George Mason University  
Department of Health, Fitness and Recreation Resources  

HEAL 403 - Driver Education Practice and Administration (3)  
Summer 2004

Day/time: TBD  
Location: TBD

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Catalog Description

Indepth study of current teaching methods and research in the field of driver education and traffic safety. Emphasis on organization and administration, classroom instruction, single car instruction, multiple-car range, simulation and multimedia, and evaluation as they relate to earning a driver’s license.

Prerequisite

HEAL 402; Student must have a valid driver’s license for operating motor vehicle in VA through the duration of the course.

Course Description

This course represents Principles and Methodologies of Classroom and In-car Instruction, second of two courses required by the Virginia Department of Education for an endorsement in driver education as well as by the Virginia Department of Motor Vehicles for employment in a commercial driver education school. The intent of this course is to facilitate students’ competencies in directing and administrating simulated, range, and on-the-road driver education instruction. It includes a minimum of 14 hours of actual behind-the-wheel, supervised teaching experience of persons who are earning a driver’s license. Course content is consistent with the Administrative and Curriculum Guide for Driver Education in Virginia.

Course Objectives

By the end of the course the student will be able to:

1. Define and describe the components of a driver education program which can be implemented through a secondary school or commercial driving school.
2. Identify and describe the units of study in the Administrative and Curriculum Guide for Driver Education in Virginia.
4. Identify and describe instructional principles and techniques for the range, road, and evasive maneuver phases of driver education programs.
5. Demonstrate the ability to plan, organize and evaluate lessons that are based upon a sequence of learning activities, student needs, and program objectives.
6. Cite school policy and explain the driver education instructor’s role in implementing policy.
7. Plan and administer the records program, facilities and budget for the driver education program.
8. Analyze and discuss topical areas of relevant to driver education instruction including sexual harassment, risk management, accident investigation, needs of special populations, and state rules and regulations for driver education instructors.
9. Compose and present to class an administrative plan for implementing and maintaining a driver education program in a public school system or commercial driving school.
Required Readings


Additional readings, lecture outlines and resource material available at the instructor’s website: http://mason.gmu.edu/~emiller

Evaluation

20% - First Exam
20% - Second Exam
20% - Behind-the-wheel, supervised teaching experience
20% - Simulated driving instruction
20% - Administrative plan for a driver education program

The first and second exam are each composed of 50 multiple choice questions and two essay questions. The exams are based on the content of the text and related readings. Each exam will be graded 0-100 points and weighted .20 of overall course grade. Multiple choice items will measure students’ cognitive abilities to identify/recall, differentiate, apply and analyze subject material. Essay questions will measure students’ abilities to analyze, synthesize and evaluate subject material.

Behind-the-wheel, supervised teaching experience will involve the GMU student completing a minimum of 14 hours of observation and instruction of secondary school students who are earning a driver’s license. In a mentoring program arrangement with public and commercial driving schools, the GMU student will be supervised by a VA certified driver education instructor. During mentoring, the GMU student will assist in the instruction of the student driver during range and on-the-road driving lessons in accordance with the *Curriculum and Administrative Guide for Driver Education in Virginia*. Completed logs and supervising teacher evaluation forms will be used to grade 14 hours of supervised teaching and weighted .20 of overall grade. Supervised teaching experience will measure a combination of upper level cognitive and affective abilities and all levels of psychomotor skills.

Simulated driving instruction will involve students team-teaching one another regarding proper vehicle maneuvering and positioning skills. Simulated driving will be staged on-campus, in a cordoned parking lot. Students will compose and implement a lesson plan in accordance with *Administrative and Curriculum Guide for Driver Education in Virginia*. The simulated driving instruction and accompanying lesson plan will be graded 0-100 points and weighted .20 of overall course grade. Completion of this requirement will measure a range of students’ cognitive and affective abilities as well as psychomotor skills.

The administrative plan requires students to develop a systematic arrangement for overseeing and directing a driver education program (both classroom and behind-the-wheel instruction) in either a public school or a commercial driving school. Completion of the plan will be graded 0-100 points and weight .20 of overall grade. Guidelines for developing the administrative plan will be provided in class. Completion of this report will allow instructor to measure students’ cognitive abilities to analyze, synthesize and evaluate.

Faculty reserve the right to request a copy of the student’s DMV record throughout the duration of the course to verify eligibility to operate a motor vehicle in VA.

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<th>Session</th>
<th>Topic</th>
<th>Learning Activities</th>
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<tr>
<td>1</td>
<td>Introduction to course Driver education programs</td>
<td>Lecture, readings, self-assessment and discussion, assignments</td>
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<td>2</td>
<td>Instructional principles and techniques for classroom driver education</td>
<td>Lecture with presentation software on <em>Curriculum and Administrative Guide for Driver Education in Virginia</em>, review and analyze lesson plans from HEAL 402, and individual and small group work</td>
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<td>3</td>
<td>Instructional principles and techniques for laboratory (multiple car range) driver education</td>
<td>Lecture with presentation software on <em>Curriculum and Administrative Guide for Driver Education in Virginia</em>, instructional demonstrations on a multiple-car range</td>
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<td>4</td>
<td>Simulated driving instruction</td>
<td>Students present lessons on simulated driving</td>
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<tr>
<td>6</td>
<td>Instructional principles and techniques for laboratory (on-the-road) driver education</td>
<td>Lecture with presentation software on <em>Curriculum and Administrative Guide for Driver Education in Virginia</em>, student roundtable discussion on observations in and experiences of actual behind the wheel instruction</td>
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<td>7</td>
<td>Instructional principles and techniques: simulator, evasive maneuvers, defensive driving, and community/website resources Review for first exam</td>
<td>Lecture with presentation software on <em>Curriculum and Administrative Guide for Driver Education in Virginia</em>, observation of simulator lab, video and discussion, computer lab exercises</td>
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<td>8</td>
<td>First Exam</td>
<td>Covers content from weeks 1 to 7</td>
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<td>9</td>
<td>Administrative policy and procedure in driver education</td>
<td>Lecture with presentation software on <em>Curriculum and Administrative Guide for Driver Education in Virginia</em>, guest speaker</td>
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<td>10</td>
<td>State rules and regulations for driver education instructors</td>
<td>Lecture, readings, knowledge self-assessments and discussion</td>
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<td>11</td>
<td>Records, facilities and budget for the driver education program</td>
<td>Lecture, readings, worksheets, computer exercises</td>
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<td>12</td>
<td>Driver education administrative issues: sexual harassment, and risk management</td>
<td>Lecture, readings, skill training, small group discussion</td>
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<td>13</td>
<td>Driver education administrative issues: accident investigation, and needs of special populations</td>
<td>Lecture, readings, worksheets, skill training, simulated question-answer interaction with driver education administrator</td>
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<td>14</td>
<td>Presentation of administrative plans Review for second exam</td>
<td>Student presentations of administrative plans</td>
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<td>15</td>
<td>Second Exam</td>
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Our Department follows all academic and general policies contained within the University’s Catalog. Among which are:

• All students are held to the standards of the George Mason University Honor Code.
• University policy states that all sound emitting devices shall be turned off during class unless otherwise authorized by the professor.
• Students having documentation on file at the Disability Support Services Office should bring this to the attention of the instructor.
• Students are expected to attend class regularly although attendance alone is not factored into final grade.

http://www.gmu.edu/departments/hfrr