



**REQUEST FOR PROPOSAL
No. DL156982P**

eLearning Web-Based Project RFP

PROPOSAL DUE DATE AND TIME:

March 8, 2012 (3:00 PM, PST)

OSU Procurement and Contract Services Offices are open from 8:00 am – 12:00 noon and 1:00 pm – 5:00 pm.
Offices are closed during the 12:00 noon – 1:00 pm lunch hour.

SUBMITTAL LOCATION:

Oregon State University
Procurement and Contract Services
644 SW 13th Avenue
Corvallis, Oregon 97333

1.0 GENERAL

1.01 SCHEDULE OF EVENTS:

- Request for Proposal Issue Date..... February 22, 2012
- Deadline for Request for Clarification or Change..... March 1, 2012 (3:00 pm, PST)
- Proposal Due Date and Time..... March 8, 2012 (3:00 pm, PST)

This Schedule of Events is subject to change. Any changes will be made through the issuance of Written Addenda.

1.02 PRE-PROPOSAL CONFERENCE:

A Pre-Proposal Conference will not be held.

1.03 ISSUING OFFICE:

The Procurement and Contract Services (PaCS) department of Oregon State University (OSU) is the issuing office and is the sole point of contact for this Request for Proposal. Address all concerns or questions regarding this Request for Proposal to the Administrative Contact identified below:

1.04 ADMINISTRATIVE CONTACT:

Name: Debora Lauer
Title: Purchasing Analyst
Telephone: 541-737-7343
Fax: 541-737-2170
E-Mail: Debora.Lauer@oregonstate.edu

1.05 DEFINITIONS:

As used in this Request for Proposal, the terms set forth below are defined as follows:

- a. "Addenda" means an addition to, deletion from, a material change in, or general interest explanation of the Request for Proposal.
- b. "Exhibits" means those documents which are attached to and incorporated as part of the Request for Proposal.
- c. "Proposal" means an offer, binding on the Proposer and submitted in response to a Request for Proposal.
- d. "Proposer" means an entity that submits a Proposal in response to a Request for Proposal.
- e. "Proposal Due Date and Time" means the date and time specified in the Request for Proposal as the deadline for submitting Proposals.
- f. "Request for Proposal" (RFP) means a Solicitation Document to obtain Written, competitive Proposals to be used as a basis for making an acquisition or entering into a Contract when price will not necessarily be the predominant award criteria.
- g. "Responsible" means an entity that demonstrates their ability to perform satisfactorily under a Contract by meeting the applicable standards of responsibility outlined in OAR 580-061-0130.
- h. "Responsive" means a Proposal that has substantially complied in all material respects with the criteria outlined in the Request for Proposal.
- i. "Written or Writing" means letters, characters, and symbols inscribed on paper by hand, print, type, or other method of impression intended to represent or convey particular ideas or meanings.

2.0 INTRODUCTION AND BACKGROUND

2.01 INTRODUCTION:

Oregon State University (OSU) Procurement and Contract Services (PaCS) is seeking Responsive Responsible Proposers to submit Proposals to design, develop and build out the remaining chapters of the

TEAM OREGON eRider™ Web-based motorcycle rider training classroom and integrate the eRider™ user account system with the current Web-based rider training on-cycle course registration system.

2.02 BACKGROUND:

The eRider™ curriculum is based on the *Model National Standards for Entry Level Rider Training Curricula*, a document developed by the National Highway Traffic Safety Administration. The eRider™ database, code, content-managed administration system and first two chapters of curriculum are complete, fully functional and have been tested and confirmed effective. New content, features and interactivity will use the existing framework, be educationally effective and consistent in volume, complexity, and variety with existing content.

TEAM OREGON is the state approved organization to provide administrative structure and supervision of motorcycle rider training activities around the state. TEAM OREGON is headquartered at OSU in the College of Public Health and Human Sciences and provides day-to-day operation of the motorcycle safety program, including: a) student registration, course coordination, delivery and maintenance of the mobile and community college rider training programs, b) instructor training, updates, certification, monitoring, employment, scheduling and supervision, c) development and administration of annual training schedules and publication, d) administration staff and supply assistance to sites and e) increase motorcycle safety awareness through public information activities.

TEAM OREGON currently conducts over 1,000 courses annually at 25 locations statewide using the services of more than 180 part-time instructors. The goal of the eLearning development is to reduce or eliminate the classroom portion of beginning and intermediate rider training courses.

2.03 OREGON STATE UNIVERSITY:

Founded in 1868, Oregon State University is a comprehensive, research-extensive, public university located in Corvallis. OSU is a member of the Oregon University System and one of only two American universities to hold the Land Grant, Sea Grant, Space Grant and Sun Grant designations. OSU is also the only Oregon institution to hold the Carnegie Foundation's top ranking for research universities, a recognition of the depth and quality of OSU's graduate education and research programs.

Through its centers, institutes, Extension offices and Experiment Stations, OSU has a presence in almost every one of Oregon's 36 counties, including its main campus in Corvallis, the Hatfield Marine Sciences Center in Newport and OSU-Cascades Campus in Bend. OSU offers undergraduate, masters and doctoral degrees through 12 academic colleges enrolling more than 20,000 students from every county in Oregon, every state in the country and more than 90 nations.

3.0 SAMPLE CONTRACT / REQUIRED SPECIFICATIONS

3.01 SAMPLE CONTRACT:

A sample Contract containing the statement of work and contractual terms and conditions is included at Exhibit A.

4.0 PROPOSER QUALIFICATIONS

4.01 MINIMUM QUALIFICATIONS:

In order to qualify as a Responsive Proposer, the Proposer needs to meet the minimum qualifications below. After verification that the minimum qualifications have been met, OSU will award points based on the level of the Proposer's qualifications.

- a. Experience in developing effective eLearning curricula and programming
- b. Experienced in instructional design, graphic design and Web design; project personnel to include an eLearning instructional designer

- c. Experience in video, photo and audio production and editing
- d. Experience in web services/APIs and custom reporting and administration system development.
- e. Must have significant experience in ColdFusion 8.0, Fusebox 4.1 Framework, MS SQL Server 2005, XML, and HTML.
- f. Must be able to meet Timeline as detailed in Attachment B
- g. Proposer must have a response time of 4 hours to Corvallis, OR to allow for face-to-face meeting

4.02 PREFERRED QUALIFICATIONS:

OSU will award additional points for Proposers able to meet the preferred qualifications below.

- a. Experience in developing effective eLearning curricula for motor vehicle skills training
- b. An understanding of motorcycle rider safety training and skill development
- c. Completed eLearning projects of similar size and scope
- d. Experience in advanced JavaScript, Ajax, and Flash design, ActionScript 3.0 and Flash remoting
- e. Project personnel to include a film/video producer

5.0 REQUIRED SUBMITTALS

5.01 QUANTITY OF PROPOSAL:

Submit one (1) original Proposal and three (3) duplicate copies. Mark original Proposal as "ORIGINAL". Original should contain original signatures on any pages where a signature is required. Proposals should contain the submittals listed in this section below:

5.02 REQUIRED SUBMITTALS:

It is the Proposer's sole responsibility to submit information in fulfillment of the requirements of this Request for Proposal. If pertinent information or required submittals are not included within the Proposal, it may cause the Proposal to be rejected or have an adverse impact on evaluation.

Proposers should submit the following information:

- Description of how the goods or services offered specifically meet the required specifications described in section 3.
- Detailed information about how the Proposer meets the minimum and preferred qualifications detailed in section 4.
- Complete and itemized pricing of the goods or services requested for each of the 1 - 3 Components as referenced in Attachment B
- Resumes of key personnel who will be involved in this contract
- Exhibit B, Certifications, fully completed.
- Exhibit C, References, fully completed.

6.0 EVALUATION AND AWARD

6.01 EVALUATION:

The stages of review and evaluation are as follows:

- a. **Determination of Responsiveness:**
OSU will first review all Proposals to determine Responsiveness. Proposals that do not comply with the instructions or are incomplete may be deemed non-Responsive. Written notice will be sent to Proposers whose Proposal is deemed non-Responsive identifying the reason. A proposer has the right to appeal the decision pursuant to OAR 580-061-130(5) (a).
- b. **First Stage Evaluation:**
Those Proposals determined to be Responsive will be evaluated using the required submittals. Proposals will be scored based on the evaluation criteria listed below in section 6.03. Scores will be

used to determine Proposer's within a competitive range. The competitive range will be made of Proposers whose individual scores, when viewed together, form a group of the highest ranked Proposers above a natural break in the scores.

OSU may award after the first stage evaluation to the highest ranked Proposer without moving on to the second stage evaluation. If this option is selected, Written notice of intent to award the Contract to the highest ranked Proposer will be provided to all Responsive Proposers.

c. **Second Stage Evaluation:**

If award is not made after the first stage evaluation, OSU may choose any of the following methods in which to proceed:

- i. Issue a Written invitation to Proposers within the competitive range requesting an interview, presentation, site visit or any other evaluative method that is relevant to the goods or services solicited in the Request for Proposal. Written invitations will contain the evaluation criteria and scoring that will be used by the evaluation committee.
- ii. Engage in oral or Written discussions with and receive best and final Proposals from all Proposers in the Competitive Range or all Proposers submitting Responsive Proposals. Discussions may be conducted for the following purposes:
 - Informing Proposers of deficiencies in their initial Proposals;
 - Notifying Proposers of parts of their Proposals for which OSU would like additional information; or
 - Otherwise allowing Proposers to develop revised Proposals that will allow OSU to obtain the best Proposal based on the requirements set forth in this Request for Proposal.

The conditions, terms, or price of the Proposal may be altered or otherwise changed during the course of the discussions provided the changes are within the scope of the Request for Proposal. Best and final Proposals will be scored based on the evaluation criteria listed below in section 6.03.

Points awarded in the first stage evaluation will not be carried to the second stage evaluation. Contract will be awarded to the Proposer who in OSU's opinion, best meets the requirements and qualifications of the RFP and OSU's needs.

d. **Additional Stages of Evaluation:**

If after completion of the second stage of evaluation, an award is not made, OSU may add another stage of evaluation using any of the methods outlined in the second stage evaluation above.

6.02 NEGOTIATIONS:

OSU may commence serial negotiations with the highest-ranked Proposer or commence simultaneous negotiations with all eligible Proposers. OSU may negotiate:

- a. The statement of work;
- b. The Contract price as it is affected by negotiating the statement of work; and
- c. Any other terms and conditions determined by OSU in its sole discretion to be reasonably related to those expressly authorized for negotiation. Accordingly, Proposers will not submit and OSU will not accept for negotiation, any alternative terms and conditions that are not reasonably related to those expressly authorized for negotiation.

Terms and conditions within the sample contract that are unrelated to the statement of work or Contract price may be negotiated after award, but before legal sufficiency review or execution of the Contract.

6.03 EVALUATION CRITERIA:

Points will be given in each criteria and a total score will be determined. The maximum points available for each criteria are identified below.

<u>Evaluation Criteria:</u>	<u>Points:</u>
Proposal relative to the required Specifications/Statement of Work	40
Proposers qualifications relative to the minimum qualifications	20
Proposers qualifications relative to the preferred qualifications	20
Price of the goods or services	<u>20</u>
Total	100

6.04 INVESTIGATION OF REFERENCES:

OSU reserves the right to investigate and to consider the references and the past performance of any Proposer with respect to such things as its performance or provision of similar goods or services, compliance with specifications and contractual obligations, and its lawful payment of suppliers, subcontractors, and workers. OSU further reserves the right to consider past performance, historical information and facts, whether gained from the Proposal, Proposer interviews, references, OSU or any other source in the evaluation process. OSU may postpone the award or execution of the Contract after the announcement of the notice of intent to award in order to complete its investigation.

7.0 INSTRUCTIONS TO PROPOSERS

7.01 APPLICABLE STATUTES AND RULES:

This RFP is subject to the applicable provisions and requirements of the Oregon Revised Statutes, Oregon Administrative Rules, and OSU Policies and Procedures.

7.02 REQUEST FOR CLARIFICATION OR CHANGE:

Requests for clarification or change of the Request for Proposal must be in Writing and received by the Administrative Contact no later than the Deadline for Request for Clarification or Change as specified in the Schedule of Events. Such requests for clarification or change must include the reason for the Proposer's request. OSU will consider all timely requests and, if acceptable to OSU, amend the Request for Proposal by issuing an Addendum. Envelopes, e-mails or faxes containing requests should be clearly marked as a Request for Clarification or Change and include the RFP Number and Title.

7.03 ADDENDA:

Only documents issued as Written Addenda by PaCS serve to change the Request for Proposal in any way. No other direction received by the Proposer, written or verbal, serves to change the Request for Proposal. PaCS will notify potential Proposers through publication of the Addenda on the OUS procurement website. If you have received a Request for Proposal you should consult the OUS procurement website, prior to Proposal submittal, to assure that you have not missed any Addenda. Proposers are not required to return Addenda with their Proposal. However, Proposers are responsible for obtaining and incorporating any changes made by the Addendum into their Proposal. Failure to do so may, in effect, make the Proposal non-Responsive, which may cause the Proposal to be rejected.

7.04 PREPARATION AND SIGNATURE:

All Required Submittals must be Written or prepared in ink and signed in ink by an authorized representative with authority to bind the Proposer. Signature certifies that the Proposer has read, fully understands, and agrees to be bound by the Request for Proposal and all Exhibits and Addenda to the Request for Proposal.

7.05 PUBLIC RECORD:

Upon completion of the Request for Proposal process, information in your Proposal will become subject records under the Oregon Public Records Law. Only those items considered a "trade secret" under ORS

192.501(2), may be exempt from disclosure. If a Proposal contains what the Proposer considers a "trade secret" the Proposer must mark each sheet of information as such. Only bona fide trade secrets may be exempt and only if public interest does not require disclosure.

7.06 SUBMISSION:

Proposals must be submitted in a sealed envelope and be delivered to the submittal location listed on the Request for Proposal cover sheet no later than the Proposal Due Date and Time. Proposer must specify on the outside of the envelope the Request for Proposal number, the Request for Proposal title and the Proposal Due Date and Time. **E-MAIL OR FACSIMILE PROPOSALS WILL NOT BE ACCEPTED.**

7.07 MODIFICATION:

Prior to submittal, Proposers should initial modifications or erasures in ink by the person signing the Proposal. After submittal but prior to the Proposal Due Date and Time, Proposals may be modified by submitting a Written notice indicating the modifications and a statement that the modification amends and supersedes the prior Proposal. After the Proposal Due Date and Time, Proposers may not modify their Proposal.

7.08 WITHDRAWALS:

A Proposer may withdraw their Proposal by submitting a Written notice to the Administrative Contact identified in this Request for Proposal prior to the Proposal Due Date and Time. The Written notice must be on the Proposer's letterhead and signed by an authorized representative of the Proposer. The Proposer, or authorized representative of the Proposer, may also withdraw their Proposal in person prior to the Proposal Due Date and Time, upon presentation of appropriate identification and evidence of authority to withdraw the Proposal satisfactory to OSU.

7.09 LATE SUBMITTALS:

Proposals and Written notices of modification or withdrawal must be received no later than the Proposal Due Date and Time. OSU may not accept or consider late Proposals, modifications, or withdrawals except as permitted in OAR 580-061-0120.

7.10 PROPOSAL OPENING:

Proposals will be opened immediately following the Proposal Due Date and Time at the Submittal Location. Proposer may attend the Proposal opening. Only the names of the Proposers submitting Proposals will be announced. No other information regarding the content of the Proposals will be available.

7.11 PROPOSALS ARE OFFERS:

The Proposal is the Proposer's offer to enter into a Contract pursuant to the terms and conditions specified in the Request for Proposal, its Exhibits, and Addenda. The offer is binding on the Proposer for one hundred twenty (120) days. OSU's award of the Contract constitutes acceptance of the offer and binds the Proposer. The Proposal must be a complete offer and fully Responsive to the Request for Proposal.

7.12 CONTINGENT PROPOSALS:

Proposer shall not make its Proposal contingent upon OSU's acceptance of specifications or contract terms that conflict with or are in addition to those in the Request for Proposal, its Exhibits, or Addenda.

7.13 RIGHT TO REJECT:

OSU may reject, in whole or in part, any Proposal not in compliance with the Request for Proposal, Exhibits, or Addenda, if upon OSU's Written finding that it is in the public interest to do so. OSU may reject all Proposals for good cause, if upon OSU's Written finding that it is in the public interest to do so. Notification of rejection of all Proposals, along with the good cause justification and finding of public interest, will be sent to all who submitted a Proposal.

7.14 AWARDS:

OSU reserves the right to make award(s) by individual item, group of items, all or none, or any combination thereof. OSU reserves the right to delete any item from the award when deemed to be in the best interest of OSU.

7.15 LEGAL SUFFICIENCY REVIEW:

Prior to execution of any Contract resulting from this Request for Proposal, the Contract may be reviewed for legal sufficiency by a qualified attorney for OSU pursuant to the applicable Oregon Revised Statutes and Oregon Administrative Rules. Legal sufficiency review may result in changes to the terms and conditions specified in the Request for Proposal, Exhibits, and Addenda.

7.16 PROPOSAL RESULTS:

A notice of intent to award containing the Proposal results will be issued to all Proposers. The Proposal file will be available for Proposer's review during the protest period at the PaCS Department. Proposers must make an appointment with the Administrative Contact to view the Proposal file. After the protest period, the file will be available by making a Public Records Request to OSU.

7.17 PROPOSAL PREPARATION COST:

OSU is not liable for costs incurred by the Proposer during the Request for Proposal process.

7.18 PROPOSAL CANCELLATION:

If a Request for Proposal is cancelled prior to the Proposal Due Date and Time, all Proposals that may have already been received will be returned to the Proposers. If a Request for Proposal is cancelled after the Proposal Due Date and Time or all Proposals are rejected, the Proposals received will be retained and become part of OSU's permanent Proposal file.

7.19 PROTEST OF CONTRACTOR SELECTION, CONTRACT AWARD:

Any Proposer who feels adversely affected or aggrieved may submit a protest within seven (7) calendar days after OSU issues a notice of intent to award a Contract. The protest must be clearly identified as a protest, identify the type and nature of the protest, and include the Request for Proposal number and title. The rules governing protests are at OAR 580-061-0145.

EXHIBIT A
TERMS AND CONDITIONS / SAMPLE CONTRACT

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Oregon State University
PERSONAL/PROFESSIONAL SERVICES CONTRACT (PPSC)

Department Contract # DL156982P

This Contract is entered into by and between the State of Oregon acting by and through its Board of Higher Education on behalf of Oregon State University (OSU/Institution) for its **TEAM OREGON** (Department) and **XXXXXXX** (Contractor).

Whereas OSU has need of the services which Contractor is competent to provide; now therefore, in consideration of the sum not to exceed \$ _____ to be paid at the rate of \$ _____ /hour to Contractor by OSU, Contractor agrees to perform between date of last signature and **XXXXXX**, inclusive, the following personal and/or professional services: **Scope of Work in Attachment B.**

Contractor shall not begin work until the Contract is signed by all parties listed below. Unless otherwise specified herein, OSU shall pay only for work performed. Contractor shall submit detailed invoice(s) for work performed to Department for payment. Invoices are paid according to the OSU's standard payment terms which are Net 30 days from receipt of correct invoice.

The following attachments are incorporated by this reference and made a part of this contract: Attachment A, OUS Standard Contract Provisions Attachment B; Scope of Work Attachment C; MNS Attachment D; eRider Structure, Attachment E; Original Scope of Work/Project Outline

INSURANCE: the minimum limit is \$ _____ Type required: CGL AUTO Professional

THIS CONTRACT SHALL BECOME EFFECTIVE AND BINDING UPON LAST SIGNATURE BY AUTHORIZED REPRESENTATIVES OF THE PARTIES AS PROVIDED HEREIN.

OSU

CONTRACTOR

 OSU Department Head Date
 (Typed Name):

 Signature Date
 Typed Name:
 Address:

 OSU Contract Officer Date
 Tamara Bronson, CPPO

Phone:
 Banner Vendor ID No.:
 U.S. Tax Identification No.:
 Contractor is a: (Check One)
 Resident U.S. citizen
 Resident non-U.S. citizen (Green Card Holder)
 Non-U.S. citizen
 Partnership
 Corporation
 Contractor is also a minority group member

 Department of Justice Date
 (Only for contracts over \$150,000)

OSU VENDOR NO.	FORM PREPARED BY	PREPARER'S ADDRESS	DATE
INDEX CODE	ACCOUNT CODE	ACTIVITY CODE	PAYMENT AMOUNT

Place Bar Code Label Here	All payments and reimbursements made on this contract will be 1099-misc. reportable. <i>Rev 11-/09</i>
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ATTACHMENT A
DEPARTMENT OF HIGHER EDUCATION STANDARD PERSONAL/PROFESSIONAL SERVICES CONTRACT PROVISIONS

ACCESS TO RECORDS. Contractor shall maintain books, records, documents, and other evidence and accounting procedures and practices sufficient to reflect properly all costs of whatever nature claimed to have been incurred and anticipated to be incurred in the performance of this contract. The Oregon Board of Higher Education, Oregon Secretary of State, Federal Government, and their duly authorized representatives shall have access to the books, documents, papers, and records of Contractor which are directly pertinent to this contract for the purpose of making audit, examination, excerpts, and transcripts. Such books and records shall be maintained by Contractor for three years from the date of contract expiration unless a shorter period is authorized in writing. Contractor is responsible for any audit discrepancies involving deviation from the terms of this contract and for any commitments or expenditures in excess of amounts authorized by Institution.

ASSIGNMENT. Contractor shall not assign or transfer its interest nor delegate its obligation in this contract without the express written consent of the Institution.

AVAILABILITY OF FUNDS. Institution certifies that sufficient funds are available and authorized for expenditure to finance costs of this contract within its current biennial appropriation or expenditure limitation, provided, however, that continuation of the contract, or any extension, after the end of the fiscal period in which it is written, is contingent upon a new appropriation or limitation for each succeeding fiscal period for the purpose of this contract.

CAPTIONS. The captions or headings in this contract are for convenience only and in no way define, limit, or describe the scope or intent of any provisions of this contract.

COMPLIANCE WITH APPLICABLE LAW. Contractor agrees to comply with all federal, state, county, and local laws, ordinances, and regulations applicable to the work to be done under this contract. Contractor specifically agrees to comply with all applicable requirements of federal and state civil rights and rehabilitation statutes, rules, and regulations. Contractor also shall comply with the Americans with Disabilities Act of 1990 (Pub L No. 101-336), ORS 659.425, and all regulations and administrative rules established pursuant to those laws. Failure or neglect on the part of Contractor to comply with any or all such laws, ordinances, rules, and regulations shall not relieve Contractor of these obligations nor of the requirements of this contract. Contractor further agrees to make payments promptly when due, to all persons supplying to such Contractor, labor or materials for the prosecution of the work provided in this contract; pay all contributions or amounts due the Industrial Accident Fund from such contractor incurred in the performance of this contract; not permit any lien or claim to be filed or prosecuted against the state on account of any labor or material furnished; pay to the Department of Revenue all sums withheld from employees pursuant to ORS 316.167. If Contractor fails or refuses to make any such payments required herein, the appropriate Institution official may pay such claim to such payment. Any payment of a claim in the manner authorized in this section shall not relieve the Contractor or Contractor's surety from obligation with respect to any unpaid claims.

CONFLICT OF INTEREST. Contractor covenants that it presently has no interest and shall not acquire any interest, direct or indirect, which would conflict in any manner or degree with the performance of its services hereunder. Contractor further covenants that in the performance of this contract no person having any such interest shall be employed.

DUAL PAYMENT. Contractor shall not be compensated for work performed under this contract from any other entity of the State of Oregon.

EXECUTION AND COUNTERPARTS. This contract may be executed in several counterparts, each of which shall be an original, all of which shall constitute but one and the same instrument.

GOVERNING LAW. This contract shall be governed and construed in accordance with the laws of the State of Oregon. Any claim, action, or suit between Institution and Contractor that arises out of or relates to performance of this contract shall be brought and conducted solely and exclusively within the Circuit Court for Marion County, for the State of Oregon. Provided, however, that if any such claim, action, or suit may be brought only in a federal forum, it shall be brought and conducted solely and exclusively within the United States District Court for the District of Oregon.

HAZARD COMMUNICATION. Contractor shall notify Institution prior to using products containing hazardous chemicals to which Institution employees may be exposed. Products containing hazardous chemicals are those products defined by Oregon Administrative Rules, Chapter 437. Upon Institution's request, Contractor shall immediately provide Material Safety Data Sheets, as required by OAR 437-155-025, for the products subject to this provision.

INDEMNITY, RESPONSIBILITY FOR DAMAGES. Contractor shall be responsible for all damage to property, injury to persons, and loss, expense, inconvenience, and delay which may be caused by, or result from, the conduct of work under this contract, or from any act, omission, or neglect of Contractor, its subcontractors, or employees. Contractor shall save, defend, indemnify, and hold harmless the State of Oregon, the State Institution of Higher Education, the Institution, and their officers, agents, employees, and members from all claims, suits, and actions of any nature resulting from or arising out of the activities or omissions of Contractor or its subcontractors, officers, agents, or employees acting under this contract.

INDEPENDENT CONTRACTOR STATUS. The service(s) to be rendered under this contract are those of an independent contractor. Contractor is not to be considered an agent or employee of Institution for any purpose, and neither Contractor nor any of Contractor's agents or employees are entitled to any of the benefits that Institution provides for its employees. Contractor will be solely and entirely responsible for its acts and for the acts of its agents or employees during the performance of this contract. If Contractor is providing personal services as an individual, (a) Contractor: (1) Is engaged as an independent contractor and will be responsible for any Federal or State taxes applicable to this payment; (2) Will not be eligible for any Federal Social Security, State Workers' Compensation, unemployment insurance, or Public Employees Retirement System benefits from this contract payment; (3) Is not an officer, employee, or agent of the State as these terms are used in ORS 30.265 and will not be under the direction and control of Institution; (4) Is not currently employed by the Federal Government and the amount charged does not exceed his normal charge for the type of service provided if payment is to be charged against Federal funds; (5) Is not a member of the Oregon Public Employees Retirement System; or (6) if a contributing member of the Oregon Public Employees Retirement System for which contributions to the retirement system must be withheld, Contractor's contribution to the retirement system will be withheld and a corresponding Institution contribution made; and (7) Must furnish Form IRS Form 8233 in duplicate with this contract if Contractor is a non-resident alien and claims exemption from Federal Withholding tax. (b) The Oregon State Board of Higher Education, acting on behalf of Institution, will report the total amount of all payments to Contractor, including any expenses, in accordance with Federal Internal Revenue Service and State of Oregon Department of Revenue regulations.

INSURANCE. Contractor shall secure at its own expense and keep in effect during the term of this contract general liability insurance. Insurance policies, which cannot be excess to a self-insurance program, are to be issued by an insurance company authorized to do business in the State of Oregon. The State of Oregon, acting by and through the State Board of Higher Education on behalf of the Institution and their officers and employees shall be included as an additional insured in said insurance policy. If any of the liability insurance is arranged on a "claims made" basis, "tail" coverage will be required at the completion of this contract for a duration of 24 months.

NOTICES AND REPRESENTATIVES. All notices, certificates, or communications shall be delivered or mailed postage prepaid to the parties at their respective places of business as identified in the signature block of this contract, unless otherwise designated in writing. Copies of such correspondence shall also be sent all other contract signatories.

OVERDUE PAYMENTS. Any charges claimed by the Contractor for payment of an overdue amount shall be in accordance with the provisions of ORS 293.462.

OWNERSHIP OF WORK PRODUCT. All work products or any form of property originated or prepared by Contractor which result from this contract are the exclusive property of Institution.

SEVERABILITY. If any term or provision of this contract is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions shall not be affected, and the rights and obligations of the parties shall be construed and enforced as if the contract did not contain the particular term or provision held to be invalid.

SUBCONTRACTS AND ASSIGNMENTS. Contractor shall not enter into any subcontracts for any of the work scheduled under this contract, or assign or transfer any of its interest in this contract, without obtaining prior written approval from the Institution.

SUCCESSORS IN INTEREST. The provisions of this contract shall be binding upon and shall inure to the benefit of the parties hereto, and their respective successors and assigns.

TAX COMPLIANCE CERTIFICATION. Contractor hereby affirms, under penalty of perjury, as provided in ORS 305.385(1), that to the best of Contractor's knowledge Contractor is not in violation of any Oregon tax laws named in ORS 305.380(4), including without limitation the state inheritance tax, gift tax, personal income tax, corporation income and excise taxes, amusement device tax, timber taxes, cigarette tax, other tobacco tax, 9-1-1 emergency communications tax, the homeowners and renters property tax relief program and local taxes administered by the Department of Revenue, including the Multnomah County Business Income Tax, Lane Transit District Tax, Tri-Metropolitan Transit District Employer Payroll Tax, and the Tri-Metropolitan District Self-Employment Tax.

TERMINATIONS. This contract may be terminated at any time by mutual consent of both parties, or by either party upon thirty (30) days' notice in writing and delivered by certified mail or in person to the other party. In addition, the Institution may terminate this contract effective upon delivery of written notice to Contractor, or at such later date as may be established by the Institution, if (a) Federal or state regulations or guidelines are modified, changed, or interpreted in such a way that the services are no longer allowable or appropriate for purchase under this contract; or (b) Any license or certificate required by law or regulation to be held by the Contractor to provide the services required by this contract is for any reason denied, revoked, or not renewed. This contract may also be terminated by Institution for default (including breach of contract) if (a) Contractor fails to provide services or materials called for by this contract within the time specified; or (b) Contractor fails to perform any of the other provisions of this contract, or so fails to pursue the work as to endanger performance of this contract in accordance with its terms, and after receipt of written notice from Institution, fails to correct such failures within ten days. The rights and remedies of Institution provided in the above clause related to defaults (including breach of contract) by Contractor shall not be exclusive and are in addition to any other rights and remedies provided by law or under this contract.

TERMINATION DUE TO NONAPPROPRIATION OF FUNDS. If sufficient funds are not provided in future legislatively approved budgets of Institution (or from applicable Federal, state, or other sources) to permit Institution in the exercise of its reasonable administrative discretion to continue this contract, or if Institution or program for which this contract was executed is abolished, the Institution may terminate this contract without further liability by giving Contractor not less than thirty (30) days notice. In determining the availability of funds from the Oregon Legislature for this contract, Institution may use the budget adopted for it by the Joint Ways and Means Committee of the Oregon Legislative Assembly.

FOREIGN CONTRACTOR. If Contractor is not domiciled in or registered to do business in the State of Oregon, Contractor shall promptly provide to the Oregon Department of Revenue and the Secretary of State, Corporation Division, all information required by those agencies relative to this contract. Contractor shall demonstrate its legal capacity to perform these services in the State of Oregon prior to entering into this contract.

FORCE MAJEURE. Neither Institution nor Contractor shall be held responsible for delay or default caused by fire, riot, acts of God, or war where such cause was beyond, respectively, Institution's or Contractor's reasonable control. Contractor shall, however, make all reasonable efforts to remove or eliminate such a cause of delay or default and shall, upon the cessation of the cause, diligently pursue performance of its obligations under this contract.

WAIVER. The failure of Institution to enforce any provision of this contract shall not constitute a waiver by Institution of that or any other provision.

APPROVALS. In some instances, another state agency may be required to approve this contract before any work may commence under this contract.

RECYCLING. In the performance of this contract the Contractor shall use, to the maximum extent economically feasible, recycled paper.

WORKERS' COMPENSATION. All employers, including contractor, that employ subject workers who work under this contract in the State of Oregon shall comply with ORS 656.017 and provide the required workers' compensation coverage, unless such employers are exempt under ORS 656.126. Contractor shall ensure that each of its subcontractors complies with these requirements.

MERGER. THIS CONTRACT CONSTITUTES THE ENTIRE AGREEMENT BETWEEN THE PARTIES. THERE ARE NO UNDERSTANDINGS, AGREEMENTS, OR REPRESENTATIONS, ORAL OR WRITTEN, NOT SPECIFIED HEREIN REGARDING THIS CONTRACT. NO AMENDMENT, CONSENT, OR WAIVER OF TERMS OF THIS CONTRACT SHALL BIND EITHER PARTY UNLESS IN WRITING AND SIGNED BY ALL PARTIES. ANY SUCH AMENDMENT, CONSENT, OR WAIVER SHALL BE EFFECTIVE ONLY IN THE SPECIFIC INSTANCE AND FOR THE SPECIFIC PURPOSE GIVEN. CONTRACTOR, BY THE SIGNATURE HERETO OF ITS AUTHORIZED REPRESENTATIVE, ACKNOWLEDGES HAVING READ AND UNDERSTOOD THE CONTRACT AND CONTRACTOR AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS.

ATTACHMENT B Scope of Work and Certifications
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1.01 Scope of Work:

Each of the following project components will be fully defined during its requirements gathering process, the first task for each component. The development time spent on each component will be catered to fit within the overall project budget and, whenever possible, several options will be offered to allow TEAM OREGON to make final decisions based on the priority and effectiveness of each desired learning strategy, feature and function.

Component 1: Curriculum Design and Development

A strategy review with TEAM OREGON staff of the first two chapters' design (Sections 1 and 2 of the *National Standards*), development and beta test, an evaluation of the existing program and framework and a review of requested system modifications will be the first step. The Contractor's design, development and instructional design team will collaborate with TEAM OREGON to transform and wireframe the remaining written content (Sections 3-6 of the *National Standards*) into robust, compelling, interactive and effective eLearning chapters, activities and Flash modules using storyboards, visual aids, narrative summaries of the learner's experience and other relevant components to maximize the eRider™ experience and the TEAM OREGON training process. The type, number and ratio of features (Flash, video, drag and drop, graphics, interactive activities, module and mid-chapter quiz questions, etc.) in each chapter will be consistent across all chapters and with existing chapters.

Deliverables:

- Conduct strategy review and requirements gathering meeting(s)
- Provide complete wireframes for 4 chapters each including:
 - 10-15 learning modules
 - one final scored activity
 - complete curriculum text, narrative script and description of interactive activities
 - asset list
- Provide written quiz questions (30-45 per chapter) and answers (4 per question)

Component 2: Design, Develop and Deploy Online Content

Contractor will use the wireframes produced in Component 1 and assets (including raw videos, images, 3-D animations, narration and other assets identified in Component 1) to build and place new learning modules and quiz questions within existing eRider™ framework. The number and type of features in each chapter, and the specifications such as size, compression, length, complexity, components, etc., as defined during Component 1 will be consistent across all chapters and with existing chapters. Requested modifications to the original content and framework (estimated 50-100 development hours) will be completed during this time. The eRider™ user account system will be integrated with rider training registration system to create a streamlined, Web-based registration process in which the first step is completing the eRider™ online training – once the online classroom training is complete, users will be able to sign up for the on-cycle training. This integrated process must be able to function in tandem with the existing registration and training system (which does not require completion of eRider™ online training to register for a rider training course) until the end of the 2013 training season in early December. Also, the Contractor will develop a discrete method or tool for TEAM OREGON staff and instructors to access and analyze individual and small-group student chapter final activity and quiz performance – to identify areas where student understanding is weak in order to reinforce the material during on-cycle training. Contractor will provide training and a user manual for system administrators. Finally, the Contractor will recommend a solution to “hardship cases,” a curriculum delivery method for students who are unable to complete the online classroom.

Deliverables:

- Conduct strategy review and requirements gathering meeting(s)
- Integrate 4 new chapters containing 10-15 learning modules each into eRider™
- Integrate all new quiz questions into eRider™
- Modify original content and eRider™ framework as requested in Component 1
- Integrate eRider™ user account and rider training registration system
- Develop tool for instructors to access and analyze student online chapter final activity and quiz performance
- Provide training and user manual
- Provide hardship case recommendation

Component 3: Testing, Beta Review, Deployment, Beta Test and Integration, Launch

The completed eRider™ online training program will be thoroughly tested, debugged and reviewed by the development team and TEAM OREGON. The program will be deployed online, fully functional for beta testing using real students. Also during this phase, the development team will assess storage and bandwidth needs and provide site hosting options and recommendations for full deployment in November 2013.

Deliverables:

- Conduct strategy review and requirements gathering meeting(s)
- Complete testing and debugging by development team
- Modify system, chapters, modules, features, and operability as requested by TEAM OREGON
- Provide hosting options and recommendations

Project Timeline:

Project phases and estimated/desired launch dates:

Component 1: Curriculum Design and Development: March – May 2012

Component 2: Design, Develop and Deploy Online Content: Sept. 2012 – Feb. 2013

Component 3: Testing, Beta Review, Deployment, Beta Test and Integration, Launch: March – October 2013

Full Public Launch Date: November 1, 2013

1.02 Payment

Invoices shall be paid in accordance with OSU's standard payment terms which are Net 30 days upon receipt of correct invoice.

1.03 Contract Extension

The Contract may be renewed by mutual written agreement. Additional related work may be added to the Scope of Work through written Amendment as the project develops over the contract term.

1.04 Travel

Contractor shall make its own travel arrangements in performance of the Contract. Contractor is required to follow the policy provisions of the Oregon University System (OUS) Contractor Travel Reimbursements Policy, OUS Fiscal Policy number 70.200 which can be found at <http://www.ous.edu/dept/cont-div/fpm>. Contractor is not required to complete a contractor travel reimbursement request or submit receipts. Contractor must include travel expenses on Contractor's invoice. Contractor may not use OSU Travel Contracts for their travel and OSU may not arrange or pay for Contractor's travel.

1.05 Publication

Contractor will not include the OSU name or trademarks in any advertising, sales, promotion, or other publicity matter without prior written approval of OSU.

1.06 Parking

All contractors, vendors and commercial vehicles doing business on the OSU campus are required to have a permit to park, whether utilizing designated street parking or parking in the parking lots. The permits may be picked up at Transit & Parking Services, located in Adams Hall, 606 SW 15th St. There are various permits available, contact Transit & Parking Services for current prices. Costs for said permits shall be the sole responsibility of Contractor.

Attachment C

Model National Standards For Entry-Level Motorcycle Rider Training

Developed By

Windwalker Corporation and Highway Safety Services, LLC

Funded By

The National Highway Traffic Safety Administration



This publication is distributed by the U.S. Department of Transportation, National Highway Traffic Safety Administration, and distributed in the interest of information exchange. The opinions, findings, and conclusions expressed in this publication are those of the authors and not necessarily those of the U.S. Department of Transportation or the National Highway Traffic Safety Administration. The United States Government assumes no liability for its contents or use thereof. If trade names, manufacturers' name, or specific products are mentioned, it is because they are considered essential to the object of the publication and should not be construed as an endorsement. The United States Government does not endorse products or manufacturers.

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I. Purpose of the Standards

Specific, strong, and measurable education standards are tools to ensure students receive the level of information and experience necessary to properly prepare them for real-world riding situations. In addition to providing that foundation, the Model National Standards for Entry-level Motorcycle Rider Training (“Model Standards”) permit greater flexibility in course development and delivery. The Model Standards also facilitate growth and improvement in State education systems.

The Model Standards establish baseline content that all entry-level riders should be taught in motorcycle rider training classes held in United States. States are encouraged to work with curriculum developers to not only include lessons that meet the Model Standards but to also go beyond the standards where needed to address specific State crash causes and trends. Tailoring curricula to specific State needs, in addition to delivering baseline content, will produce informed students and safer riders.

II. How to Use the Model Standards

The model standards are educational standards, not a curriculum. The sections and tasks set forth in this document are written sequentially from simple to complex. The standards may not be written in the exact sequence a curriculum developer may choose to place them in a curriculum design. However, in order to meet the model standards, all standards and tasks identified in this document must be included in the developer’s curriculum design and material.

Curriculum developers are encouraged to address some tasks, such as rider

responsibility, the use of protective gear, distractions, and the dangers of using alcohol and other drugs while operating a motorcycle, in multiple places throughout the developer’s curriculum design.

A curriculum developer will need to determine what formats, activities, resources, and tests should be employed to support the model standards, including how much time should be spent on a particular issue and where instruction should take place, i.e., in the classroom, on the range, on the street, or online.

Individual standards for each section are identified with **bold** headings. Each standard subsequently includes goal statements and task descriptions. These model standards are meant to fulfill the needs of *entry-level* riders — they may not completely reflect the skill set of *intermediate*, *advanced*, or *expert* riders. The model standards are grouped into the following six sections:

1. Motorcycle Pre-ride Tasks

The rider understands and follows State and local laws, rules, and regulations. The rider understands the procedures for getting ready to ride a motorcycle, the risks associated with operating a motorcycle, and the importance and function of proper personal protective equipment.

2. Vehicle Control Skills

The rider understands motorcycle controls and information displays. The rider demonstrates proper techniques for mounting, starting, stopping, dismounting, and securing a motorcycle. The rider demonstrates proper techniques for clutch and throttle control, riding in a straight line, slowing,

stopping, turning, and shifting a motorcycle. The rider demonstrates proper techniques for normal stopping in a curve, turning from a stop, and making tight turns.

3. Street Strategies

The rider understands the hazards associated with riding, the process of searching the roadway environment to identify hazards and escape routes, strategies for avoiding hazards, and the correct responses for dealing with hazards.

4. Roadway Management Skills

The rider understands proper techniques for slowing quickly, stopping in the shortest distance, cornering, and swerving. The rider understands space and path-of-travel management and proper techniques for making lane changes, passing, and adjusting to surface hazards. The rider understands proper techniques to adjust to rain, wind, and conditions of reduced traction and visibility.

5. Tasks Related to Carrying Passengers, Cargo, Group Riding, and Touring

The rider understands proper techniques and considerations for riding in a group. The rider understands the adjustments necessary for carrying passengers and cargo. The rider understands considerations for long-distance riding and touring. The rider understands that beginners should limit exposure to group riding, carrying passengers, and riding long distances until the rider has gained skill and experience.

6. Factors Adversely Affecting Rider Performance

The rider understands the effects of alcohol and other drugs on rider performance and the legal, social, personal, economic, and safety consequences of operating a motorcycle under the influence of alcohol and other drugs. The rider understands and avoids factors that adversely affect rider performance.

Many common factors contribute to motorcycle crashes. The Model Standards address many of these factors, but tasks are not assigned for every possible contributing factor. As mentioned earlier, it is imperative that curriculum developers work in cooperation with States to identify and address contributing factors most common in State crash data. Cooperation among curriculum developers and States will facilitate the development of curricula that includes additional tasks that will better prepare students for real-world riding situations and hazards they are likely to encounter on the road.

III. Moving Forward

The objective of this project was to develop Model Standards based on input and recommendations of recognized subject-matter experts. The individuals who participated in the development of this document are subject matter experts in curriculum development, operator licensing, rider training, traffic safety, and research.

The intent of the Model Standards is to improve rider education, not to make it easier, cheaper, or faster for an entry-level rider to obtain the proper license or endorsement. Some programs that adopt the

model standards may choose to make their entry-level rider training more ambitious and comprehensive.

Furthermore, the implementation of these standards alone is insufficient to achieve the goal of a high-quality rider training program. A true performance-based education system also needs a complementary set of administrative standards for the program delivery. Critical factors such as administrative control, authority, instructor qualifications, and instructional settings need equal attention. The National Highway Traffic Safety Administration plans to facilitate the development of rider education administrative standards as a next step to ensuring quality and consistency in rider training systems.

IV. History and Background

In 1968, NHTSA identified operator licensing as the primary countermeasure to reduce motorcycle fatalities. Keys to the licensing process were training and testing to ensure motorcyclists had the basic skills and knowledge needed to safely operate motorcycles.

In 1973, the Motorcycle Safety Foundation (MSF) released its Beginning Rider Course. The course curriculum was based on "...what is presently known about motorcycle operation." The Beginning Rider Course material also stated, "These materials are not intended to be the final answer concerning motorcycle curriculum development. However, they will serve until a full research effort is completed."

From 1974 through 1979 research projects led to the creation of the MSF Motorcycle

RiderCourse, introduced in 1975 and finalized in 1979. The research included:

- *Motorcycle Task Analysis* (1974) — National Public Services Research Institute (NPSRI) for MSF;
- *Instructional Objectives* (1975) — NPSRI for MSF;
- *Photographic Analysis* (1976) — NPSRI for NHTSA;
- *Motorcycle Curriculum Specifications* (1976) — NPSRI for NHTSA; and
- *Motorcycle Curriculum Feasibility Test* (1977) — Applied Science Technology for NHTSA.

By incorporating findings from this research into the curriculum, the Motorcycle RiderCourse earned the title "research-based."

The 1981 *Motorcycle Accident Cause Factors and Identification of Countermeasures* (Hurt Study) added significantly to the understanding of motorcycle crashes, including the value of street strategies and rider conspicuity. That research, combined with refinements in methodology by MSF to further enhance the Motorcycle RiderCourse, led to the Motorcycle RiderCourse: Riding and Street Skills (MRC:RSS) curriculum in 1985. For many years, the MRC:RSS was used almost exclusively throughout the United States.

The MSF refined its curriculum and released the Basic RiderCourse (BRC) in 2001. The BRC content was modified from the MRC:RSS and an adult learning delivery methodology for classroom and riding activities was implemented. In 2003, the Oregon State motorcycle safety program, Team Oregon, introduced its curriculum, the Basic Rider Training (BRT) course.

V. Process and Subject Matter Expertise

In 2008, NHTSA contracted with the Windwalker Corporation, which subcontracted with Highway Safety Services, LLC, to develop the Model Standards. This document outlines those standards, which serve as a model for all novice motorcycle rider training programs conducted in the United States.

To provide input into the development of the Model Standards, Windwalker and Highway Safety Services organized and convened an expert working group (EWG). The EWG participants possessed knowledge specific to curriculum development, operator licensing, rider training, traffic safety, and research.

EWG participants included:

- Terry Butler, Missouri Safety Center;
- Michael Calvin, American Association of Motor Vehicle Administrators;
- Steve B. Garets, Team Oregon;
- Raymond Gaulin, Connecticut Rider Education Program and Governors Highway Safety Association;
- Terry Kline, Ed.D, Eastern Kentucky University;
- Andrew Krajewski, independent technical representative and National Association of State Motorcycle Safety Administrators;
- Lorrie J. Laing, independent technical representative;
- Dan Mayhew, Traffic Injury Research Foundation;
- Ray Ochs, Ed.D, Motorcycle Safety Foundation;
- John Brock, Windwalker Corporation;
- Allen Robinson, Ph.D, Highway Safety Services; and
- Brett Robinson, Highway Safety Services.

Model National Standards for Entry-Level Motorcycle Rider Training

1. Motorcycle Pre-Ride Tasks

The rider understands and follows State and local laws, rules and regulations. The rider understands the procedures for getting ready to ride a motorcycle, the risks associated with operating a motorcycle, and the importance and function of proper personal protective equipment.

1.1. The rider can identify and follows State laws, rules, and regulations pertaining to the operation of a motorcycle and equipment requirements.

- 1.1.1. Identifies State laws, rules, and regulations for the operation of a motorcycle and equipment requirements.
- 1.1.2. Demonstrates compliance with State laws, rules, regulations, and equipment requirements.

1.2. The rider can identify the mental and physical requirements for safe motorcycle operation and the procedures for getting ready to ride a motorcycle.

- 1.2.1. The mental and physical requirements of riding a motorcycle.
 - 1.2.1.1. Identifies the mental demands of riding a motorcycle as well as the increased crash risk when attention is not focused on the riding task.
 - 1.2.1.2. Identifies the physical demands of operating a motorcycle and whether or not they are physically capable of operating a motorcycle.
 - 1.2.1.3. Identifies the importance of riding free of all impairments and distractions, including alcohol and drugs.
 - 1.2.1.4. Identifies the importance of choosing a motorcycle that fits their physical capabilities.
 - 1.2.1.5. Identifies special weather, roadway, and traffic conditions that may require additional mental or physical preparation.
- 1.2.2. Demonstrates acceptance of and commitment to managing the risks associated with operating a motorcycle in a complex traffic and roadway environment.
- 1.2.3. Performs a basic safety check that includes tires, chain, fluid levels, leaks, controls, horn, and lights.

1.3. The rider can identify the characteristics of proper personal protective equipment and the importance of using it for protection, comfort, and conspicuity to manage the risks associated with riding a motorcycle.

- 1.3.1. Uses a DOT compliant helmet and identifies helmet components and functions, proper fit and care, and potential defects.
- 1.3.2. Uses eye and/or face protection and identifies available styles, function, and potential defects.

- 1.3.3. Identifies the benefits of using hearing protection to minimize hearing loss.
- 1.3.4. Uses over-the-ankle protective footwear and identifies the features that provide protection, support, and grip on footrests and road surfaces.
- 1.3.5. Uses full-fingered gloves and identifies the features that provide proper fit, grip, and protection.
- 1.3.6. Uses long pants and identifies the features that provide protection and comfort.
- 1.3.7. Uses long sleeves and identifies the features of a riding jacket that provides protection, comfort, and conspicuity.
- 1.3.8. Identifies the features of rain and cold-weather gear that provides protection, comfort, and conspicuity in inclement weather.

2. Vehicle Control Skills

The rider understands the motorcycle controls and information displays. The rider demonstrates proper techniques for mounting, starting, stopping, dismounting, and securing a motorcycle. The rider demonstrates proper techniques for clutch and throttle control, riding in a straight line, slowing, stopping, turning, and shifting a motorcycle. The rider demonstrates proper techniques for normal stopping in a curve, turning from a stop, and making tight turns.

2.1. The rider understands the primary controls and their proper use while maintaining functional control of the motorcycle.

- 2.1.1. Identifies the location and function of the primary motorcycle controls and information displays.
- 2.1.2. Demonstrates proper use of the primary motorcycle controls.

2.2. The rider understands the proper techniques for mounting and starting a motorcycle.

- 2.2.1. Demonstrates proper technique for mounting the motorcycle.
- 2.2.2. Demonstrates proper engine starting procedures.
- 2.2.3. Demonstrates proper use of the sidestand.

2.3. The rider understands the proper techniques for stopping the engine, dismounting, and securing a motorcycle.

- 2.3.1. Demonstrates engine stopping procedures.
- 2.3.2. Demonstrates proper technique for dismounting a motorcycle.
- 2.3.3. Identifies ways to properly secure a motorcycle.

2.4. The rider understands the proper techniques for clutch and throttle control.

- 2.4.1. Keeps head and eyes up.
- 2.4.2. Keeps four fingers on the clutch lever.
- 2.4.3. Keeps right wrist flat or down and fingers on the throttle grip.
- 2.4.4. Identifies the friction point of the clutch.
- 2.4.5. Uses the friction point without fully releasing the clutch.
- 2.4.6. Coordinates clutch and throttle to get smoothly underway.

2.5. The rider understands the proper techniques for riding in a straight line.

- 2.5.1. Demonstrates proper riding posture for head, eyes, back, knees, feet, elbows, hands, and arms.
- 2.5.2. Balances the motorcycle.
- 2.5.3. Keeps head and eyes up.
- 2.5.4. Keeps fingers on the throttle grip.
- 2.5.5. Demonstrates proper throttle control.

2.6. The rider understands the proper techniques for slowing and stopping a motorcycle.

- 2.6.1. Keeps head and eyes up.
- 2.6.2. Applies both brakes smoothly.
- 2.6.3. Downshifts to appropriate gear.
- 2.6.4. Disengages the clutch prior to stopping.
- 2.6.5. Slows and stops the motorcycle without stalling.
- 2.6.6. Stops at a designated point.

2.7. The rider understands proper techniques for turning a motorcycle.

- 2.7.1. Identifies roadway information important for safe turning.
- 2.7.2. Adjusts speed as needed.
- 2.7.3. Completes all braking and downshifting prior to turning.
- 2.7.4. Establishes lane position prior to turning.
- 2.7.5. Rolls on the throttle, as appropriate.
- 2.7.6. Countersteers to lean the motorcycle in the direction of the turn.
- 2.7.7. Maintains a steady speed while in the turn.
- 2.7.8. Keeps head and eyes up.
- 2.7.9. Looks through the turn.

2.8. The rider understands the proper techniques for shifting gears.

- 2.8.1. Upshifts smoothly without looking down.
- 2.8.2. Downshifts smoothly without looking down.
- 2.8.3. Matches the gears to speed.

2.9. The rider understands the proper technique for normal slowing and stopping in a curve.

- 2.9.1. Can identify roadway information important for slowing and stopping in a curve.
- 2.9.2. Keeps head and eyes up.
- 2.9.3. Gradually applies both brakes.
- 2.9.4. Straightens the motorcycle and squares the handlebars before stopping.
- 2.9.5. Downshifts to appropriate gear.
- 2.9.6. Disengages clutch prior to stopping.
- 2.9.7. Slows and stops without stalling.
- 2.9.8. Stops at a designated point.

2.10. The rider understands the proper techniques for turning from a stop.

- 2.10.1. Turns the handlebars and leans the motorcycle in the direction of the turn.
- 2.10.2. Coordinates clutch, throttle, and balance to get smoothly underway.
- 2.10.3. Keeps head and eyes up.
- 2.10.4. Looks through the turn.
- 2.10.5. Controls path of travel.

2.11. The rider understands the proper techniques for making tight turns.

- 2.11.1. Uses counterweighting technique as necessary.
- 2.11.2. Turns head and eyes and looks through the turn.
- 2.11.3. Turns the handlebars.
- 2.11.4. Coordinates clutch, throttle, and balance.
- 2.11.5. Controls path of travel.

3. Street Strategies

The rider understands the hazards associated with riding, the process of searching the roadway environment to identify hazards and escape routes, strategies for avoiding hazards, and the correct responses for dealing with hazards.

3.1. The rider understands hazards associated with riding.

- 3.1.1. Identifies hazardous roadway surface conditions.
- 3.1.2. Identifies hazardous environmental conditions.
- 3.1.3. Identifies hazards posed by other roadway users, e.g. other vehicles, bicyclists, pedestrians, and animals.
- 3.1.4. Identifies “target fixation” and its effects on rider performance.
- 3.1.5. Identifies areas and/or conditions in which other road users are most likely to pose hazards.
- 3.1.6. Identifies reasons why other drivers don’t see motorcyclists.
- 3.1.7. Identifies reasons why motorcyclists are more vulnerable to death and injury than other drivers.

3.2. The rider searches the roadway environment to anticipate and identify hazards.

- 3.2.1. Identifies a visual search process to identify hazards and escape routes.
 - 3.2.1.1. Searches as far ahead as possible.
 - 3.2.1.2. Searches projected path of travel.
 - 3.2.1.3. Searches immediate path of travel.
 - 3.2.1.4. Searches to the sides.
 - 3.2.1.5. Checks mirrors and blind spots.
 - 3.2.1.6. Checks motorcycle displays periodically.
- 3.2.2. Searches the roadway for debris and surface hazards that may affect motorcycle handling and traction.
- 3.2.3. Searches the roadway for traffic controls (signs, signals, and roadway markings) to determine speed, positioning, and identify potential hazards.
- 3.2.4. Searches the roadway for other vehicles, bicyclists, pedestrians, and animals to identify hazards.

3.3. The rider understands strategies to avoid hazards.

- 3.3.1. Uses search information to manage speed and roadway position.
- 3.3.2. Identifies strategies to be visible to other roadway users.
- 3.3.3. Adjusts speed and position to changing roadway conditions, environmental characteristics, traffic controls, and other roadway users.
- 3.3.4. Maintains an adequate space cushion and following distance.
- 3.3.5. Identifies proper techniques and lane positioning for turning, passing, merging, and changing lanes.
- 3.3.6. Uses search information to identify potential escape routes.

3.4. The rider understands how to respond correctly to hazards.

- 3.4.1. Identifies the benefits of communicating presence and/or intentions.
- 3.4.2. Identifies the benefits of adjusting speed as necessary to decrease risk.
- 3.4.3. Identifies the benefits of adjusting position and/or direction as necessary to decrease risk.

4. Roadway Management Skills

The rider understands proper techniques for slowing quickly, stopping in the shortest distance, cornering, and swerving. The rider understands space and path-of-travel management and proper techniques for making lane changes, passing, and adjusting to surface hazards. The rider understands proper techniques to adjust to rain, wind, and conditions of reduced traction and visibility.

4.1. The rider understands proper technique for slowing quickly and stopping in the shortest distance in a straight line.

- 4.1.1. Applies maximum brake pressure to front and rear brakes simultaneously without locking either wheel.
- 4.1.2. Maintains control and looks well ahead.
- 4.1.3. Maintains control of inadvertent wheel skidding of the front and/or rear wheels.
- 4.1.4. Downshifts to appropriate gear.
- 4.1.5. Identifies awareness of advanced braking systems.

4.2. The rider understands proper entry speed and path of travel when cornering a motorcycle.

- 4.2.1. Identifies the proper apex for various types of curves and knows the importance of a delayed apex.
- 4.2.2. Identifies the proper path of travel for various types of curves.
- 4.2.3. Searches for information about the curve, slows and downshifts as needed to an appropriate entry speed prior to entering various types of curves.
- 4.2.4. Countersteers to lean the motorcycle into the curve.
- 4.2.5. Turns head and looks through the curve.
- 4.2.6. Controls lane position and maintains a steady speed in the curve.

4.3. The rider understands the proper techniques for slowing or stopping quickly in a curve.

- 4.3.1. Identifies the relationship between traction needed for cornering and traction needed for braking.
- 4.3.2. Demonstrates straightening the motorcycle and squaring the handlebars before braking in a curve.
- 4.3.3. Demonstrates applying and gradually increasing brake pressure as the motorcycle straightens in a curve.
- 4.3.4. Identifies circumstances in which each technique would be appropriate.

4.4. The rider understands the proper techniques for swerving to avoid a collision.

- 4.4.1. Identifies the relationship between traction needed for braking and swerving.
- 4.4.2. Maintains control and looks well ahead.
- 4.4.3. Countersteers to swerve the motorcycle.
- 4.4.4. Leans the motorcycle independent of the body lean.
- 4.4.5. Maintains a steady speed while swerving.
- 4.4.6. Countersteers to straighten the motorcycle.
- 4.4.7. Separates braking from swerving.

4.5. The rider understands the proper techniques for making lane changes and/or passing other vehicles.

- 4.5.1. Checks mirror and blind spot.
- 4.5.2. Signals well in advance.
- 4.5.3. Changes lanes and/or passes only when safe to do so.
- 4.5.4. Maintains adequate space cushion and appropriate speed.
- 4.5.5. Cancels turn signal after completing lane change and/or pass.

4.6. The rider understands how to adjust to surface hazards and roadway conditions with reduced traction.

- 4.6.1. Identifies hazards that may destabilize a motorcycle or cause a loss of traction e.g. railroad crossings, potholes, speed bumps, construction grooves.
- 4.6.2. Identifies conditions of reduced traction, e.g., gravel, sand, leaves, ice.
- 4.6.3. Identifies ways to manage the effects of surface hazards and/or reduced traction.
- 4.6.4. Adjusts speed, path of travel, space cushion, and lean angle as necessary.

4.7. The rider understands how to ride in conditions of limited visibility.

- 4.7.1. Identifies characteristics of proper clothing for conditions of limited visibility.
- 4.7.2. Identifies the importance of clean and untinted eye protection.
- 4.7.3. Identifies the benefit of using high beam headlights as appropriate.
- 4.7.4. Reduces speed and increases following distance as necessary.
- 4.7.5. Identifies the benefit of using headlights and taillights of other vehicles to aid in scanning.

4.8. The rider understands proper techniques for riding at night.

- 4.8.1. Identifies the importance of wearing bright reflective clothing.
- 4.8.2. Identifies the importance of clean eye protection.
- 4.8.3. Uses high beam headlights, unless oncoming traffic is approaching.
- 4.8.4. Reduces speed and increases following distance as necessary.
- 4.8.5. Identifies the relationship between speed and the distance illuminated by the headlights (overriding the headlight).

4.9. The rider understands proper techniques for riding in the rain.

- 4.9.1. Identifies the benefits of rain gear and reflective materials.
- 4.9.2. Reduces speed and increases space cushion as necessary.
- 4.9.3. Identifies the conditions in which stopping safely away from the roadway and waiting is preferable.

4.10. The rider understands how to adjust to windy conditions.

- 4.10.1. Identifies areas where wind gusts may affect path of travel or stability.
- 4.10.2. Identifies proper technique to counter wind gusts and/or steady wind from the side.

5. Tasks Related to Carrying Passengers, Cargo, Group Riding, and Touring

The rider understands proper techniques and considerations for riding in a group. The rider understands the adjustments necessary for carrying passengers and cargo. The rider understands considerations for long-distance riding and touring. The rider understands that beginners should limit exposure to group riding, carrying passengers, and long-distance riding until they have gained skill and experience.

5.1. The rider understands the proper techniques for riding in a group.

- 5.1.1. Identifies the benefits and limitations of various riding formations, e.g. single file, staggered, side-by-side.
- 5.1.2. Identifies the importance of avoiding target fixation, active visual scanning, and maintaining a proper space cushion.
- 5.1.3. Identifies the value of knowing group riding signals.
- 5.1.4. Identifies the effects of peer pressure and group mentality on riding behavior and attention.
- 5.1.5. Identifies the reasons for limiting group riding until the rider has gained experience.

5.2. The rider understands the adjustments necessary for riding with passengers and carrying cargo.

- 5.2.1. Identifies the maximum weight capacity of a motorcycle.
- 5.2.2. Identifies the benefits of adjusting tire pressure and suspension for added weight.
- 5.2.3. Identifies proper passenger mounting, riding, and dismounting procedures.
- 5.2.4. Identifies the effects of additional weight on balance, braking, and steering.
- 5.2.5. Identifies how to position, secure, and protect cargo.
- 5.2.6. Identifies the reasons for limiting carrying passengers until the rider has gained experience.

5.3. The rider understands the considerations necessary for touring and riding long distances.

- 5.3.1. Identifies the risks associated with severe weather, fatigue, and travel in remote areas (e.g. lack of cell phone coverage and emergency medical services.)
- 5.3.2. Identifies items necessary for long distance travel (additional clothing, rain gear, tools, etc.)
- 5.3.3. Identifies the benefits of frequent breaks for rest, exercise, fluids, and food.
- 5.3.4. Identifies the reasons for limiting long-distance riding until the rider has gained experience.

6. Factors Adversely Affecting Rider Performance

The rider understands the elevated risks of alcohol and other drugs on rider performance and the legal, social, personal, economic, and safety consequences of operating a motorcycle under the influence of alcohol and other drugs. The rider understands and avoids factors which adversely affect rider performance.

6.1. The rider understands the elevated risks of alcohol and other impairing drugs on motorcycle rider performance and separates riding from the use of alcohol and other drugs.

- 6.1.1. Identifies the increased crash risk associated with riding under the influence of alcohol and other drugs.
- 6.1.2. Identifies the effects of alcohol and drugs on attention, visual search, recognition of hazards, and physical coordination.
- 6.1.3. Identifies the effects of alcohol and drugs on judgment, vision, perception and reaction time.
- 6.1.4. Identifies the types of over-the-counter drugs, prescription drugs, and illegal drugs that affect rider performance.
- 6.1.5. Identifies the compounding effects of combining alcohol and other drugs.

6.2. The rider understands the legal, social, personal, and economic consequences of riding impaired and demonstrates a commitment to separating riding from alcohol and/or other drugs.

- 6.2.1. Identifies legal, social, personal, and economic consequences of an impaired riding arrest.
- 6.2.2. Demonstrates commitment to separating the use of alcohol and other drugs from operating a motorcycle.
- 6.2.3. Identifies time as the primary factor for removing alcohol from the rider's system.
- 6.2.4. Identifies that time will vary for the removal of other drugs from the rider's system.
- 6.2.5. Identifies methods of intervention when a rider is at risk to become under the influence of alcohol or other drugs.
- 6.2.6. Identifies the risks of riding with others who are impaired.
- 6.2.7. Demonstrates commitment to avoiding riding with others who are impaired.

6.3. The rider understands and avoids factors that adversely affect rider performance.

- 6.3.1. Identifies factors that contribute to distraction and/or inattention (e.g., communication devices, passengers, etc.).
- 6.3.2. Identifies factors that contribute to fatigue and drowsiness.
- 6.3.3. Identifies the negative effects of aggression and emotions.
- 6.3.4. Identifies the negative effects of overconfidence or lack of confidence.
- 6.3.5. Identifies factors of aging and types of health problems that affect rider performance.

- 6.3.6. Identifies the negative effects of temperature extremes and exposure (e.g., wind chill, hypothermia, dehydration, etc.).
- 6.3.7. Demonstrates commitment to minimizing factors that adversely affect rider performance.

Appendix A – Historical Research Documents and Curricula

The following documents and curricula were used during the research phase in the development of the Model Standards.

- 1972 – Original draft of the Beginning Rider Course Guide, Motorcycle Industry Council for Safety and Education Foundation
- 1974 – Motorcycle Task Analysis, MSF
- 1974 – Curriculum: The Beginning Rider Course, MSF
- 1975 – Instructional Objectives for Motorcycle Safety Education, MSF
- 1976 – Curriculum: Motorcycle Rider Course, MSF
- 1976 – Photographic Analysis of Motorcycle Operator Control Responses, NHTSA
- 1976 – Motorcycle Curriculum Specifications, NHTSA
- 1977 – Motorcycle Curriculum Feasibility Test, NHTSA
- 1979 – Motorcycle Standards, NHTSA (used for State reviews)
- 1981 – Motorcycle Accident Cause Factors and Identification of Countermeasures (Hurt Study)
- 1985 – Curriculum: Motorcycle Rider Course: *Riding and Street Skills*, MSF
- 2000 – National Agenda for Motorcycle Safety, NHTSA & MSF
- 2001 – Curriculum: Basic Rider Course, MSF
- 2003 – Curriculum: Basic Rider Training, Team Oregon
- 2006 – Highway Safety Program Guideline Number 3, Motorcycle Safety, NHTSA
- 2006 – Novice Driver Education and Training Standards, ADTSEA
- 2009 – Guidelines for Motorcycle Operator Licensing, NHTSA and AAMVA
- 2009 – Review of State Motorcycle Safety Program Technical Assessments, NHTSA
- 2009 – Novice Teen Driver Education and Training Administrative Standards, NHTSA
- Motorcycle Operator Manual (updated regularly)

Appendix B – List of Acronyms

AAMVA – American Association of Motor Vehicle Administrators
ADTSEA – American Driver and Traffic Safety Education Association
BRC – Basic RiderCourse
BRT – Basic Rider Training
DOT – Department of Transportation
EWG – Expert Working Group
GHSA – Governors Highway Safety Association
HSPG – Highway Safety Program Guideline
HSS – Highway Safety Services, LLC
MIC – Motorcycle Industry Council
MRC:RSS – Motorcycle RiderCourse: *Riding and Street Skills*
MSF – Motorcycle Safety Foundation
NAMS – National Agenda for Motorcycle Safety
NHTSA – National Highway Traffic Safety Administration
NPSRI – National Public Services Research Institute
SMSA – National Association of State Motorcycle Safety Administrators
TIRF – Traffic Injury Research Foundation

Appendix C – Definition of Selected Terms

Advanced braking systems – variations on the basic motorcycle braking systems. These include:

- **Antilock braking system** – type of braking system that automatically releases brake pressure prior to wheel lockup, prevents skids during straight-line braking.
- **Integrated braking systems** – type of braking system that applies partial front braking when the rear brake is applied.
- **Linked braking system** – type of braking system that applies brake pressure to both brakes when either brake is applied.

Apex – point in a rider’s path of travel closest to the inside edge of a curve. It is not necessarily in the center of the curve.

Conspicuity – the quality of being conspicuous; highly visible, easily seen or noticed by others.

Countersteer – to initiate lean by applying forward pressure to the handgrip in the direction of the turn; press right, go right; press left, go left.

Counterweight – shifting weight to the outside of the turn. Used to provide better balance in low speed turns.

Friction point – the area of clutch lever movement that begins where the clutch starts to transmit power to the rear wheel and ends just prior to full clutch engagement. Used in getting underway, downshifting and in slow speed maneuvers.

Motorcycle Accident Cause Factors and Identification of Countermeasures (Hurt Study) – a motorcycle safety study conducted in the United States, initiated in 1976 and published in 1981. The report is named after its primary author, Professor Harry Hurt. The findings significantly advanced the state of knowledge of the causes of motorcycle crashes. The study also provided data clearly showing that helmets significantly reduce fatalities and brain injuries without any increased risk of crash involvement or neck injury.

Overriding the headlight – riding at a speed that does not allow you to avoid hazards or stop within the path illuminated by the headlight.

Squares the handlebars – refers to centering the steering with the motorcycle upright and moving in a straight line. Helps to preserve balance at stops.

Target fixation – staring at the object you are trying to avoid. Associated with riders striking obstacles they were attempting to avoid. Caused by failure to look to the escape route.

DOT HS 811 503
August 2011

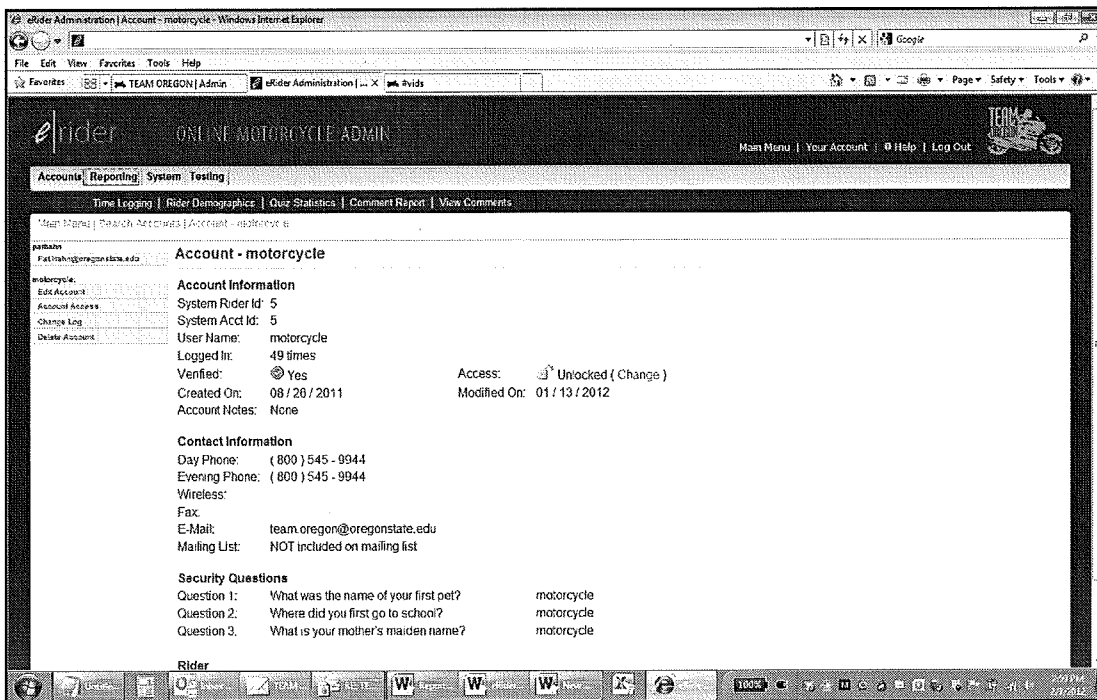


Attachment D

TEAM OREGON eRider™ Structure and Content

1. eRider™ uses the same underlying CMS framework and administrative features as the OPRD eLearning site www.rideatvoregon.com. These sites were built using ColdFusion 8.0, Fusebox 4.1 Framework, MS SQL Server 2005, XML and HTML.

Students register and create a profile. Student database is searchable. Student data, account status, report cards, etc. can be viewed and modified by administrators. Reports such as time logs, student demographics, quiz statistics, and comments can be run to analyze student and website performance.



Content can be added, deleted, reorganized or modified by end user/administrator. Module ("Topic") quiz questions can be added as needed. Chapters and modules shells can be built, module format defined, multimedia uploaded, narrative text added, and end-of-chapter quiz questions and answers added and prioritized. Quiz questions are associated with specific modules: if a student answers incorrectly, they have the option of "refresh my memory" to review the relevant material before returning to the quiz.

Chapter 2 - Motorcycle Controls

Motorcycle Controls

Vehicle Type: Motorcycle

Deletion of this chapter has been disabled because it is included in generated tests

LEARN - 1 - Introduction	Page 1
LEARN - 2 - Controls Are Important	Page 2
LEARN - 3 - Control Locations Part One	Page 3
LEARN - 4 - Starting Locations	Page 4
LEARN - 5 - Shifting and Stopping Locations	Page 5
LEARN - 6 - Starting the Engine	Page 6
LEARN - 7 - Starting Exercise	Page 7
LEARN - 8 - Starting Gears	Page 8
LEARN - 9 - Riding the Motorcycle	Page 9
LEARN - 10 - Starting Practice	Page 10
LEARN - 11 - Braking	Page 11
LEARN - 12 - Control Locations Part Two	Page 12
LEARN - 13 - See and Communicate	Page 13
LEARN - 14 - Terms Exercise Part One	Page 14
LEARN - 15 - Terms Exercise Part Two	Page 15
APPLY - 16 - Click the Correct Controls	Page 16

[Add Topic](#)

Chapter 2 | Topic - 2 - Controls Are Important | Edit Topic

Edit Topic

Topic Name: 2 - Controls Are Important Topic numbering will be automatically applied.

Part of APPLY Step:

Module Type: Flash Only

Flash Content: *Replace existing with:*

Priority: Priority 2 - 1 correct response required

User Instructions: Click the arrow to watch the video.

Description: Learning where the controls are on your motorcycle and how to use them is not just important, it is critical to your ability to be a safe and effective rider.
Crashes happen quickly.

Topic - 2 - Controls Are Important

Learning where the controls are on your motorcycle and how to use them is not just important, it is critical to your ability to be a safe and effective rider.

Crashes happen quickly.

Circumstances are sometimes beyond your control even when you are riding safely and making good decisions.

Your expert knowledge of your motorcycle's controls and your ability to use these controls instinctively and seamlessly might be the difference between a scary moment and a disaster of fatal proportions.

User Instructions: Click the arrow to watch the video

Aspects on Page: 2

Part of APPLY Step: No

Module Type: Flash Only

Flash Content: None

Priority: Priority 2 - One question must be answered correctly from this topic.

Deletion of this topic has been disabled because it is included in generated tests.

Topic Questions

[Add Topic Question](#)

Quiz Questions

When you are riding safely and making good decisions.

Having a Plan and making good decisions questions.

It is important to know where the controls are on your motorcycle and to use them correctly.

[Add Quiz Question](#)

Add Quiz Question

Question: _____

Choice A: _____

Choice B: _____

Choice C: _____

Choice D: _____

Correct Choice:

Administrators can be easily added and be assigned levels of access, modified, or deleted.

Administrator | System Overview - Windows Internet Explorer

System Overview

Administrators

Name / Username	Org.	Permissions
Pat	TEAM OREGON	A R S T / X
Cheryl	TEAM OREGON	A R S T / X
Sieve	TEAM OREGON	A R S T / X
Amy	TEAM OREGON	A / X
Rhonda	TEAM OREGON	A / X
Tami	TEAM OREGON	A R S / X
Lana	TEAM OREGON	A / X
Chris	TEAM OREGON	A / X
Susan	TEAM OREGON	A R T / X
Karen	TEAM OREGON	A / X

Create Administrator
A - Accounts, R - Reporting, S - System, T - Testing

Alerts

Title	Runs From
User Feedback	07/07/2011 to 10/07/2011

[Add Alert](#)

2. The eRider™ content is much more interactive and educationally effective than the OPRD site content, which is more of an “online textbook.” The eRider™ student interface is currently divided into three chapters: 1 Riding Gear, 2 Motorcycle Controls and 2b Scooter Controls. During registration, students choose “motorcycle” or “scooter” and their account is assigned Chapter 2 or 2b.

Chapter 1 (Riding Gear) contains 20 modules, Chapter 2 (Motorcycle Controls) contains 17 and Chapter 3 (Scooter Controls) contains 13. Each chapter includes an introduction and final quiz.

Chapter 1 Riding Gear

1 Flash – introduction

2 Video – preventing injuries, review question

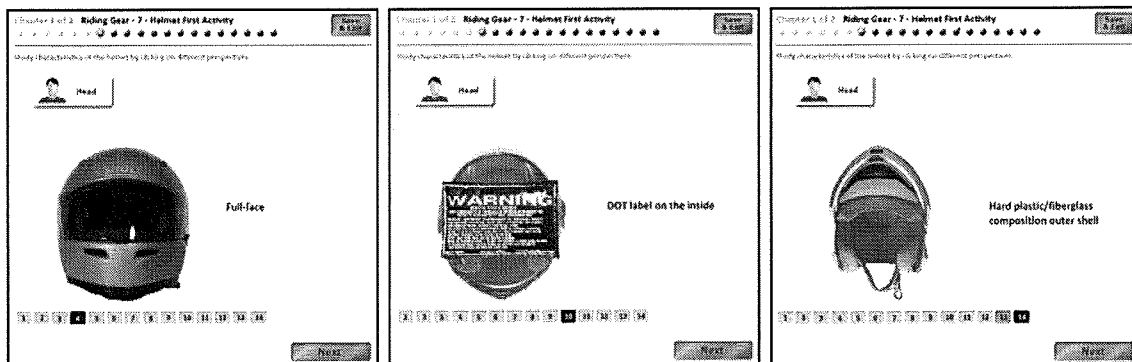
3 Video – protection from the elements, review question

4 Video – being conspicuous, review question

5 Flash – selecting riding gear introduction

6 Video with graphics, Flash – helmet types and features

7 Video with graphics, Flash – helmet activity, click 14 buttons to highlight helmet features



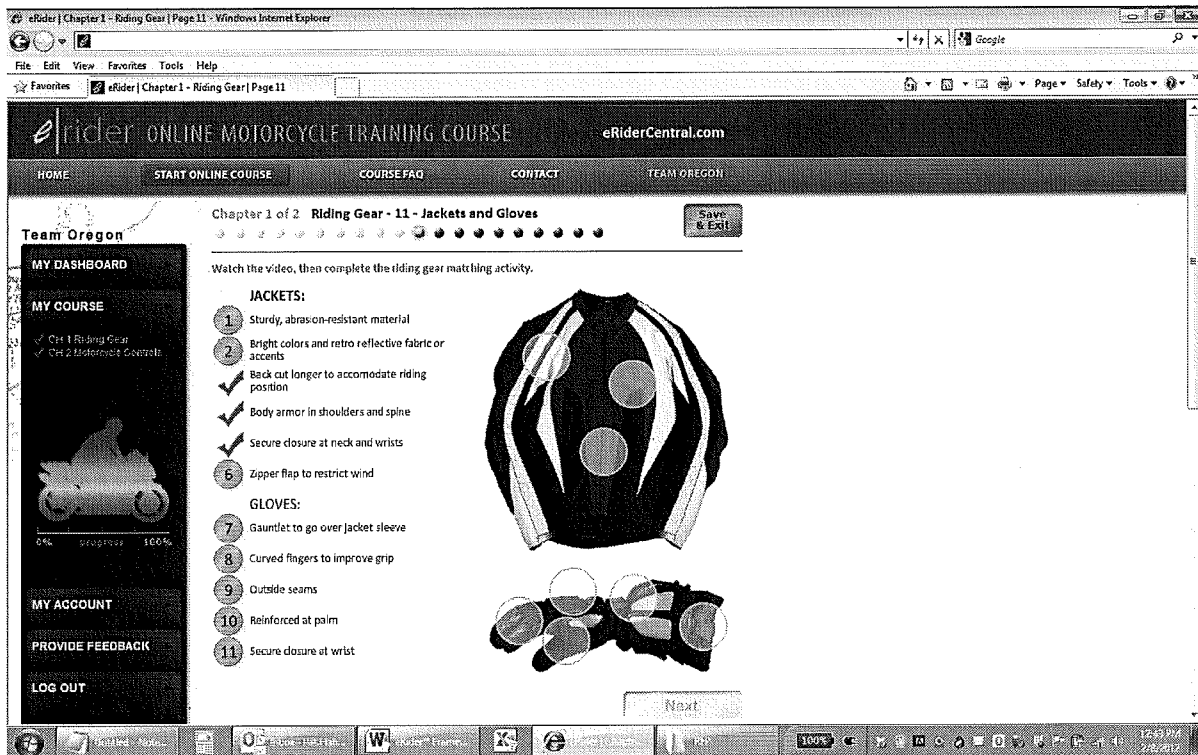
8 Video with graphics, Flash – eye protection, click 5 buttons to highlight features

9 Video with graphics, Flash – ear protection, click three buttons to highlight features

10 Ajax – midchapter quiz, five questions, performance feedback

11 Flash long movie, drag/drop exercise – riding jackets and gloves, features.

“The photos on your screen show a motorcycle jacket and gloves. On the left side of the screen, you see descriptions of important characteristics of those items. Use your mouse to drag the description to their correct spot on the jacket or the gloves.”



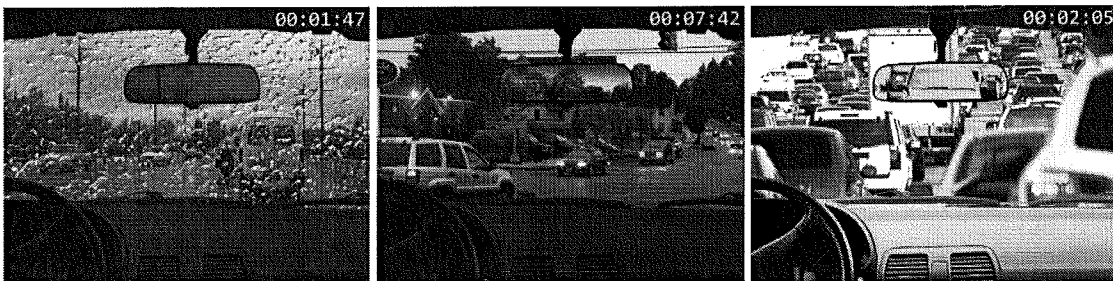
12 Flash long movie, drag/drop exercise – pants and boots, features, same as Module 11

13 HTML, Ajax – midchapter quiz, six questions, performance feedback

14 Video with graphics – conspicuity and special weather gear

15 Flash – interactive conspicuity exercise using three highly visible riders and three low-viz riders, timer measures how long it takes to spot each rider

“In these next few scenes, you are driving a car as you ordinarily might. Your job is to spot the motorcycle rider. When you do, click on the motorcycle rider immediately. Click ‘play’ to begin.”



Scene appears, timer runs, when student clicks on correct location of motorcyclist, outline appears around rider, also sounds an audible cue, then fades out and moves to next scene. Six scenes total. Total time for each type of rider is calculated and compared, demonstrating effectiveness of high-viz gear.

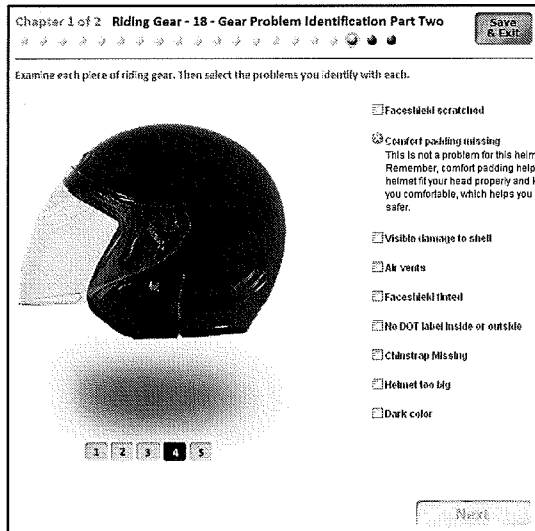
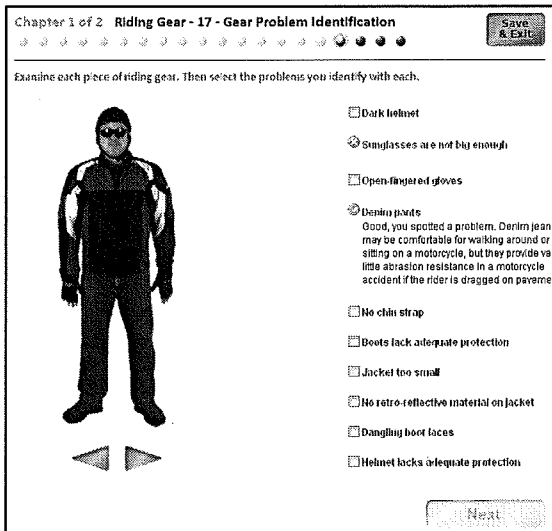
16 Video with Graphics – riding gear for foul weather, review question

17 Flash with Ajax – riding gear problem identification; view from various angles to determine what’s wrong or lacking with full ensemble; correct and incorrect answers receive feedback

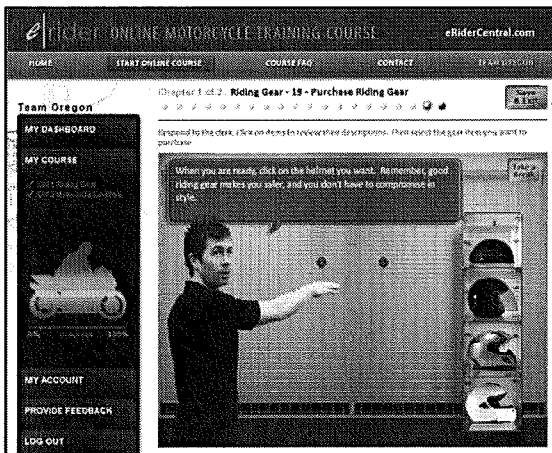
18 Flash with Ajax – helmet problem identification; view close-ups from various angles to determine what’s wrong or lacking with this helmet correct and incorrect answers receive feedback

(Mod 17)

(Mod 18)



19 Flash – riding gear scored shopping activity; interact with sales clerk, examine helmet, gloves, jacket and boots and their features, make selections;



When a student makes a poor choice, such as a half-helmet, for example, the clerk provides a dose of negative feedback and a crusty look and gives riders an opportunity to rethink their choice



20 HTML and Ajax – final quiz, bank of 45-50 questions; each module receives a priority rating which determines the number of questions per module a student has to get correct (0, 1 or 2); incorrect answers offer a “refresh my memory” to review pertinent info ... but then a different question is asked when they return

Chapter 2 Motorcycle Controls

1 Flash – introduction

2 Flash – why control proficiency important

3 Flash – control locations, 360 views and highlights

4 Flash – starting controls locations, 360 views and highlights

5 Flash – shifting and stopping controls locations, 360 views and highlights

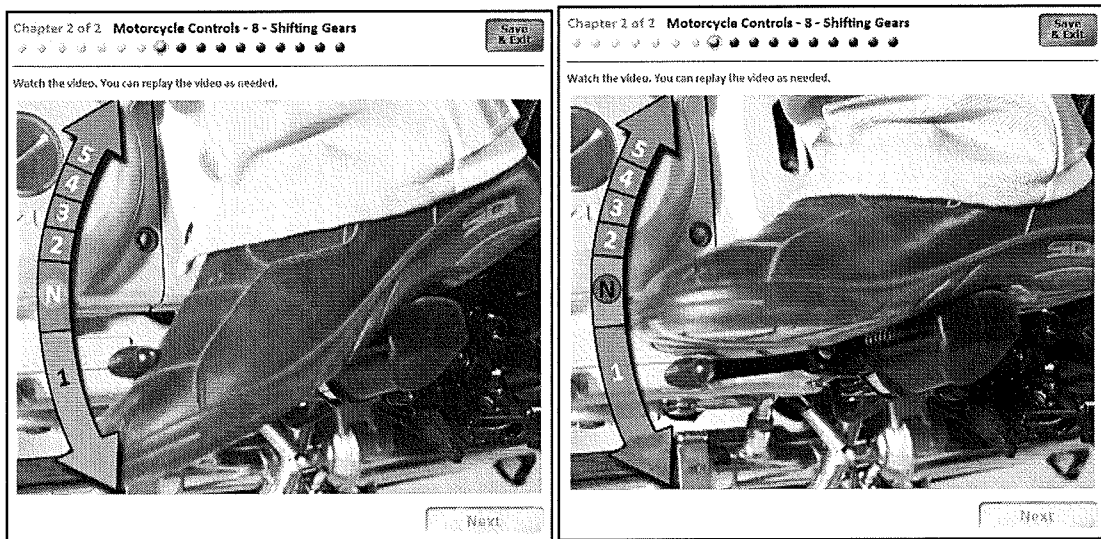
6 Video with Graphics – starting the engine, step by step

7 Flash – starting exercise; after learning control locations and how to perform operations, students start a virtual motorcycle

“Now, click the control names in their correct order. If you need to remind yourself of the correct order of controls, click the replay button to review the video one more time.”



8 Video with Graphics – shifting gears, step by step; some or all of the video can be replayed

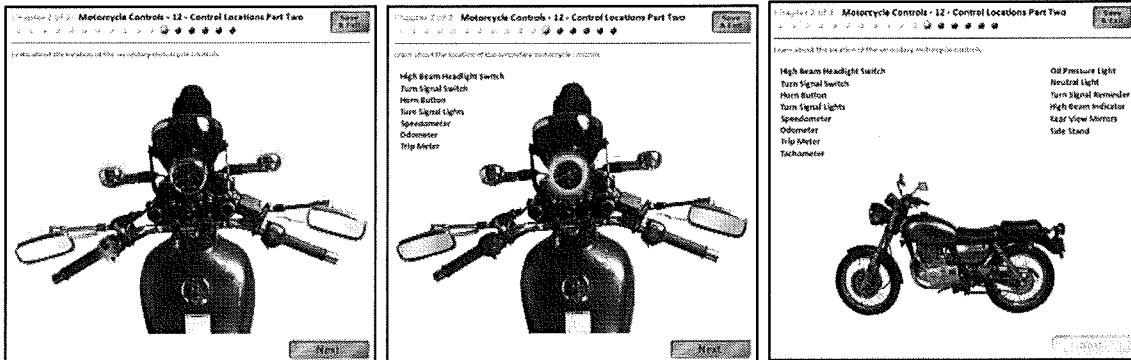


9 Video with Graphics – riding the motorcycle, step by step; some or all of the video can be replayed

10 Flash – shifting practice; click the controls in the correct order to shift up, then down; similar format/mechanism as Module 7

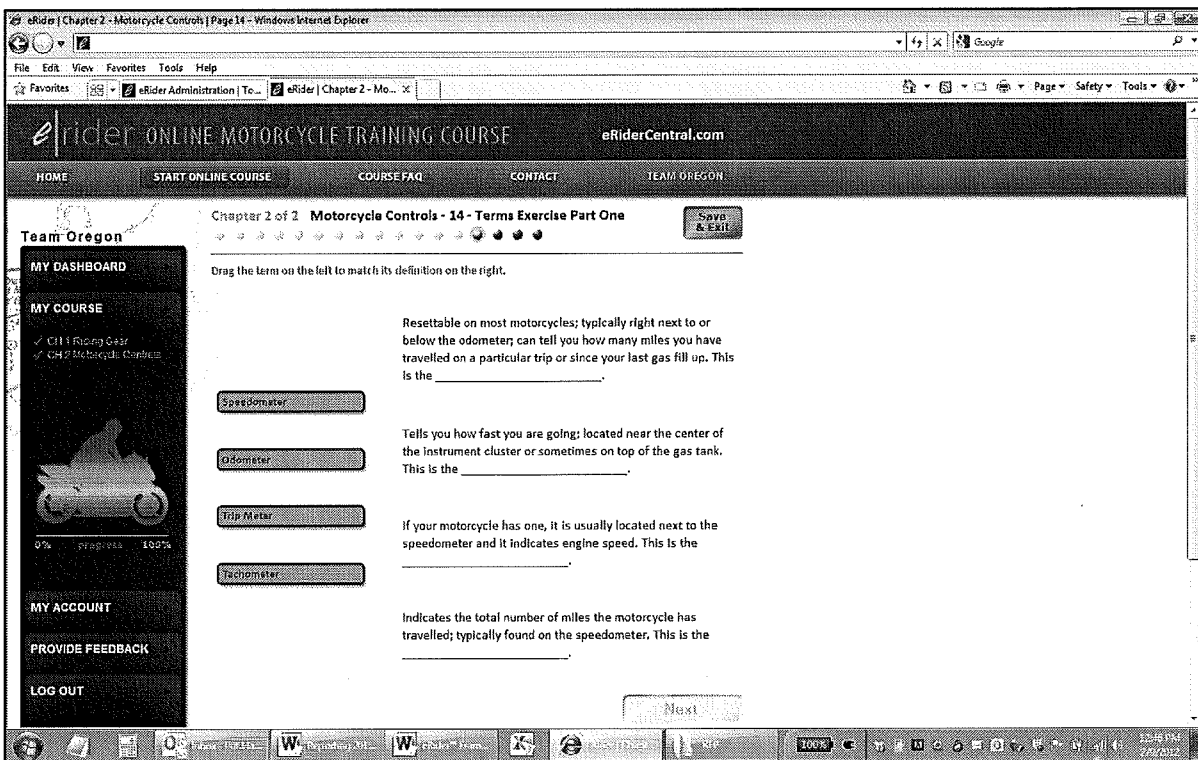
11 Video with Graphics – braking/stopping, step by step, some or all of the video can be replayed

12 Flash – secondary control locations (gauges, mirrors etc.), 360 views and highlights



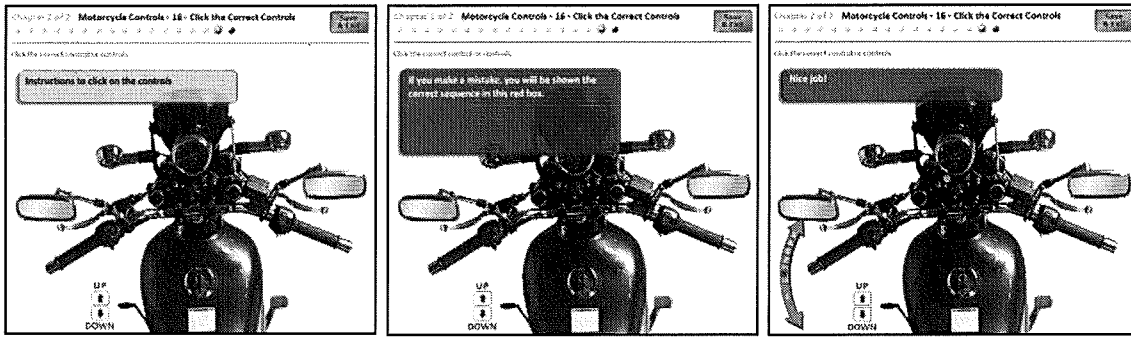
13 Video with Graphics – see and communicate; secondary control (switches, etc.) locations, 360 views and highlights

14 Flash – Terms exercise, drag and drop term to its proper definition



15 Flash – Terms exercise, drag and drop term to its proper definition

16 Flash – click the correct controls, final scored activity; students are instructed to complete 11 control operations (start, shift to first, get underway, upshift, downshift, etc.) by clicking the appropriate controls in the correct sequence; if a student makes a mistake the correct sequence is provided and the activity advanced to the next task



17 HTML and Ajax – final quiz, same format as Chapter 1

Chapter 2b Scooter Controls

Same content as Chapter 2 using scooter images and video. Due to there being fewer controls to learn on a scooter, this chapter uses only 12 modules.

The rest of this page is left intentionally blank

Attachment E

1.01 Scope of Work:

SUMMARY OF PROJECT OUTLINE

The following features are fully functional in The Oregon Online ATV Safety Education Course and will be used for this system. Minor changes may be necessary to satisfy differences in the course curriculum, and requirements:

- Web based eLearning interface
- Ability to create and maintain user account
- Ability to track and record student progress and allow multiple entries into system
- Chapter education with chapter quizzes and a final exam
- Program shall have a knowledge test bank:
 - Program should have capability to force progressive time-out based upon number of quiz questions answered incorrectly
 - Program should have a "refresh my memory" feature to take user back to sections where test information was presented
 - Program should reference test bank to select questions from subject area and not present any question more than one time.
 - The knowledge test bank algorithm shall feature subject criticality and degree of difficulty indexes and link to topic and paragraph or interactive section and have the ability to track user responses on chapter quizzes and final knowledge test.
- Ability for users to print temporary completion cards
- Ability to add or edit test questions
- Ability to support the following audience demographics
 - Statewide population
 - Variety of ages
 - Variety of user computer abilities and comfort levels
 - Internet connections (high speed and dial-up)
 - Ability for size of audience to increase each year (14,000 by 2015)
 - System must use OPRD ATV Safety Education program code and web resource, including but not limited to:
 - Program should assign specific educational modules based upon user survey responses – customized curriculum
 - Ability to incorporate security measures to verify individual identify

Program shall allow for TEAM OREGON to update the course curriculum (chapters, questions and interactive scenarios) through an administration system.

**EXHIBIT B
CERTIFICATIONS**

By signature on this certification the undersigned certifies that they are authorized to act on behalf of the Proposer and that under penalty of perjury the undersigned will comply with the following:

SECTION I. OREGON TAX LAWS

The undersigned hereby certifies under penalty of perjury that the undersigned is authorized to act on behalf of Proposer and that Proposer is, to the best of the undersigned's knowledge, not in violation of any Oregon Tax Laws. For purposes of this certification, "Oregon Tax Laws" means a state tax imposed by ORS 320.005 to 320.150 and 403.200 to 403.250 and ORS chapters 118, 314, 316, 317, 318, 321 and 323 and the elderly rental assistance program under ORS 310.630 to 310.706 and local taxes administered by the Department of Revenue under ORS 305.620.

SECTION II. AFFIRMATIVE ACTION

The undersigned hereby certifies that they have not discriminated against Minority, Women or Emerging Small Business Enterprises in obtaining any required subcontracts, pursuant to OAR 580-061-0030 (3).

SECTION III. COMPLIANCE WITH SOLICITATION

The undersigned agrees and certifies that they:

1. Have read, fully understands and agrees to be bound by the Request for Proposal and all Exhibits and Addenda to the Request for Proposal; and
2. Are an authorized representative of the Proposer, that the information provided is true and accurate, and that providing incorrect or incomplete information may be cause for rejection of the Proposal or Contract termination; and
3. Will furnish the designated item(s) and/or service(s) in accordance with the Request for Proposal and the Contract; and
4. Has provided a correct Federal Employer Identification Number or Social Security Number with the Proposal.

SECTION IV. PERMISSIVE COOPERATIVE PROCUREMENTS

If Proposer is awarded a contract from this Request for Proposal, Proposer hereby (check one)

- agrees
 disagrees

to offer the resulting contractual terms and prices to other public institutions.

Authorized Signature: _____

Date: _____

Name (Type or Print): _____

Telephone: (_____) _____

Title: _____

Fax: (_____) _____

FEIN ID# or SSN# (required): _____

Email: _____

Company: _____

Address, City, State, Zip: _____

Construction Contractors Board (CCB) License Number (if applicable): _____

Business Designation (check one):

- Corporation Partnership LLC Sole Proprietorship Non-Profit

Minority, Women & Emerging Small Business (MWESB) Certified Firm: Yes No

If yes, Minority, Women & Emerging Small Business (MWESB) Certification Number: _____

**EXHIBIT C
REFERENCES**

REFERENCE 1

COMPANY: _____ CONTACT NAME: _____
ADDRESS: _____ PHONE NUMBER: _____
CITY, STATE ZIP: _____ FAX NUMBER: _____
WEBSITE: _____ E-MAIL: _____
GOODS OR SERVICES PROVIDED: _____

REFERENCE 2

COMPANY: _____ CONTACT NAME: _____
ADDRESS: _____ PHONE NUMBER: _____
CITY, STATE ZIP: _____ FAX NUMBER: _____
WEBSITE: _____ E-MAIL: _____
GOODS OR SERVICES PROVIDED: _____

REFERENCE 3

COMPANY: _____ CONTACT NAME: _____
ADDRESS: _____ PHONE NUMBER: _____
CITY, STATE ZIP: _____ FAX NUMBER: _____
WEBSITE: _____ E-MAIL: _____
GOODS OR SERVICES PROVIDED: _____
