED \_\_\_\_\_ MAJOR REVISION XX FOR INFORMATION ONLY \_\_\_\_\_

College CEASN Program Area Traffic Education Date 12/1/14

Submitter Randy Bachman Dean Carol A. Raphael Date 1-16-15  
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

While this course might be of interest to criminal justice majors, law enforcement is not a primary focus. Rather, the primary focus is upon building a broader and more complete awareness and understanding of Montana's motor vehicle laws and regulations for drivers and traffic educators. In addition, the course will need to be renumbered at the 400 level so that it can be cross-listed at the 500 level for post-baccalaureate, in-service teachers.

Please provide the following information:

**College:** CEASN  
**Program Area:** Traffic Education  
**Date:** 12/1/14  
**Course Prefix & No.:** EDU 365  
**Will become TED 4XX**  
**Course Title:** Motor Vehicle Law and Enforcement  
**Will become Motor Vehicle Law**  
**Credits:** 2  
**Required by:** Traffic Education  
**Selective in:**  
**Elective in:**  
**General Education:**  
**Lecture:** 2  
**Lecture/Lab:**  
**Gradable Lab:**  
**Contact hours lecture:** 2  
**Contact hours lab:**

**Current Catalog Description (include all prerequisites):**

A course designed to give driver education teachers and other interested individuals a more complete understanding of motor vehicle code and ordinances and the basic principles of their enforcement. 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.

**Proposed or New Catalog Description (include all prerequisites):**

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 of a crime and the level of proof needed for arrest and prosecution are also introduced.

**Course Outcome Objectives:**

1. The teacher candidate can demonstrate knowledge and understanding of how laws are made, enacted, and enforced.
2. The teacher candidate can demonstrate knowledge and understanding of the frequency and severity of law violations and their impact on society.
3. The teacher candidate can demonstrate knowledge and understanding of the elements of a crime and the level of proof needed for arrest and prosecution.
4. The teacher candidate can demonstrate knowledge and understanding of the types of statutes and laws and how they affect us.
5. The teacher candidate can demonstrate knowledge and understanding of how to read and research Montana Code Annotated.
6. The teacher candidate can demonstrate thorough knowledge and understanding of the Uniform Vehicle Code, motor vehicle laws of Montana, and due process.
7. The teacher candidate can demonstrate thorough knowledge and understanding of the consequences resulting from violations (i.e., driving record, loss of driving privilege, higher insurance premiums, license retesting).
8. The teacher candidate can demonstrate knowledge and understanding of the resources available for use in preparing traffic education lesson plans.

**Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.**

Updated 09/29/05



## COURSE REVISION FORM

NEW \_\_\_\_\_ DROPPED \_\_\_\_\_ MAJOR REVISION XX FOR INFORMATION ONLY \_\_\_\_\_

College CEASN Program Area HTH Date 12/1/14

Submitter *Judy Bachman* Chair/Dean *Carol A. Reynolds* Date 1-16-15  
Signature (indicates "college" level approval)

**Please provide a brief explanation & rationale for the proposed revision(s):**

This course is only offered at MSU-Northern and is primarily used as a required course in the Traffic Education program. A separate program revision will drop the course as an elective in MSUN's HPE and Health Promotion programs. Since the course will only apply to the Traffic Education program, the course prefix and number should be changed accordingly, and the course description and objectives can be more closely aligned to the OPI content standards for Traffic Education.

**Please provide the following information:**

**College:** CEASN  
**Program Area:** HTH  
**Date:** 12/1/14  
**Course Prefix & No.:** HTH 368

**Will become TED 4xx**

**Course Title:** Safety Education  
**Credits:** 2

**Required by:** Traffic Education  
**Selective in:**  
**Elective in:**  
**General Education:**

**Lecture:** 2  
**Lecture/Lab:**  
**Contact hours lecture:** 2  
**Contact hours lab:**

**Current Catalog Description (include all prerequisites):**

Study of the basic principles of safety education and their application to the schools.

**Proposed or New Catalog Description (include all prerequisites):**

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 will include unintentional injury prevention, behavior and environmental modification strategies, OSHA standards and guidelines, and the development of safety programs.

### **Course Outcome Objectives:**

1. The teacher candidate can demonstrate the ability to examine personal beliefs, attitudes and values as they relate to safety.
2. The teacher candidate can demonstrate the ability to effectively assist students in examining and clarifying their personal beliefs, attitudes, and values as they relate to safety.
3. The teacher candidate can demonstrate an understanding of the importance of positive attitudes toward safety (i.e., mental, social, and physical tasks performed through a decision-making process).
4. The teacher candidate can demonstrate knowledge and understanding of the epidemiology of unintentional injuries of individuals, the public, and in the workplace.
5. The teacher candidate can list and explain strategies for the prevention and control of unintentional injuries relating to personal safety, traffic safety, and occupational safety.
6. The teacher candidate can demonstrate knowledge and understanding of the function of OSHA.
7. The teacher candidate can create safety plans for home, school, and the workplace.

**Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.**

None

ACAD course revision form 12-12-2001

## COURSE REVISION FORM

NEW XX DROPPED \_\_\_\_\_ MAJOR REVISION \_\_\_\_\_ FOR INFORMATION ONLY \_\_\_\_\_

College CEASN Program Area Traffic Education Date 12/1/14

Submitter *Randy Beckwith* Dean *Carol A. Reifel-Miller* Date 1-16-15  
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

This course has been offered as a special topics course in the summer only. We would like to add it formally to the catalog so that it can be listed as an elective in the Traffic Education minor.

Please provide the following information:

College: CEASN  
Program Area: Traffic Education  
Date: 12/1/14  
Course Prefix & No.: EDU 391

**Will become TED 4xx**

Course Title: Traffic Education and the Adolescent Brain  
Credits: 3

Required by:  
Selective in:  
Elective in: Traffic Education  
General Education:

Lecture: 3  
Lecture/Lab:  
Gradable Lab:  
Contact hours lecture: 3  
Contact hours lab:

**Current Catalog Description (include all prerequisites):**

**Proposed or New Catalog Description (include all prerequisites):**

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.

**Course Outcome Objectives:**

1. The teacher candidate can describe the abilities and limitations of adolescent brain's neuro-cognitive functions in respect to driver's training.
2. The teacher candidate can describe the growth cycles and their potential effects upon performance.

3. The teacher candidate can describe with examples how attention and working memory systems affect each other.
4. The teacher candidate can provide solutions to reduce attention and working memory overload to reduce the distracted driver effect.
5. The teacher candidate can apply the Syngnosis model in designing lessons or programs.
6. The teacher candidate can evaluate strengths and weakness of a lesson in respect to neuroeducation.
7. The teacher candidate can make appropriate applications of neuroeducation principles in the design and delivery of traffic education courses.

**Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.**

Updated 09/29/05

## COURSE REVISION FORM

NEW XX DROPPED \_\_\_\_\_ MAJOR REVISION \_\_\_\_\_ FOR INFORMATION ONLY \_\_\_\_\_

College CEASN Program Area Traffic Education Date 12/1/14

Submitter Randy Bachman Dean Carol A. Reinhold Date 1-16-15  
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

This course has been offered as a special topics course in the summer only. We would like to add it formally to the catalog so that it can be listed as an elective in the traffic education program. The course title will also change to reflect updates in the curriculum.

Please provide the following information:

**College:** CEASN  
**Program Area:** Traffic Education  
**Date:** 12/1/14  
**Course Prefix & No.:** EDU 391  
**Will become TED 4XX**

**Course Title:** Drugs, Alcohol, and DUI  
**Will become Impaired and Distracted Driving**

**Credits:** 2

**Required by:**

**Selective in:**

**Elective in:** Traffic Education

**General Education:**

**Lecture:** 2

**Lecture/Lab:**

**Gradable Lab:**

**Contact hours lecture:** 2

**Contact hours lab:**

**Current Catalog Description (include all prerequisites):**

This course will increase students' awareness of impaired and distracted driving and their effects on society. The course will cover current statutes related to DUI, Negligent Vehicular Homicide, Minor in Possession, and Drug Possession. Other topics include the history and theory of field sobriety testing, pharmacology and toxicology of alcohol, and signs/symptoms of commonly abused drugs. Practical exercises will include a tour of a DUI processing facility.

**Proposed or New Catalog Description (include all prerequisites):**

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.

### **Course Outcome Objectives:**

1. The teacher candidate can demonstrate knowledge and understanding of the nature and prevalence of drugs, alcohol, and other forms of impairment and/or distraction in daily driving.
2. The teacher candidate can demonstrate knowledge and understanding of the toxicology, pharmacology, and effects of alcohol and drugs commonly found in DUI cases.
3. The teacher candidate can demonstrate knowledge and understanding of how laws are made, enacted, and enforced.
4. The teacher candidate can demonstrate knowledge and understanding of the frequency and severity of related law violations and their impact on society.
5. The teacher candidate can demonstrate knowledge and understanding of the elements of a crime and the level of proof needed for arrest and prosecution generally, and for the detection, arrest, prosecution, and adjudication of DUI cases in particular.
6. The teacher candidate can demonstrate knowledge and understanding of how to read and research Montana Code Annotated generally, and related statutes in particular.
7. The teacher candidate can demonstrate knowledge and understanding of related resources available for use in preparing traffic education lesson plans.

**Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.**

Updated 09/29/05

## COURSE REVISION FORM

NEW XX DROPPED \_\_\_\_\_ MAJOR REVISION \_\_\_\_\_ FOR INFORMATION ONLY \_\_\_\_\_

College CEASN Program Area Traffic Education Date 12/1/14

Submitter Bundy Beckwith Dean Carol A. Reyschward Date 1-16-15  
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

This course has been offered as a special topics course in the summer only. We would like to add it formally to the catalog so that it can be listed as an elective in the traffic education program.

Please provide the following information:

**College:** CEASN

**Program Area:** Traffic Education

**Date:** 12/1/14

**Course Prefix & No.:** EDU 391

**Will become TED 4XX**

**Course Title:** Crash Dynamics for Traffic Educators  
**Will become Crash Dynamics**

**Credits:** 2

**Required by:**

**Selective in:**

**Elective in:** Traffic Education

**General Education:**

**Lecture:** 2

**Lecture/Lab:**

**Gradable Lab:**

**Contact hours lecture:** 2

**Contact hours lab:**

**Current Catalog Description (include all prerequisites):**

This course will increase student's understanding of the effects of motor vehicle crashes, as well as the dynamics of a crash. Topics will include causes and contributing factors of motor vehicle crashes, including the forces involved and mechanisms of injury to people and vehicles. This workshop will involve the practical application of physics and mathematics. Practical exercises will include vehicle damage analysis and the tour of a trauma center. Applicable state statutes will be covered.

**Proposed or New Catalog Description (include all prerequisites):**

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.

### **Course Outcome Objectives:**

1. The teacher candidate can demonstrate knowledge and understanding of the frequency and severity of auto crashes and their impact on society.
2. The teacher candidate can demonstrate knowledge and understanding of state statutes and Federal guidelines for collecting and reporting data from traffic accidents.
3. The teacher candidate can demonstrate knowledge and understanding of the underlying causes and contributing factors of motor vehicle crashes and determine strategies for preventing them.
4. The teacher candidate can demonstrate knowledge and understanding of the basic principles of vehicle dynamics in crashes, as well as the potential mechanisms of injury to people and vehicles.
5. The teacher candidate can demonstrate knowledge and understanding of vehicle dynamics and balance as they relate to operator control, vehicle safety technology, and the effects of occupant restraint systems.
6. The teacher candidate can demonstrate knowledge and understanding of the influence of alcohol, drugs, fatigue, and other forms of impairment and/or distraction in certain crashes.
7. The teacher candidate can demonstrate knowledge and understanding of related resources available for use in preparing traffic education lesson plans.

**Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.**

Updated 09/29/05



## COURSE REVISION FORM

NEW XX DROPPED \_\_\_\_\_ MAJOR REVISION \_\_\_\_\_ FOR INFORMATION ONLY \_\_\_\_\_

College CEASN Program Area Traffic Education Date 12/1/14

Submitter *Gandy Bachmei* Dean *Carol A. Perzich* Date 1-16-15  
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

New/additional electives are required in order to enhance the quality and increase the rigor of the traffic education program, as well as to improve alignment with OPI content standards.

Please provide the following information:

**College:** CEASN  
**Program Area:** Traffic Education  
**Date:** 12/1/14  
**Course Prefix & No.:** EDU 391

**Will become TED 4XX**

**Course Title:** Coaching Novice Drivers  
**Credits:** 2

**Required by:**  
**Selective in:**  
**Elective in:** Traffic Education  
**General Education:**

**Lecture:** 2  
**Lecture/Lab:**  
**Gradable Lab:**  
**Contact hours lecture:** 2  
**Contact hours lab:**

**Current Catalog Description (include all prerequisites):**

**Proposed or New Catalog Description (include all prerequisites):**

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.

**Course Outcome Objectives:**

1. The teacher candidate can demonstrate knowledge and understanding of the theoretical and philosophical principles of coaching.
2. The teacher candidate can demonstrate practical in-car coaching skills and techniques.

3. The teacher candidate can explain in detail how a coaching approach can be used to effectively develop driving skills.
4. The teacher candidate can demonstrate knowledge and understanding of the theoretical and philosophical principles of metacognition.
5. The teacher candidate can demonstrate skills and strategies for the development of self-awareness, self-evaluation, and self-development in novice drivers.

**Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.**

Updated 09/29/05

## COURSE REVISION FORM

NEW XX DROPPED \_\_\_\_\_ MAJOR REVISION \_\_\_\_\_ FOR INFORMATION ONLY \_\_\_\_\_

College CEASN Program Area Traffic Education Date 12/1/14

Submitter *Buddy Bachman* Signature Dean *Carol A. Rappaport* Signature (indicates "college" level approval) Date 1-16-15

Please provide a brief explanation & rationale for the proposed revision(s):

New/additional electives are required in order to enhance the quality and increase the rigor of the traffic education program, as well as to improve alignment with OPI content standards.

Please provide the following information:

**College:** CEASN  
**Program Area:** Traffic Education  
**Date:** 12/1/14  
**Course Prefix & No.:** TED 4xx

**Course Title:** Roadway Safety Technology & Design  
**Credits:** 2

**Required by:**  
**Selective in:**  
**Elective in:** Traffic Education  
**General Education:**

**Lecture:** 2  
**Lecture/Lab:**  
**Gradable Lab:**  
**Contact hours lecture:** 2  
**Contact hours lab:**

**Current Catalog Description (include all prerequisites):**

**Proposed or New Catalog Description (include all prerequisites):**

This course provides teacher candidates with a conceptual overview of the principles of road and highway engineering from a safety perspective. The course is designed to provide a broad, interdisciplinary understanding of the history, laws, institutions, and research methods that guide the approach to road safety (i.e., engineering, highway safety, public health, public policy, research, data and analysis, etc.). The relationship between the design and layout of roads and highways and the characteristics of vehicles, drivers, and pedestrians will be examined.

**Course Outcome Objectives:**

1. The teacher candidate can define roadway safety from a science-based perspective and explain the underlying causes and contributing factors of motor vehicle crashes and how they interact.
2. The teacher candidate can explain the influence of roadway and vehicle design on road users' decisions and behaviors.

3. The teacher candidate can explain the process by which crash data are collected and used in road safety management, identify state, local, and national crash data and information systems, and elaborate such road safety demographics as the frequency and severity of motor vehicle crashes.
4. The teacher candidate can measure, evaluate, and analyze current and potential road safety problems using suitable scientific methods.
5. The teacher candidate can apply scientific principles to decision-making regarding effective intervention/countermeasure selection and evaluation.
6. The teacher candidate can identify and explain specific road design, maintenance, and traffic control and equipment safety interventions/countermeasures, including their effectiveness.
7. The teacher candidate can identify sources of current research that support effective road safety management and related resources available for use in preparing traffic education lesson plans.

**Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.**

Updated 09/29/05

## COURSE REVISION FORM

NEW X DROPPED \_\_\_\_\_ MAJOR REVISION \_\_\_\_\_ FOR INFORMATION ONLY \_\_\_\_\_

College CEASN Program Area Traffic Education Date 12/1/14

Submitter Randy Bachmeier Dean Carol A. Kerpelmeier Date 1-16-15  
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

New/additional electives are required in order to enhance the quality and increase the rigor of the traffic education program, as well as to improve alignment with OPI content standards.

Please provide the following information:

**College:** CEASN  
**Program Area:** Traffic Education  
**Date:** 12/1/14  
**Course Prefix & No.:** TED 4xx

**Course Title:** Vehicle Safety Technology & Design  
**Credits:** 2

**Required by:**  
**Selective in:**  
**Elective in:** Traffic Education  
**General Education:**

**Lecture:** 2  
**Lecture/Lab:**  
**Gradable Lab:**  
**Contact hours lecture:** 2  
**Contact hours lab:**

**Current Catalog Description (include all prerequisites):**

**Proposed or New Catalog Description (include all prerequisites):**

This course provides teacher candidates with a conceptual overview of the principles of motor vehicle engineering from a safety perspective. The course is designed to provide a broad, interdisciplinary understanding of the history, laws, institutions, and research methods that guide the approach to vehicle safety (i.e., engineering, highway safety, public health, public policy, research, data and analysis, etc.). The course includes a review of a broad selection of advances in vehicle design, construction, and equipment engineered to minimize the occurrence and consequences of crashes.

**Course Outcome Objectives:**

1. The teacher candidate can define vehicle safety from a science-based perspective and explain the underlying causes and contributing factors of motor vehicle crashes and how they interact.

2. The teacher candidate can explain the influence of vehicle and roadway design on users' decisions and behaviors.
3. The teacher candidate can explain the process by which crash data are collected and used in vehicle safety management, identify state, local, and national crash data and information systems, and elaborate vehicle safety demographics.
4. The teacher candidate can measure, evaluate, and analyze current and potential vehicle safety problems using suitable scientific methods.
5. The teacher candidate can apply critical thinking to decision-making regarding effective intervention/countermeasure selection and evaluation.
6. The teacher candidate can define, as well as identify and evaluate specific examples of, a variety of vehicle design, maintenance, and equipment safety interventions/countermeasures, including active and passive safety systems, crash avoidance and driver assistance systems, and crashworthiness and post-crash survivability designs.
7. The teacher candidate can identify sources of current research that support vehicle safety engineering and related resources available for use in preparing traffic education lesson plans.

**Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.**

Updated 09/29/05

## COURSE REVISION FORM

NEW  DROPPED \_\_\_\_\_ MAJOR REVISION \_\_\_\_\_ FOR INFORMATION ONLY \_\_\_\_\_

College CEASN Program Area Traffic Education Date 12/1/14

Submitter Gandy Bachmeier Dean Carol A. Renzschmer Date 1-16-15  
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

New/additional electives are required in order to enhance the quality and increase the rigor of the traffic education program, as well as to improve alignment with OPI content standards.

Please provide the following information:

**College:** CEASN  
**Program Area:** Traffic Education  
**Date:** 12/1/14  
**Course Prefix & No.:** TED 4xx

**Course Title:** Adaptive Drive Education  
**Credits:** 1

**Required by:**  
**Selective in:**  
**Elective in:** Traffic Education  
**General Education:**

**Lecture:** 1  
**Lecture/Lab:**  
**Gradable Lab:**  
**Contact hours lecture:** 1  
**Contact hours lab:**

**Current Catalog Description (include all prerequisites):**

**Proposed or New Catalog Description (include all prerequisites):**

This course provides teacher candidates with a general introduction to driving rehabilitation. The course consists of an overview of critical issues related to driving assessment and training for students with a variety of special needs and includes review of adaptive equipment and vehicle modifications. The course is designed to enable teacher candidates to work more effectively as a team member with special education teachers, occupational therapists, and medical experts to assist students with special needs.

**Course Outcome Objectives:**

1. The teacher candidate can demonstrate a working knowledge of perceptual and physical screening techniques.
2. The teacher candidate can design educational strategies for perceptual and physical skill development for diverse learners.

3. The teacher candidate can design educational strategies for appropriate classroom and driving experiences for diverse learners.
4. The teacher candidate can demonstrate skills and techniques using potential equipment, to adapt a vehicle and assist learning for students with special needs.
5. The teacher candidate can demonstrate understanding of minimum thresholds of knowledge and ability necessary to be issued a driving permit, participate in behind-the-wheel instruction, and ultimately to be issued a driver's license.
6. The teacher candidate can demonstrate knowledge and understanding of reasonable accommodations allowed for the knowledge test and to safely operate a vehicle for the skills test.
7. The teacher candidate can demonstrate in-vehicle assessment techniques to determine whether a student with special needs is able to operate a vehicle without putting occupants and other roadway users at undue risk.

**Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.**

Updated 09/29/05



## COURSE REVISION FORM

NEW \_\_\_\_\_ DROPPED XX MAJOR REVISION \_\_\_\_\_ FOR INFORMATION ONLY \_\_\_\_\_

College CEASN Program Area Traffic Education Date 12/1/14

Submitter *Randy Bachmeier* Dean *Carol A. Rappach* Date 1-16-15  
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

Enrollment in this course has dwindled to the point that it has been cancelled for the last several offerings. Motorcycle safety training is not specifically a requirement of the OPI content standards for Traffic Education. Alternative training for continuing education credit is available through the Montana Motorcycle Rider Safety program. Since the course is an elective which is no longer offered, and alternative training is available, it should be removed from the catalog.

Please provide the following information:

**College:** CEASN  
**Program Area:** Traffic Education  
**Date:** 12/1/14  
**Course Prefix & No.:** EDU 363

**Course Title:** Motorcycle Safety  
**Credits:** 2

**Required by:**  
**Selective in:** Traffic Education  
**Elective in:**  
**General Education:**

**Lecture:** 2  
**Lecture/Lab:**  
**Gradable Lab:**  
**Contact hours lecture:** 2  
**Contact hours lab:**

**Current Catalog Description (include all prerequisites):**

Analysis of the motorcycle accident problem and the role of the high school traffic safety program in motorcycle safety. Emphasis on classroom and laboratory content, organization, and instruction techniques. 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.

**Proposed or New Catalog Description (include all prerequisites):**

**Course Outcome Objectives:**

**Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.**