

# Traffic Education (TED)

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## **TED 452. Traffic Ed & 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. Impaired & 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. 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. 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 457. Roadway Safety Tech & Design. 2 Credits.**

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. 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 458. Vehicle Safety Tech & Design. 2 Credits.**

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 to minimize the occurrence and consequences of crashes. 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 459. Adaptive Driver Education. 1 Credit.**

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. 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. Methods of Traffic Safety Ed. 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 Methods of Behind-the-Wheel Instruction. 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. Methods of Behind-the-Wheel In. 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 Methods of Traffic Safety Education. 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. 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 the 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. 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.

**TED 492. Independent Study. 3 Credits.**

Provides an opportunity for students to engage in directed research and study on an individual basis rather than in a formal class environment.

**TED 552. Traffic Ed & the Adolescent Br. 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 554. Impaired/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 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 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 561. Methods of Traffic Safety Ed. 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 Methods of Behind-the-Wheel Instruction. 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 562. Methods of Behind-the-Wheel In. 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 Methods of Traffic Safety Education. 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 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 the 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 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.

**TED 592. Independent Study. 3 Credits.**

Provides an opportunity for students to engage in directed research and study on an individual basis rather than in a formal class environment.