I. Instructor:  Dr. Richard Cavanaugh  
Office:  Lantz 1166  
Office Hours: M 3:30-4:30 PM; T 10-11 AM; W 3:30-4:30 PM, R 10-11 AM; Friday, by appt. only; Check office door for additional hours and changes. **Also, please note that due to my being HST school health advisor, posted office hours may be altered temporarily to allow for advisees during midsemester.  
Phone:  581-6205; Health Studies office 581-5761  
E-mail:  cfrec1@eiu.edu  
URL:  http://www.ux1.eiu.edu/~cfrec1  

II. Course Description:  This course examines the administration, organization, finance, special programs, and evaluation of high school driver education programs.  This course will provide a forum to examine issues that affect and challenge the quality of driver education and traffic safety in general.  The focus will be on exploring the knowledge, attitudes, and skills needed to function as a quality high school driver educator.  (3 semester hours)  

III. Theme:  Educator as creator of effective educational environments: integrating students, subjects, strategies, and societies.  

IV. Relationship to the Knowledge Base:  This course provides students from a variety of backgrounds with knowledge and practices necessary in order to enable them to make informed decisions affecting the organization and administration of high school driver education programs.  

V. Course Outcomes and related Competencies:  
This course will help students:  
1. To acquaint prospective teachers with the scope and magnitude of the traffic safety problem in the United States. \{IC,1\}  
2. To present a logical and comprehensive justification of driver education programs in the high schools of the state of Illinois. \{IC,2\}  
3. To acquaint prospective teachers with state legal requirements under the reimbursable driver education law and how to comply with them. \{IA,1,2\}  
4. To acquaint prospective teachers with administrative problems unique to driver education programs. \{IA,1,2\}  
5. To familiarize prospective teachers with recommended techniques of organizing and administering high school driver education programs. \{III,A,4\}  

VI. Course Content and Outline:  
A. Driver Education as a Profession  
1. Teacher requirements in Illinois  
2. Teaching opportunities  
3. History of Driver Education  
4. Evolution of Driver Education profession  
B. Present status of the traffic safety problem  
1. Current traffic safety problem and field of driver education  
2. Current traffic accident statistics  
3. Theories of traffic accident causation and corrective action  
4. Impact of government legislation  
5. Graduated licensing and parental involvement  
6. Federal highway safety act
7. General objectives of driver education  
8. Justification of school driver education programs  
9. The highway transportation system  

C. Driver Education in Illinois - Rules and Regulations  
1. The semi-voluntary reimbursable driver education law  
2. Legal interpretations of the reimbursable law  
3. School responsibility in meeting requirements of the reimbursable driver education law  

D. Administrative policy problems  
1. Instructional  
2. Class scheduling  
3. Dealer-school relationship  
4. Use of dr. ed. car  
5. Finance  
6. Insurance and liability  
7. Testing and licensing  
8. Relationship with Illinois Office of Education  
9. Public Relations  

E. Utilizing community resources  

F. Multi phase program  
1. Dual-control  
2. Simulation  
3. Multiple car facility (Range)  
4. Advantages and Disadvantages of each  
5. Uses in a comprehensive driver education program  

VII. Tentative Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>January 12</td>
<td>Introduction - Overview – Expectations – Ground Rules</td>
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<tr>
<td>January 14</td>
<td>Professional teaching requirements in Illinois; Advantages of driver education certification; Teaching opportunities</td>
<td>Handout</td>
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<tr>
<td>January 19</td>
<td>Martin Luther King Birthday – No class</td>
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<tr>
<td>January 21</td>
<td><strong>Driving Passion</strong> – Discussion and writing assignment</td>
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<tr>
<td>January 26</td>
<td>Present status of traffic safety</td>
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<tr>
<td>January 28</td>
<td><strong>History of Driver Education; Growth of Driver Education Profession</strong></td>
<td>Handout</td>
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<tr>
<td>February 2</td>
<td>Conflicting Concepts of Traffic Accident Causation</td>
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<tr>
<td>February 4</td>
<td>Driver Ed. Justification – Group discussion and handouts</td>
<td>Handouts</td>
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<tr>
<td>February 9</td>
<td>Driver Ed. Justification – Group discussion and handouts</td>
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<tr>
<td>February 11</td>
<td>Article Discussion and Reaction day #1; 3 E’s handout and discussion</td>
<td>Handouts</td>
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<tr>
<td>February 16</td>
<td><strong>Boobytrap;</strong> assign post office activity</td>
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<td>February 18</td>
<td>Post office discussion</td>
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<td>February 23</td>
<td>Enforcement – Guest speaker</td>
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<td>February 25</td>
<td>Article discussion and reaction day #2</td>
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<tr>
<td>March 1</td>
<td>Graduated licensing law and parental involvement; study guide Q &amp; A</td>
<td>Handout</td>
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<td>March 3</td>
<td><strong>A Nation of Victims</strong> – video and discussion</td>
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<td>March 8</td>
<td><strong>Seat Belts: For Dummies or People;</strong> Convincer</td>
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<tr>
<td>March 10</td>
<td>Midterm</td>
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<td>March 15-19</td>
<td><strong>Spring Break</strong></td>
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<tr>
<td>March 22</td>
<td>Article discussion and reaction day #3</td>
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<tr>
<td>March 24</td>
<td><strong>Road Rage</strong> – video and discussion</td>
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<tr>
<td>March 29</td>
<td><strong>Drunk Driving: A license to kill?</strong> – video and discussion</td>
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### III. Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>March 31</td>
<td>Article discussion and reaction day #4</td>
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<tr>
<td>April 5</td>
<td>Rules and Regulations</td>
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<tr>
<td>April 7</td>
<td>Rules and Regulations</td>
</tr>
<tr>
<td>April 12</td>
<td>Rules and Regulations</td>
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<tr>
<td>April 14</td>
<td>Driver Education and technology</td>
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<tr>
<td>April 19</td>
<td>Group problem solving</td>
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<tr>
<td>April 21</td>
<td>The Aftermath – video and discussion</td>
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<tr>
<td>April 26</td>
<td>Public Relations; program evaluation</td>
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<tr>
<td>April 28</td>
<td>Driver education and technology; evaluation; wrap-up and review</td>
</tr>
<tr>
<td>May 6</td>
<td>Final Exam  Thursday 8-10 AM</td>
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### VIII. Evaluation and Course Requirements:

1. Two (2) exams – Midterm and Final – points to be determined.*
2. In-class activities/assignments/participation – 80 points.**
4. Group presentation.**** – 40 points
5. WWW assignment.***** – 30 points.
6. Article discussion and reaction.****** -- 4 articles @ 10 points apiece.

*Exams must be taken when scheduled **unless excused** by instructor. The student must contact the instructor within 24 hours **PRIOR** to the scheduled test, so a makeup can be arranged. Documentation for a prior-arranged excused absence will be required. Makeup exams may be of any format and will be at the discretion of the instructor. All exams are noncumulative. Format for exams will be primarily a mixture of forced choice questions (multiple-guess and true-false) and other ingenious questions designed to assess your mastery and application of the course material. The final exam will be held during the scheduled university time. Exams will be based on content from reading assignments, lectures, handouts, class discussions, guest speakers, films, tapes, etc.

**In class activities/assignments/participation. From time to time there will be in-class assignments, problems or activities designed to amaze and confuse you. Actually, they're designed to apply concepts or information covered in class.

***Visit and interview a high school driver education teacher/program. The focus of this visit/interview should be program administration. The interview should address questions relating to type of classroom and laboratory of school, schedule, budget, administrative procedures, program policies, parental involvement programs, etc. Develop a set of questions to be asked and submit these to your instructor before going to the school. Write up a report of what you found. Include any materials received from the program. **Due April 26.** 50 points.

****Group presentation. The class will be divided into two groups that will research, develop and present current information on the advantages and disadvantages of high school driver education. Presentations will be **February 4 and 9**.

*****WWW assignment. There will be a web assignment designed to provide an opportunity to gather relevant information from a variety of Internet resources. This information will provide the basis for a class discussion on the current national traffic safety problem and its relation to driver education. **Due January 26.**

******Article discussion and reaction. Students will locate current articles dealing with any aspect of traffic safety or driver education that is of interest to the student. The student will be expected provide a copy of the article to the instructor in the class period prior to the discussion day. During the day of discussion, each student should be able to lead a class discussion for 5 minutes or less regarding the major points of the article. Other students are encouraged to react and contribute to articles presented by their classmates. See course schedule for specific dates.
Grading Scale:
90 - 100% = A  
80 - 89% = B  
70 - 79% = C  
Etc.

X. Important Announcements:

- **Attendance:**
  My policy on attendance is really very simple – it is in your best interests to attend class regularly. Woody Allen once said, “A big part of making it in life is just showing up.” You will benefit not only from the information discussed, but also from the interaction with your fellow students. Also, I need to learn from you. You are expected to be here as scheduled as long as you are an officially enrolled student in this class. Therefore, attendance will be taken daily. Grades are assigned on the basis of total points, but note that there are participation points imbedded in the grading scale. You cannot earn these points if you do not attend class. At the end of the course, students with borderline grades will benefit from a record of consistent and regular attendance. When an absence does occur, the student is responsible for the material covered during his/her absence. In order for an absence to be excused, students will be required to present documentation (university or otherwise).

- **Late Assignments:**
  Course assignments are due on the date designated in class, **at the beginning of the class session.** Be prepared to submit your papers when they are requested. Computer problems will not be accepted as a valid excuse. In addition, papers handed in after class, or during class to my mailbox will receive reduced credit. Late work will be accepted with reduced credit, provided that the absence is excused. Formal documentation, as indicated earlier, will be required to determine if an absence is excused.

- **Academic Integrity:**
  A violation of the university policy on Academic Integrity in any shape, manner, or form will result in a hearing before the Judicial Review Board. This pertains to attendance, quizzes, tests, assignments, or any material relating to this course.

- **Students with Disabilities:**
  If you believe you will need accommodations for disability, please make an appointment to meet with me after class. You may also wish to contact the Director of the Office of Disability Services at 581-6583.

- **Diversity:**
  Among certain Native Americans tribes it is believed that every person has a “story” and that every story should be heard. Each of you has a heritage, history, and treasure of experiences that influence how you see the world. No two of us are alike. Instead of focusing negatively on how we are different, we should accept each other as we are, celebrate our diversity, learn from each other, respect each other, and realize that while we are all different, we are also alike in many ways. I will not accept or condone any manifestation of prejudice in this class directed toward people of a different color, a different culture, a different religion, a different sexual orientation, or a different racial/ethnic background.

- **Distractions/Disruptive Behavior**
  A recent article in the Chronicle of Higher Education (8-8-03) cited current research that indicated that distracting and disruptive behavior is considered insulting and a barrier to a productive classroom environment. Students from the University of Arizona, the State University of New York, and the University of Oklahoma, among others, held stronger attitudes toward classroom respect and civility than even the professors! Disruptive behavior is defined as repeated, continuous and/or multiple student behaviors that hamper the ability of instructors to teach and students to learn. Common examples of disruptive behaviors include, but are not limited to: Eating in class, constant questions or interruptions that interfere with the instructor or others
presentation, entering class loudly or late, loud gum chewing and popping, audible yawning, pen
and pencil tapping, packing up while the professor is still speaking, body odor, skimpily clad
individuals, off-topic discussions, overt inattentiveness (sleeping or reading papers in class), use
of pagers or cell phones in the classroom and inappropriate demands for time and attention. To
insure an overall positive class environment, any such disruptive behavior will be dealt with
appropriately as per university policy.

- **Readings:**
- The class handouts are assigned reading, which means that you are responsible for the
  information they cover. It will help you a great deal if you read the handouts, in advance if
  possible. Often, many of the questions you find on tests are over material covered in the
  assigned readings. In class I may have covered the same material in a different way or I may
  have stressed some concepts over others.