

# SMSA Entry-Level Rider Training Standards (SERTS)



2024



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## About SMSA

The State Motorcycle Safety Association (SMSA) is a non-profit organization (501(c)(3)) that provides leadership for comprehensive motorcycle safety programs by:

- Encouraging comprehensive programs;
- Providing guidance for adopting and administering policies and standards;
- Promoting effective management practices;
- Identifying and implementing best practices;
- Encouraging data collection, sharing, and research;
- Fostering communication and collaboration; and
- Influencing national policy and standards.

SMSA's mission is to assist motorcycle safety programs, through collaboration and partnerships, to implement comprehensive, data-driven motorcycle safety programs, and countermeasures to achieve a significant reduction in motorcycle operator traffic crashes, injuries, and fatalities.

The SMSA Entry-Level Rider Training Standards (SERTS) provide standards within five (5) key areas:

- Section 1. Program Administration and Oversight
- Section 2. Instructor Qualifications
- Section 3. Coordination with Motorcycle Licensing
- Section 4. Education and Training
  - a. Traditional Classroom Instruction
  - b. Online Instruction
  - c. Blended/Hybrid Instruction
  - d. Range Instruction
- Section 5. Course Outcome Standards

The standards also include the following attachments:

- SMSA *Guidelines for Establishing State Motorcycle Safety Coalitions* (Attachment A);
- SMSA *Guidelines for Motorcycle Safety Related Data Collection* (Attachment B);
- *The SMSA Motorcycle Safety State Self-Assessment Tool* (Attachment C);
- National Highway Traffic Safety Administration (NHTSA) *Model National Standards for Entry-Level Motorcycle Rider Training* (Attachment D); and
- *Highway Safety Program Guideline Number 3* (Attachment E).

The SERTS will continue to be maintained and updated as established in the *Requirements for the Review and Update of the SMSA Entry-Level Rider Training Standards*<sup>1</sup> document. This document outlines the maintenance process for submitting recommendations for the review and update of the SERTS.

## Purpose

The SERTS serve to guide entry-level rider training programs in States striving to provide quality rider education and training, thus also meeting the National Highway Traffic Safety Administration (NHTSA) Uniform Guidelines for State Highway Safety Programs Guideline No. 3 – Motorcycle Safety, (see Attachment E).

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<sup>1</sup> SMSA (2024). Requirements for the Review and Update of the SMSA Entry-Level Rider Training Standards. <https://smsa.org/wp-content/uploads/2025/01/Requirements-for-Review-and-Update-of-SERTS.pdf>

## Introduction

Riding a motorcycle requires different skills and knowledge compared to other motor vehicles. Although motorcycle-licensing regulations vary, all States require a motorcycle license endorsement to supplement a driver license. To receive an endorsement in most States, a rider must pass both a motorcycle-specific knowledge test and an on-cycle skills test required by the State's licensing agency.

State and National studies show that completing a motorcycle rider education and training course is a good way to ensure novice riders receive the correct instruction and have the experience necessary to ride a motorcycle. These programs provide riders with essential information to develop skills, behaviors, and rider attitudes that produce safer motorcyclists who are less likely to be involved in crashes. Although regulations pertaining to the delivery of entry-level rider training programs exist in most jurisdictions in the United States (U.S.), the content and scope of these education programs can vary substantially.

NHTSA recognized the need for consistency across States and developed resources to address the issue. The goal of the NHTSA *Model National Standards for Entry-Level Motorcycle Rider Training (2011)* and *Model National Administrative Standards for Motorcycle Rider Training Programs (2014)* was to enhance consistency and provide guidance to States seeking to enhance entry-level rider education and training programs. The development of these two documents was further supported by the *National Agenda for Motorcycle Safety (NAMS) (2000)* with a mission to point the way to the most promising avenues for future motorcycling safety efforts in the U.S. by incorporating information and ideas from a broad, multidisciplinary spectrum of stakeholders.

The NHTSA Model National Standards were developed to address the administration of programs and the content of curricula which targeted the education and training aspects of motorcycle operation; however, the licensing process is another major factor within motorcyclist safety that must be considered. These two go hand-in-hand to ensure riders have the necessary knowledge and skills which are then verified through licensing tests. The *Guidelines for Motorcycle Operator Licensing (GMOL) (2009)* developed by the American Association of Motor Vehicle Administrators (AAMVA) provides motor vehicle administrators with strategies and guidelines for motorcycle operator licensing.

These SERTS are a more comprehensive guide incorporating key components of the Nationally developed documents mentioned above for the enhancement of entry-level rider training programs in States striving to provide quality, consistent entry-level rider education and training. SMSA would like to emphasize that greater than minimum standards are necessary to enhance our training systems to decrease motorcyclist crashes causing injury or death. While noting that administering education standards and policies are a State's choice, these voluntary standards were created to serve as the foundation and guide for State policies for entry-level rider education and training with the following understandings:

- The goals of entry-level rider training are to provide information and develop skills, attitudes, and behaviors of riders;
- The overall objective is to educate and train riders to perform as safe and competent road users and riders, thereby minimizing their risk and contributing to the reduction of crashes, injuries, and fatalities;
- Rider education and skill development should be a lifelong learning process;

- Entry-level rider training standards serve as an organizational roadmap in administering and/or providing quality entry-level rider training; and
- Standards promulgated for entry-level rider training must be supported with a communication strategy for all stakeholders.

A holistic approach to motorcyclist safety is essential for obtaining any significant impact on the reduction of crashes, injuries, and fatalities. Beyond State actions, it is imperative that motorcyclists continue to be included in all highway safety initiatives. In 2021, the U.S. Department of Transportation (DOT) adopted the Safe System Approach. This approach focuses on five (5) key objectives: safer people, safer roads, safer vehicles, safer speeds, and post-crash care, and six (6) key principles: death and serious injuries are unacceptable, humans make mistakes, humans are vulnerable, responsibility is shared, safety is proactive, and redundancy is crucial. Rider training applies to each of the key objectives and key principles of the Safe System Approach. As one of the most vulnerable roadway users, it is vital that motorcyclists are considered within the Safe System Approach as well as all State highway safety plans and other State highway safety documents.

## **What Are Standards?**

The definitions used in this section are based on those used in the Novice Teen Driver Education and Training Administrative Standards (NTDETAS)<sup>2</sup>. In general, a standard is a written definition, program description, limit, or rule, approved and monitored by an authoritative agency, profession, or recognized body as an acceptable benchmark.

Standards are based on the highest collective knowledge, experience, and expertise from a consensus of subject matter experts (SMEs) in the field and may be substantiated from research findings, and when available, outcomes.

Specific, strong, and measurable entry-level rider education and training standards are a tool to ensure students receive the minimally acceptable knowledge and skills to begin their learning-to-ride experience. Standards should also allow the implementation of innovative and creative processes. Standards should be considered a baseline from which to rise to meet the intended goals.

### **Administrative Standards**

Standards that identify the who, what, where, and when for the administration of a State's entry-level rider education and training program are administrative standards. For example: who is responsible; what procedures are to be followed; where is information/data to be submitted; and when may courses be held. The administrative standards address key requirements for the administration of entry-level rider education and training.

### **Instructor Standards**

Instructor Standards define who delivers entry-level rider education and training. They establish qualifications, competencies, professionalism, and re-qualifications required of instructor candidates, instructors, instructor mentors, and instructor trainers.

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<sup>2</sup> NHTSA (2017). Novice Teen Driver Education and Training Administrative Standards (NTDETAS) 2017 Revision. <https://www.anstse.info/Images/2017%20Home/001%20-%202017%20NTDETAS.pdf>

## Content Standards

Content Standards address what content entry-level rider education and training courses should cover, at a minimum, and what knowledge and skill transfer is expected. Content Standards identify what minimal critical knowledge and skills should be taught in entry-level rider education and training courses to enhance the overall quality of instructional content and the riding skills of the student.

## Delivery Standards

Delivery Standards establish course requirements for curricula, student assessment, and multiple delivery methods to enhance the overall quality of instruction.

## Outcome Standards

Outcome Standards describe the measurable skills, abilities, knowledge, or values that students should be able to demonstrate as a result of completing a course<sup>3</sup>.

## How to Use This Document

These standards are composed of both normative and informative components.

**Normative** standards are **mandatory** and utilize descriptors such as shall, must, or will. These standards are in **bold font** in this document. To meet the standards in full, all normative standards must be included in a State's standards for motorcycle rider education and training programs.

**Informative** standards are **optional** and utilize descriptors such as should or may. These standards are in regular font in this document. They generally support an overall larger standard and support the State in meeting the standard more effectively, which should be met if possible.

The two primary descriptors for standards in this document are:

- **shall** (the State must include in the State's standards to meet the standards in full); and
- **should** (the State should strive to meet this standard or portion of a standard).

This document provides five (5) key areas of standards:

### 1.0 Program Administration and Oversight

This section provides a description of standards for the administration, oversight, record keeping, data collection, program evaluation, communication, and risk/emergency preparedness of entry-level rider education and training.

### 2.0 Instructor Qualifications

This section outlines the minimum standards for instructor training, including qualifications, course content defined by the State and the approved entry-level rider education and training curricula, teaching and learning skills, practice teaching assignments, evaluations, professional development, and recertification of instructors, instructor mentors, and instructor trainers.

### 3.0 Coordination with Motorcycle Licensing

This section provides standards for communication between the State entry-level rider education and training agency and the driver license authority; coordination and education with courts and law enforcement; license waiver programs and requirements for the knowledge and skills tests.

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<sup>3</sup> [Learning Outcomes - Center for Teaching Excellence | University of South Carolina \(sc.edu\)](https://www.sc.edu/cte/learning-outcomes/)



## **4.0 Education and Training**

This section provides standards for the curricula, instructional time, student evaluation, and delivery methods of entry-level rider education and training. Standards for online delivery have been developed as well, including instructional design, structural design, evaluation/testing/assessment, legal requirements, and technological design and capabilities.

## **5.0 Course Outcome Standards**

This section outlines the knowledge, attitudes, and skills a student should possess once they have completed an entry-level rider education and training course.

A glossary and a list of acronyms are provided in this document. The glossary terms and acronyms are in alphabetical order. Referring to the glossary will provide clear guidance regarding the intended meaning of specific terms. For each term, the source of the definition is indicated. Sources can include:

- *NHTSA Model National Administrative Standards for State Motorcycle Rider Training Programs*, meaning it originated from the original 2014 standards.
- *Novice Teen Driver Education and Training Administrative Standards (NTDETAS)*
- *NHTSA Model National Standards for Entry-Level Motorcycle Rider Training*
- 2024 SERTS
- An organization.
- A website.

For the most current version of the *Model National Administrative Standards for State Motorcycle Rider Education and Training Programs*, supporting documents, and additional resources visit <https://www.nhtsa.gov/road-safety/motorcycles>.

## **NHTSA State Motorcycle Safety Assessments / Peer Reviews and SMSA Technical Assistance**

SMSA technical assistance and the NHTSA State Motorcycle Safety Assessments / Peer Reviews are tools States can use to review their entry-level rider training programs, document the program's strengths and accomplishments, and observe where enhancements can be made.

SMSA technical assistance is available for any State wanting to adopt and implement any component of the SERTS and provides a preliminary analysis of the State's entry-level rider education and training program.

This technical assistance can also be provided prior to or following a NHTSA State Motorcycle Safety Assessment / Peer Review. SMSA can assist a State with preparing for an Assessment or provide post analysis to assist with implementing the recommendations given in the NHTSA State Motorcycle Safety Assessment / Peer Review. States can choose whether to receive technical assistance onsite (in-person) or off-site (via phone or virtual meeting).

## **The Process**

In 2016, SMSA initiated the project for developing the SERTS with the SMSA Motorcycle Safety Programs (MSP) Committee leading the effort. Understanding the depth of this undertaking, SMSA recognized the need to establish working groups to focus expertise within each area of the standards.

As a result, the project assumed a significant increase of activity in 2018 when multiple SME working groups were formed consisting of SMSA members from all professional practices within motorcyclist safety. Additionally, multiple SMEs and motorcyclist safety stakeholders outside of the SMSA membership were consulted. These individuals have a shared interest in motorcyclist safety and included but were not limited to State administrators, licensing specialists, business owners, right's organization leaders, curriculum developers, training instructors, and riders. The inclusion of various SMEs and stakeholders ensures these standards reflect current practice and support the enhancement of entry-level rider education and training.

In 2021, a working draft of the SERTs was finalized, and the working groups were disbanded. The MSP Committee continued to fine tune the SERTS through monthly web meetings and approved the final draft to go to the SMSA Executive Committee for approval in August 2024. The Executive Committee authorized the publication of the SERTS in September 2024.

## Acknowledgements

We would like to acknowledge the SMSA Executive Committee, SMSA MSP Committee, and SMSA Staff for their hard work in developing the SERTS. The following individuals greatly contributed to the development of the SERTS.

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In 2008, to assist in the development of the NHTSA *Model National Standards For Entry-Level Motorcycle Rider Training*, Windwalker and Highway Safety Services, LLC (SMSA's management company) organized and convened the Expert Working Group (EWG) with sponsorship from NHTSA. The EWG consisted of curriculum development, operator licensing, rider training, traffic safety, and research experts. The list of EWG participants can be found in the NHTSA *Model National Standards For Entry-Level Motorcycle Rider Training*.

In 2013, to assist in the development of the NHTSA *Model National Administrative Standards for State Motorcycle Rider Training Programs*, a second technical working group (TWG) was organized and convened. The TWG consisted of State motorcycle rider training program administrators, motorcycle rider training specialists, and other leaders in the administration of motorcycle rider training programs. The list of TWG participants can be found in NHTSA *Model National Administrative Standards for State Motorcycle Rider Training Programs*.

SMSA would especially like to acknowledge the Association of National Stakeholders in Traffic Safety Education (ANSTSE) for the development of the NTDETAS which provided the structural foundation for these standards.



# 1.0 Program Administration and Oversight

Quality administration can increase the effectiveness of a rider education and training program through organization, planning, implementation, and supervision. Responsibilities can be divided to handle smaller parts of the larger whole. Communication and collaboration among divided responsibilities is key to the success of the program. The administration of a State’s entry-level rider education and training program establishes a foundation for State administrators, program managers, and training providers to offer effective oversight, measure the impact of the program, and sustain and enhance the program.

This section outlines minimum standards for administration and oversight, including:

- Management, Leadership, and Administration
- Application, Oversight, and Recordkeeping
- Data Collection
- Program Evaluation
- Communication Program
- Risk/Emergency Preparedness

<b>1.1. Management, Leadership, and Administration</b>
<b>1.1.1 States shall have a single agency, or coordinated agencies, to regulate and oversee entry-level rider education and training programs. The State agency/agencies shall:</b>
<b>a) have authority and responsibility to establish, regulate, administer, and oversee the implementation, monitoring, evaluation, and enforcement of the program according to State laws, rules, regulations, policies, and standards;</b>
<b>b) establish and maintain an interagency working group consisting of State agencies responsible for the management of entry-level rider education and training, rider testing and licensing, and traffic safety to enhance communication between State agencies and establish a formal communication and decision-making process;</b> <i>See Attachment A SMSA Guidelines for Establishing State Motorcycle Safety Coalitions for more information.</i>
<b>c) establish and maintain a rider education and training advisory committee, or similar group of stakeholders, to provide input on current processes and initiatives of the State agency/agencies and/or the State interagency working group;</b> <i>See Attachment A SMSA Guidelines for Establishing State Motorcycle Safety Coalitions for more information.</i>
<b>d) develop and execute an action plan with input from stakeholders for program enhancement;</b>
<b>e) oversee and treat all entry-level rider education and training providers fairly and equitably and hold all providers to State standards and the SMSA Entry-level Rider Training Standards (SERTS);</b>

<p><b>f) provide oversight of the state-wide program to ensure quality and effectiveness of entry-level rider education and training programs; and</b></p>
<p><b>g) communicate, coordinate, and collaborate with the State driver licensing agency to establish and maintain the integrity of the licensing test waiver process as it applies to entry-level rider education and training programs.</b></p> <p>(See Section 3 Coordination with Driver Licensing)</p>
<p><b>1.1.2 States shall assign, employ, or contract with a qualified administrator to oversee entry-level rider education and training programs. The program administrator:</b></p>
<p><b>a) shall be qualified to manage and oversee the State’s functions in entry-level rider education and training;</b></p>
<p><b>b) shall report to the agency that has oversight of entry-level rider education and training;</b></p>
<p><b>c) shall have a job description identifying the responsibilities and duties of the position;</b></p>
<p><b>d) shall have the ability to establish, maintain, and/or oversee rules, procedures, and policies pertaining to the program;</b></p>
<p><b>e) shall enforce the program’s laws, rules, regulations, and policies;</b></p>
<p>f) should have experience working with multiple agencies related to highway safety (e.g., State Highway Safety Office, Department of Motor Vehicles); and</p>
<p>g) should have knowledge of and experience with State, regional, and national level entry-level rider education and training programs and traffic safety associations and organizations.</p>
<p><b>1.1.3 States shall provide adequate funding to the agency/agencies responsible for the regulation, administration, and oversight of the entry-level rider education and training program.</b></p>
<p><b>1.1.4 States shall ensure entry-level rider education and training providers have access to resources, standards, policies, and procedures, as well as the latest State and local crash statistics.</b></p>
<p><b>1.1.5 States shall ensure entry-level rider education and training providers require professional development of instructors as a recertification requirement.</b></p>
<p><b>1.1.6 States shall ensure entry-level rider education and training providers refer students with disabilities to a training program or provider that specializes in working with students with disabilities, if available.</b></p>
<p>1.1.7 States should provide funding or subsidies to approved providers to make entry-level rider education and training available for students, especially wards of the State and those who are underserved and would otherwise not receive services.</p>

## **1.2 Application, Oversight, and Recordkeeping**

**1.2.1 States shall have a standardized application and approval process for entry-level rider education and training providers to conduct entry-level rider education and training courses. At a minimum, the process:**

- a) shall ensure courses conform to applicable State standards and the SERTS;**
- b) shall ensure courses are available and student enrollment is in accordance with State guidelines and requirements;**
- c) shall ensure instructors and staff meet State requirements and are employed/contracted and supervised;**
- d) shall ensure programs are culturally equitable and inclusive;**
- e) shall provide administrative oversight for certification and recertification of providers and individual instructors;**
- f) shall ensure providers report course completion and required course data to the State program in the designated format and on the determined schedule;**
- g) shall verify providers provide and maintain all required insurance, materials, facilities, and equipment for training courses; and**
- h) shall ensure providers participate in the State's quality assurance program;**

**1.2.2 States shall have and execute a standardized procedure for monitoring and/or evaluating compliance with State standards. The procedure shall include, at a minimum, a review of:**

- a) each provider's compliance with all State and Federal requirements;**
- b) the classroom facilities, training vehicles, other applicable training equipment, and training records maintained in connection with courses conducted;**
- c) the ongoing eligibility of entry-level rider education and training instructors;**
- d) the delivery of classroom, range, and other methods of instruction, based on established State criteria; and**
- e) post-course evaluations completed by participants.**

<b>1.2.3 States shall have and execute a standardized procedure for entry-level rider education and training providers and instructors to address issues with non-compliance. The State shall:</b>
<b>a) establish and maintain a remediation process if non-compliance is observed or reported;</b>
<b>b) establish and maintain a conflict resolution process (e.g., negotiation, mediation, arbitration) for disputes; and</b>
<b>c) impose financial and/or administrative sanctions (e.g., suspend or revoke a provider’s operating privilege) for non-compliance with the State requirements.</b>
<b>1.2.4 States shall require entry-level rider education and training providers identify a primary point of contact.</b>
<b>1.2.5 States shall require entry-level rider education and training providers to maintain program and course records, as established by the State, to include at a minimum:</b>
<b>a) instructor information, including but not limited to certification, recertification, additional training requirements, quality assurance records, teaching history;</b>
<b>b) student information, including but not limited to the registration form, attendance record, performance results, and successful and unsuccessful completion of the classroom and range instruction;</b>
<b>c) insurance records (e.g., vehicle, liability);</b>
<b>d) incident reports;</b>
<b>e) waivers; and</b>
<b>f) course completion records.</b>
<b>1.2.6 States shall require providers to follow State and Federal requirements for the transmission of personal and/or confidential student information electronically or in hard copy format.</b>
<b>1.2.7 States shall require providers to obtain parent/guardian authorization for minors to participate in any phase of the entry-level rider education and training course.</b>
<b>1.2.8 States should require that individuals who have access to personal identification information meet State and/or Federal legal requirements (e.g., State and Federal criminal background checks).</b>
<b>1.2.9 States should have an electronic enrollment process that all entry-level rider education and training providers use which collects all required information.</b>

## 1.3 Data Collection

**1.3.1 States shall require the responsible agency/agencies for entry-level rider education and training to utilize traffic citation, crash, and other available State data, provided by the State Highway Safety Office and Traffic Records Coordinating Committee, to enhance the entry-level rider education and training program.**

**1.3.2 States shall require the agency/agencies responsible for entry-level rider education and training to collect and utilize course specific data (e.g., student, instructor, course information) to enhance the program.**

**1.3.3 States shall require the responsible agency/agencies for entry-level rider education and training to maintain student information (e.g., driver license number) that can be linked to the driver record.**

See Attachment B *SMSA Guidelines for Motorcycle Safety Related Data Collection*.

**1.3.4 States shall require entry-level rider education and training providers to collect and report student identification/information, performance, and other required data to the responsible State agency/agencies.**

1.3.5 States should develop and make available a standardized post-course evaluation to be completed by participants to ensure information and data collected is consistent for all courses.

Note: Supports Standard 1.2.2 e.

## 1.4 Program Evaluation

**1.4.1 States shall require the responsible State agency/agencies to utilize collected data (see 1.3 Data Collection) to evaluate the State's entry-level rider education and training program to identify strengths and opportunities for enhancements.**

**1.4.2 States shall make available evaluation findings of the State's entry-level rider education and training program to entry-level rider education and training providers and instructors, applicable State agencies, and stakeholders.**

1.4.3 States should utilize a comprehensive evaluation tool, such as the *SMSA Motorcycle Safety State Self-Assessment Tool*, to identify entry-level rider education and training program strengths and opportunities for enhancements.

See Attachment C *The SMSA Motorcycle Safety State Self-Assessment Tool*.

## 1.5 Communication Program

**1.5.1 States shall develop and implement communication strategies directed at supporting entry-level rider education and training policy and program elements among stakeholders (e.g., State agencies, providers, instructors, students).**

**1.5.2 States shall promptly communicate to State approved entry-level rider education and training providers changes to laws, regulations, procedures, and other matters related to entry-level rider education.**

**1.5.3 States shall create a centralized resource library to house entry-level rider education and training information/documents for providers and instructors.**

1.5.4 States should implement a statewide communication plan and campaign in collaboration and cooperation with the State Highway Safety Office, entry-level rider education and training programs, driver licensing, and highway safety partners that:

- a) identifies higher-risk target population(s) among riders;
- b) provides materials that identify cultural equity and reflect multicultural education practices;
- c) informs the public of State guidelines and regulation of entry-level rider education and training;
- d) informs the public of resources for riders with disabilities that includes a list of approved driver/rider rehabilitation specialists; and
- e) informs the public of the State's highway safety initiatives.

1.5.5 States should utilize National and State traffic safety marketing materials (e.g., public service announcements, advertisements, flyers) to promote rider safety.

1.5.6 States should list and make publicly available all approved entry-level rider education and training providers on the appropriate State website.



## 1.6 Risk/Emergency Preparedness

**1.6.1 States shall prepare for both emergency and disaster situations through risk management planning. As part of a greater Statewide Risk Management Plan, individual agencies shall develop and maintain a Continuity of Operations Plan (COOP) that provides guidance for ensuring essential functions in entry-level rider education and training programs continue in spite of unforeseen circumstances. The State shall:**

- a) establish and maintain a risk manager role or position (i.e., not a specific person);**
- b) conduct a risk/emergency assessment process to identify potential risks;**
- c) determine the list of essential functions that must be conducted to avoid or minimize interruption in services; and**
- d) develop a risk/emergency response plan.**

## 2.0 Instructor Qualifications

Training of instructors is essential to the success of every State’s entry-level rider education and training program. Instructors have an impact on the future riding behaviors of all entry-level rider education and training students. Well-trained instructors are better equipped to positively influence the novice rider’s behavior, which supports a State’s goal to reduce motorcyclists’ crashes, injuries, and fatalities. Quality instructor training produces knowledgeable and effective instructors capable of facilitating the teaching and learning process.

Content relating to the delivery of entry-level rider education and training must be the focal point of instructor training. Ample time is required and must be devoted to successful completion of the instructor preparation program.

This section outlines minimum standards for instructor qualifications and training, including:

- Instructor Candidate Qualifications
- Instructor Qualifications
- Instructor Mentor Qualifications
- Instructor Trainer Qualifications

### 2.1 Instructor Candidate Qualifications

**2.1.1 States shall establish a qualification system for instructor candidates to teach entry-level rider training courses. Instructor candidates:**

- a) Shall possess a valid driver’s license and motorcycle license or endorsement;**
- b) Shall have, as determined by the State Program, an acceptable driving record;**
- c) Shall pass, as determined by the State Program, State and/or Federal criminal background check(s);**
- d) Shall meet the minimum age requirements established by the State Program;**
- e) Shall agree to abide by the State’s Professional Code of Conduct;**
- f) Should meet health or physical requirements established by the State Program;
- g) Should have completed high school or a GED;
- h) Should operate a motorcycle on a regular and frequent basis;
- i) Should have completed an entry-level rider training course;
- j) Should observe an entire entry-level rider training course;
- k) Should have completed formal intermediate and/or advanced rider training courses; and
- l) Should have served as an entry-level rider training range aid.

<b>2.1.2 States shall require an instructor candidate to successfully complete a State-approved instructor training course. The course, at a minimum:</b>
a) <b>Shall include an in-depth review of the State-approved entry-level rider training course curriculum materials and activities;</b>
b) <b>Shall include discussion and practice on effective teaching and learning skills;</b>
c) <b>Shall require instructor candidates to complete practice teaching assignments;</b>
d) <b>Shall provide instructor candidates the opportunity to practice and develop range safety and range management techniques;</b>
e) <b>Shall provide the instructor candidates opportunities to coach, manage, and evaluate entry-level riders; and</b>
f) <b>Should provide instructor candidates opportunities to complete administrative tasks associated with a course.</b>
<b>2.1.3 States shall require the entry-level rider training instructor candidate to pass comprehensive evaluations to successfully complete the instructor training course.</b>
<b>2.1.4 States shall require newly trained instructors who have completed the instructor training course to facilitate a course(s) or segments of courses with an experienced instructor (i.e., internship/mentorship) to gain experience training entry-level riders.</b>
2.1.5 States should have a formally defined internship/mentorship program to further prepare newly trained instructors.
<b>2.2 Instructor Qualifications</b>
<b>2.2.1 States shall establish a qualification system for instructors to teach entry-level rider training courses. At a minimum, instructors:</b>
a) <b>Shall meet the qualifications established in Section 2.1 Instructor Candidate Qualifications;</b>
b) <b>Shall meet and maintain all qualifications and possess necessary certifications required by the State to teach entry-level rider training courses;</b>
c) <b>Shall abide by the State’s established duties and responsibilities of entry-level rider training instructors; and</b>
d) <b>Should successfully complete supplemental courses/requirements specific to instructors (e.g., CPR, First Aid).</b>

**2.2.2 States shall establish the duties and responsibilities of entry-level rider training instructors. At a minimum, instructors shall:**

- a) comply with the rules, regulations, procedures, and guidelines for conducting State approved entry-level rider training courses;**
- b) utilize communication skills to impart knowledge and skills development;**
- c) develop rapport with all students;**
- d) further develop knowledge of the curriculum and skills for instruction and assessment;**
- e) continually enhance instructional skills to increase effectiveness;**
- f) be capable of objectively observing and evaluating student performance;**
- g) model best practices for students; and**
- h) encourage students to pursue knowledge and skills development.**

**2.2.3 States shall establish recertification requirements for instructors. At a minimum, instructors:**

- a) Shall maintain, as determined by the State Program, an acceptable driving record;**
- b) Shall complete ongoing professional development and attend all required update sessions for instructors;**
- c) Shall conduct a minimum number of entry-level rider training courses within the certification period or satisfy a combination of experience, training, and testing requirements sufficient to establish proficiency to the satisfaction of the State; and**
- d) Should successfully complete other courses, such as advanced rider training courses or professional development opportunities.**

## **2.3 Instructor Mentor Qualifications**

**2.3.1 States shall establish a qualification system for instructor mentors. At a minimum, instructor mentors:**

- a) Shall meet the qualifications established in Section 2.2 Instructor Qualifications;**
- b) Shall be familiar with the content areas and learning activities in the State-approved instructor training course;**
- c) Shall complete a State-approved instructor mentor course(s) or protocols;**
- d) Shall be familiar with adult learning concepts; and**
- e) Should successfully complete formal intermediate and/or advanced rider training courses and other courses as determined by the State.**

**2.3.2 States shall establish the duties and responsibilities of entry-level rider training instructor mentors that include, but are not limited to:**

- a) perform the duties and responsibilities established in Section 2.2 Instructor Qualifications;**
- b) utilize communication skills to establish quality professional relationships with instructor candidates to impart knowledge of ethical standards, instructional best practices, and leadership roles;**
- c) support instructors and instructor candidates to develop rapport with all students;**
- d) assist instructors and instructor candidates to further develop their knowledge of the curriculum and skills for instruction and assessment;**
- e) model best practices for instructors and instructor candidates;**
- f) assist instructors and instructor candidates to understand their professional licensure obligations and to pursue professional growth;**
- g) objectively observe and evaluate instructor and instructor candidate performance during the mentorship; and**
- h) continually enhance applicable skills to increase effectiveness of the profession.**

**2.3.3 States shall establish recertification requirements for instructor mentors. At a minimum instructor mentors:**

- a) Shall meet instructor recertification requirements established in Section 2.2.3;**
- b) Shall complete ongoing professional development specific to instructor mentors;**

c) Shall attend all required update sessions for instructor mentors;
d) Shall satisfy a combination of experience, training, and testing requirements sufficient to establish competency as an instructor mentor; and
e) Should conduct a minimum number of mentorships within the renewal period or satisfy a combination of experience, training, and testing requirements sufficient to establish proficiency to the satisfaction of the State.
<b>2.4 Instructor Trainer Qualifications</b>
<b>2.4.1 States shall establish a qualification system for instructor trainers. At a minimum, instructor trainers shall:</b>
a) meet the qualifications established in Section 2.2 Instructor Qualifications;
b) have experience working with adults;
c) successfully complete a State-approved instructor trainer course(s) or protocols;
d) be familiar with the content areas and learning activities in the State-approved instructor training course; and
e) successfully complete formal intermediate and/or advanced rider training courses and other courses as determined by the State.
<b>2.4.2 States shall establish the duties and responsibilities for instructor trainers that include, but are not limited to:</b>
a) perform the duties and responsibilities established in Section 2.2.2 and Section 2.3.2; and
b) facilitate discussion with adult learners.
<b>2.4.3 States shall establish recertification requirements for instructor trainers. At a minimum, instructor trainers shall:</b>
a) meet instructor recertification requirements established in 2.2.3;
b) conduct a minimum number of instructor training courses within the renewal period or satisfy a combination of experience, training, and testing requirements sufficient to establish proficiency to the satisfaction of the State;
c) complete ongoing professional development specific to instructor trainers;
d) attend all required update sessions for instructor trainers; and
e) satisfy a combination of experience, training, and testing requirements sufficient to establish competency as an instructor trainer.



### 3.0 Coordination with Motorcycle Licensing

The State driver licensing agency, the entry-level rider training agency, law enforcement, and the judicial system must coordinate, collaborate, and communicate to ensure that individuals obtaining a motorcycle license/endorsement are trained and qualified to operate a motorcycle on public roadways.

Since completion of an entry-level rider training course may result in an individual obtaining a motorcycle license/endorsement through the licensing waiver system, it is important for the rider training agency and the State driver licensing agency to collaborate and maintain open lines of communication. Collaboration is necessary to ensure the course content is consistent with the minimum requirements for obtaining a motorcycle license/endorsement. Administrative outreach to these agencies is essential to ensure proper enforcement and adjudication of motorcycle operation and licensing requirements.

This section provides standards for:

- Communication between the State Driver Licensing Agency and the State Entry-level Rider Education and Training Agency
- Coordination and Education of Judiciary and Law Enforcement
- Motorcycle Operator License Testing
- License Waiver System
- Oversight of License Waiver Programs

#### 3.1 Communication between the State Driver Licensing Agency and the State Entry-level Rider Education and Training Agency

**3.1.1 States shall establish and execute a defined process to ensure coordination, collaboration, and communication among the State driver licensing agency and the entry-level rider training agency to establish and maintain integrity of the rider training and motorcycle licensing/endorsement process.**

**3.1.2 States shall ensure the State driver licensing and entry-level rider training agencies meet on an ongoing basis regarding entry-level rider training activities to, at a minimum:**

- a) share information and data;**
- b) plan, execute, and evaluate projects;**
- c) ensure motorcycle operator testing and entry-level rider training practices complement each other and are not in conflict;**
- d) identify and utilize partnerships and stakeholders to support activities; and**
- e) review current and proposed legislation, rules, and regulations.**

**3.1.3 States shall ensure the entry-level rider training agency has an identified representative that participates in all collaborative State motorcycle/motorcyclist safety efforts (e.g., working groups, committees, strategic highway safety planning efforts).**

## **3.2 Coordination and Education of Judiciary and Law Enforcement**

**3.2.1 States shall ensure law enforcement and judicial liaisons/representatives are included in all collaborative State motorcycle/motorcyclist safety efforts (e.g., working groups, committees, strategic highway safety planning efforts).**

**3.2.2 States shall provide resources and information on motorcycle rider training, licensing requirements, and available crash data to judges, prosecutors, courts, law enforcement officials, and related associations that are charged with enforcing and adjudicating laws that impact motorcyclists.**

**3.2.3 States shall ensure sanctions for noncompliance with motorcyclist laws are developed, enforced uniformly, and recorded on the driver record.**

3.2.4 States should evaluate motorcycle law enforcement and adjudication efforts to determine effectiveness and develop/implement strategies in support of responsible and safe motorcycle operation.

## **3.3 Motorcycle Operator License Testing**

**3.3.1 States shall have valid and reliable motorcycle operator licensing knowledge and skills tests that measure the knowledge and skills needed to demonstrate the ability to ride safely as an entry-level rider.**

NOTE: For more information on developing valid and reliable knowledge and skills tests, refer to AAMVA's *Guidelines for Knowledge and Skills Test Development* (Revised 2014).

**3.3.2 States shall ensure that the State's licensing agency, in collaboration with the State interagency working group and stakeholders, routinely reviews and updates the State's Motorcycle Operator Manual and license testing requirements (i.e., every three years or as needed). See Standard 3.1.2 c.**

**3.3.3 States shall ensure all testing complies with Federal regulations (e.g., Americans with Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA) regulations).**

### **3.4 License Waiver System**

**3.4.1 States shall establish a formal process to measure and evaluate the entry-level motorcycle rider training and licensing waiver system for effectiveness.**

**3.4.2 States shall issue course completion results for entry-level rider training courses that qualify for the licensing waiver system. Course completion results (physical or electronic) shall:**

**a) meet a set of standards for the format and information contained on the document; and**

**b) be tamper-resistant and unique to the State.**

**3.4.3 States shall establish a means of validating all rider education course completion results, including those issued from other State programs and the military.**

**3.4.4 States shall establish policies for rider training course completion results from other States or the military for licensing.**

3.4.5 States should require training providers to electronically transmit course completion and/or license test information to the State licensing agency so it may be recorded on an individual's permanent driving record.

### **3.5 Oversight of License Waiver Programs**

**3.5.1 State driver licensing agencies shall establish and maintain a system for monitoring end-of-course testing, that qualifies a student for a motorcycle operator license/endorsement, in conjunction with the entry-level rider training and licensing waiver system.**

## 4.0 Education and Training

Quality rider education and training prepares students to perform safer riding practices, thereby reducing crashes, injuries, and fatalities on our roadways. Quality rider education and training courses facilitate learning experiences that cultivate the students' ability to receive and retain the information needed to ride safely.

This section provides standards for:

- Entry-Level Rider Education and Training Course Requirements
- Entry-Level Rider Education and Training Curricula
- Assessment of and Feedback on Student Progress
- Traditional Classroom Instruction
- Online Classroom Instruction
- Blended Classroom Instruction
- Range Instruction

### 4.1 Entry-Level Rider Education and Training Course Requirements

#### 4.1.1 States shall require courses, at a minimum:

- a) be taught by State-approved instructors who meet Section 2.0 of the SERTS;
- b) conduct classroom and range instruction that is timely (within a maximum of 60 days) and is integrated;
- c) ensure that students successfully complete all approved instructional elements to receive credit;
- d) issue verification of completion in a secure manner, as specified by the State;
- e) be culturally equitable;
- f) be reasonably accessible to all students; and
- g) provide reasonable accommodation for those with disabilities.

#### 4.1.2 States shall require core instructional hours that focus on the riding task and safe riding practices to meet the criteria established by the course goals, objectives, and outcomes. Instructional hours:

- a) Shall consist of at least:
  - 5 hours of classroom/theory (e.g., traditional, online, or hybrid delivery)
  - 9 hours of range; and
- b) Should be delivered in multiple learning segments giving the student time to gain exposure and experience between each segment.

See Attachment D NHTSA *Model National Standards for Entry-Level Motorcycle*

*Rider Training.*

**4.1.3 States shall require each student to utilize an approved (hardcopy or electronic) entry-level rider education and training textbook, workbook, and/or other educational materials of equal scope.**

**4.1.4 States shall require availability of course information to students, including but not limited to:**

- a) schedule;
- b) course pre-requisites, requirements, and policies;
- c) course completion requirements;
- d) privacy and legal policies; and
- e) provider contact information.

## **4.2 Entry-Level Rider Education and Training Curricula**

**4.2.1 States shall have entry-level rider education and training content curricula that meet or exceed the National Highway Traffic Safety Administration (NHTSA) *Model National Standards for Entry-Level Motorcycle Rider Training*.**

*See Attachment D NHTSA Model National Standards for Entry-Level Motorcycle Rider Training.*

**4.2.2 The State shall retain the authority and responsibility for determining the curricula approved for use in the entry level rider training program. The State:**

- a) **Shall have a process to develop and/or objectively, compare, review, evaluate, and select entry-level rider training curricula;**
- b) **Shall periodically, as determined by the State, review curricula content and delivery methods to ensure they meet State needs; and**
- c) **Should consider State and national crash data and State licensing requirements when developing or selecting curricula.**

<b>4.2.3 States shall require entry-level rider education and training providers to use State approved formalized curricula. The curricula shall:</b>
a) be contemporary, accurate, and meet State specified entry-level rider education and training curriculum content standards as described in Section 4.2.1;
b) include formalized lesson plans;
c) include intended goals, objectives, and outcomes for learning;
d) include methodology for assessing student performance;
e) be organized into lessons which build upon previous instruction;
f) employ multiple learning techniques to aid student retention;
g) incorporate both active learning and higher-order/critical thinking opportunities (e.g., risk management and decision making);
h) provide student resources that meet recommended readability levels (e.g., sixth grade);
i) be culturally equitable;
j) adhere to copyright/intellectual property laws; and
k) include a glossary.
<b>4.3 Assessment of and Feedback on Student Progress</b>
<b>4.3.1 States shall ensure students receive ongoing feedback through all phases of instruction. At a minimum, feedback shall be:</b>
a) consistent with course concepts, lessons, and objectives;
b) provided for each segment of the course (e.g., classroom and range instruction); and
c) constructive, informative, and frequently provided.
<b>4.3.2 States shall establish requirements for student assessments, including but not limited to:</b>
a) types of assessments to be conducted (i.e., formative, summative);
b) how assessments will be conducted;
c) notification to students of all summative assessments; and
d) verification of each student’s identity, if not in-person, as specified by the State.
<b>4.3.3 States shall ensure students are assessed on the knowledge and skills shown to be pertinent in crashes involving riders.</b>



**4.3.4 States shall require successful completion of approved summative knowledge and skills assessments that, at a minimum:**

- a) support the course goals, objectives, and outcomes;**
- b) are valid and reliable in measuring the knowledge and skills needed to demonstrate the ability to ride safely;**
- c) have at least two different versions or a pool of questions to be randomized for the knowledge test; and**
- d) are reasonably accessible to all students and accommodate those with disabilities, when necessary.**

#### **4.4 Traditional Classroom Instruction**

**4.4.1 States shall require classroom instruction to consist of a maximum number of 30 students.**

**4.4.2 States shall require providers to make available seating and writing space for each student.**

#### **4.5 Online Classroom Instruction**

**4.5.1 States shall establish requirements for online classroom instruction that specify how to organize, standardize, communicate, and deliver the instructional content/curriculum. Online instruction shall, at a minimum:**

- a) provide course information, including technical troubleshooting, instructional support, contact information, hours of availability, and expected response time;**
- b) indicate resources and materials that are supplemental to the course and made available through links, downloadable documents, software, an online resource center, or other means that are easily accessible to the student;**
- c) pre-qualify students' identity for attendance requirements (i.e., create an account with login credentials); and**
- d) ensure instructors who facilitate are trained in the effective use of online delivery of rider education learning systems and methodologies by means of State approved training, in addition to the basic instructor training program.**

**4.5.2 States shall establish requirements for the technological design and capabilities for online instruction of entry-level rider education and training. The requirements shall ensure, at a minimum:**

- a) the course content is delivered in chronological order;**
- b) the technological requirements such as hardware, web browser, software, internet connection speed, and other required components to take the course are provided or clearly described on the website, prior to the opportunity to purchase or begin the course;**
- c) student time in the course is tracked by amount of time logged in and course work successfully completed. Technical support, downloading videos, and other non-course related support shall not count toward student time;**
- d) the course and the website are user-friendly, easy to navigate, and accessible to students; and**
- e) students have a username and password to enroll in and access the course at all times.**

**4.5.3 States shall establish legal requirements for online instruction of entry-level rider education and training. At a minimum, the requirements shall ensure:**

- a) students are logged out or removed from the course after a specified amount of inactivity, as established by the State. The student shall be required to login again to resume or start the course over;**
- b) the online provider of the course shall be authorized by the State regulating authority to operate within the State and to provide online entry-level rider education and training instruction that meets State certification requirements;**
- c) online providers indicate clearly and accurately on their website if they are currently approved by the State regulating authority;**
- d) the course meets State and/or Federal accessibility standards (e.g., conforms to U.S. Sections 504 and 508 of the Rehabilitation Act in connection to information technology) to ensure equitable access to all users;**
- e) student information is kept confidential, protected, and securely stored in all electronic or non-electronic formats. The online provider meets all privacy and confidentiality requirements as set out by State and Federal laws;**
- f) online providers follow State and/or Federal legal requirements for the transmission of personal and/or confidential information, electronically or in hard copy format;**

g) the online provider’s privacy policy is clearly stated on the website;
h) all recorded student activity and test results are kept in a secure file/location as required by the State regulating authority; and
i) all hardware and software meet State and/or Federal requirements concerning the use of technology for professional or instructional purposes.
<b>4.5.4 States shall establish requirements for the online synchronous delivery of classroom instruction that specify how to organize, standardize, communicate, and deliver the instructional content/curriculum. Online synchronous instruction, at a minimum:</b>
a) shall consist of a maximum number of 30 students in the online synchronous classroom;
b) shall facilitate courses by State-approved instructors who meet Section 2.0 of the SERTS;
c) Shall ensure instructors facilitate the course by: <ul style="list-style-type: none"> <li>i. interacting with students regularly, through chat and other instructor-managed communication tools,</li> <li>ii. actively monitoring students’ progress, and</li> <li>iii. reviewing assignments or tests as necessary.</li> </ul>
d) shall ensure instructors facilitate student-to-student interaction which allows students to benefit from the questions and experiences of others; and
e) should ensure students have their webcam turned on, allowing the instructor to facilitate interactions and actively monitor students.
<b>4.5.5 States shall establish requirements for the online asynchronous instruction of entry-level rider education and training. The requirements, at a minimum:</b>
a) shall ensure courses are monitored/supported by program staff;
b) shall ensure there is no commercial marketing or advertising within the actual course content and lessons, other than the course provider’s labeling/branding;
c) shall ensure web pages and components (i.e., site map, contact page, orientation section, etc.) are clearly organized and explain how to navigate and use the course;
d) shall ensure students are able to resume from their last verified activity when logging back into the course; and.
e) should ensure the structure of the course facilitates student-to-student interaction, which allows students to benefit from the questions and experiences of others, through asynchronous mode(s) (e.g., blogs, emails, forums, message boards, podcasts, etc.).

## **4.6 Blended Classroom Instruction**

**4.6.1 States shall require providers utilizing blended/hybrid delivery approaches to meet the relevant instruction standards for Traditional Classroom Instruction (Section 4.4) and Online Classroom Instruction (Section 4.5) settings.**

## **4.7 Range Instruction**

**4.7.1 States shall establish standards, requirements, and criteria for training motorcycles used by course participants for on-motorcycle learning activities and practice. Training motorcycles used in entry-level rider training courses shall, at a minimum, be:**

- a) in safe operating condition;**
- b) intended for street use by the manufacturer;**
- c) available for each student participating in the course;**
- d) physically accommodating to fit varying student statures; and**
- e) regularly inspected, cleaned, and repaired.**

**4.7.2 States shall determine personal protective equipment required for participation in the entry-level rider training course, including specifications for personal protective equipment that is:**

- a) student owned; and**
- b) provided and maintained by providers.**

**4.7.3 States shall establish requirements for approved riding ranges. At a minimum, the range shall:**

- a) be approved by the State program prior to use;**
- b) have a minimum of 20 feet paved run-off area;**
- c) have a minimum distance from a permanent obstacle from any path of travel;**
- d) be secured from incursions and intrusion by other traffic (pedestrian and vehicular);**
- e) be free of removable obstacles; and**
- f) be free of hazardous surface conditions when in use.**

<b>4.7.4 States shall establish a maximum student-instructor ratio for range instruction, consisting of:</b>
<b>a) two instructors to teach a maximum of 12 students; or</b>
<b>b) one instructor to teach a maximum of 8 students.</b>
<b>4.7.5 States shall establish requirements for student/motorcycle capacity on riding ranges. A minimum perimeter dimension per student shall require:</b>
<b>a) 56 linear feet for 2-wheel (student range capacity is the total linear feet of the perimeter divided by 56'); and</b>
<b>b) 112 linear feet for 3-wheel (student range capacity is the total linear feet of the perimeter divided by 112').</b>
<b>4.7.6 States shall require instructors to supervise students at all times when operating a motorcycle throughout course activities.</b>
4.7.7 States should require providers to keep a maintenance log on each training motorcycle that is available for review during audits.
4.7.8 States should require additional equipment for range instruction. The additional equipment includes but is not limited to:
a) first-aid kit;
b) body fluid kit;
c) a fire extinguisher, at least rated 5-B:C by the Underwriters Laboratories (UL);
d) other safety kits;
e) crash reporting kit; and/or
f) a means of contacting emergency medical services.

## 5.0 Course Outcome Standards

Entry-level rider education and training prepares the novice rider to begin their riding experience. Gaining practice and exposure with immediate feedback will also help shape their knowledge, skills, and behaviors for safe on-street riding. These standards describe the measurable skills, abilities, knowledge or values that students should be able to demonstrate as a result of completing a course. It is important that the outcomes are measured both quantitatively and qualitatively as there are many aspects to ensuring that students understand what is being taught and are able to process the information to build on their beliefs and values.

The three domains of learning are cognitive, affective, and psychomotor. For full learning, in any discipline, all three domains must be learned. All three are particularly important when it comes to the task of riding a motorcycle.

Cognitive learning is demonstrated by knowledge recall, and the intellectual skills: comprehending, organizing ideas, analyzing and synthesizing data, applying knowledge, choosing amount alternatives in problem-solving, and evaluating ideas or actions<sup>4</sup>.

Affective learning is demonstrated by behaviors indicating attitudes of awareness, interest, attention, concern, and responsibility; ability to listen and respond in interactions with others; and the ability to demonstrate those attitudinal characteristics or values which are appropriate to the test situation and the field of study<sup>4</sup>.

Psychomotor learning is demonstrated by physical skills: coordination, manipulation, grace, strength, speed; actions which demonstrate the fine motor skills such as use of precision instruments or tools; or actions which evidence gross motor skills such as use of the body in dance or athletic performance<sup>4</sup>.

This section provides standards for:

- Cognitive Outcomes
- Affective Outcomes
- Psychomotor Outcomes

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<sup>4</sup> <https://www.utoledo.edu/aapr/assessment/Resources.html>



## 5.1 Cognitive Outcomes

### 5.1.1 The student shall be able to:

- a) identify situations in which laws, rules, and regulations apply to the operation of a motorcycle and describe the proper actions to take in response;
- b) identify basic concepts required to safely operate a motorcycle on the roadway;
- c) list strategies for recognizing and responding to potential hazards; and
- d) identify countermeasures for use in crash avoidance.

## 5.2 Affective Outcomes

### 5.2.1 The student shall be able to display positive beliefs and values developed throughout the course in regard to:

- a) responsible decision-making for the safe operation of a motorcycle;
- b) the mental and physical requirements needed to operate a motorcycle;
- c) use of personal protective equipment;
- d) responsibilities, accountability, and liability of a rider;
- e) considerations for interacting with other roadway users;
- f) factors that adversely affect riding performance;
- g) tasks that require additional skill and experience prior to engaging on a motorcycle; and
- h) additional training and the value of life-long-learning.

## 5.3 Psychomotor Outcomes

### 5.3.1 The student shall be able to:

- a) demonstrate skills for basic motorcycle operation;
- b) demonstrate skills necessary for maneuvering a motorcycle on the roadway and in traffic;
- c) apply strategies for recognizing and responding to potential hazards; and
- d) demonstrate countermeasures for crash avoidance.

## Glossary

**Administrator** – manager (affairs, a government, etc.); having executive charge of.  
Reference: 2024 SERTS

**Americans with Disabilities Act (ADA)** – a federal law that protects the civil rights of people with disabilities in many aspects of public life.  
Reference: <https://www.ada.gov/law-and-regs/>

**Assess / Assessment** (sometimes referred to as evaluation or test) – the systematic process of documenting and using empirical data on knowledge, skill, attitudes, and beliefs to refine programs and improve student learning.  
Reference: [https://knilt.arcc.albany.edu/Introduction\\_to\\_Educational\\_Assessment](https://knilt.arcc.albany.edu/Introduction_to_Educational_Assessment)

**Asynchronous** – not existing or happening at the same time. Allows the student to learn content on their own schedule, within a certain timeframe, usually through online instruction.  
Reference: Oxford dictionary and <https://online.osu.edu/content-hub/blogs/whats-the-difference-between-asynchronous-and-synchronous-learning>

**Blended Classroom Instruction** – a course being taught with a “mix” of traditional, and/or online learning.  
Reference: Adapted from 2023 NTDETAS

**Certification** – to award a certificate to a person attesting to the completion of a course of study or the passing of a qualifying examination.  
Reference: [www.tsfa.org](http://www.tsfa.org)

**Communication Plan** – a document that proposes how to target audiences using marketing communication channels such as advertising, public relations, experiences, or direct mail for example. It is concerned with deciding who to target, when, with what message, and how.  
Reference: 2017 NTDETAS

**Confidential** – spoken, written, and acted upon, etc., in strict privacy.  
Reference: [www.dictionary.com](http://www.dictionary.com)

**Consistent** – agreeing or accordant; compatible; not self-contradictory; constantly adhering to the same principles, course, form, etc.  
Reference: [www.dictionary.com](http://www.dictionary.com)

**Content** – the subject matter taught in entry-level rider training.  
Reference: Adapted from 2009 NTDETAS

**Crash Reporting Kit** – a collection of tools (e.g., step-by-step instructions, crash report form, witness cards, tire marker, pen, crash notification card, exoneration cards) that help riders and other individuals collect information about a crash for insurance reports, accident registers, and more.  
Reference: J.J. Keller & Associates, Inc.

**Cultural Equity** – consistent, systematic fair, just, and impartial treatment of all individuals while teaching entry-level rider education and training. Course content should be related to all students’ cultural context.

Reference: National Association of Multicultural Education

**Curriculum** – the overall written program of instruction, including classroom and range instruction. Generally required to be approved by the State in which the program is delivered.

Reference: Adapted from 2009 NTDEETAS

**Disability/Disabilities** – any condition of the body or mind (impairment) that makes it more difficult for the person with the condition to do certain activities and interact with the world around them (e.g., participate in traditional classroom education and/or on-cycle).

Reference: Centers for Disease Control and the Association for Driver Rehabilitation Specialists (ADED) <https://www.cdc.gov/ncbddd/disabilityandhealth/disability.html>

**Driver/Driving Record** – includes information about the driver, as well as their driving history, traffic violations, suspensions, tickets, mailing address, and other information.

Reference: AAMVA

**Endorsement** – issued to a person who can demonstrate ability to operate a motorcycle or motor driven cycle. It is required for anyone who wants to operate a motorcycle or motor-driven cycle on public roadways. This endorsement may not apply to all triple track or autocar type vehicles.

Reference: AAMVA Motorcycle Operator Manual [www.aamva.org/getmedia/8e906e6f-9b5c-4a2c-b22e-7905c523e387/AAMVA-Motorcycle-Operator-Manual.pdf](http://www.aamva.org/getmedia/8e906e6f-9b5c-4a2c-b22e-7905c523e387/AAMVA-Motorcycle-Operator-Manual.pdf)

**Entry-Level Rider Education and Training Course** – the course of study, under the direct guidance of an entry-level rider education and training instructor that, upon successful completion, results in a student having the basic knowledge, skills, and attitudes necessary to operate a motorcycle within the highway transportation system.

Reference: Adapted from 2017 NTDEETAS

**Evaluate (evaluation)** – a systematic process of collecting, analyzing, and interpreting information to determine the extent to which pupils are achieving instructional objectives.

Reference: <https://arcnjournals.org/images/2726145223713511.pdf>

**Facilitate** – an instructor works with learners to monitor progress, attendance, provide training, and assist in learner motivation to achieve instructional goals.

Reference: Adapted from 2017 NTDEETAS

**Formative Assessment** –informal evaluation tools used to understand a student’s progress throughout the course (e.g., class discussion, quizzes, and surveys).

Reference: [Formative and Summative Assessments | Poorvu Center for Teaching and Learning](#)

**Health Insurance Portability and Accountability Act (HIPAA)** – a federal law that required the creation of national standards to protect sensitive patient health information from being

disclosed without the patient's consent or knowledge. The U.S. Department of Health and Human Services (HHS) issued the HIPAA Privacy Rule to implement the requirements of HIPAA. The HIPAA Security Rule protects a subset of information covered by the Privacy Rule. Reference: [Health Insurance Portability and Accountability Act of 1996 \(HIPAA\) | Public Health Law | CDC](#)

**Informative Standards** – optional components which utilize descriptors such as should or may. These standards generally support an overall larger standard and support the State in meeting the standard more effectively, which should be met if possible.  
Reference: 2017 NTDEETAS

**Instructional Hours** – means those hours students are provided the opportunity to engage in educational activity planned by and under the direction of an instructor, exclusive of breaks and time spent for meals.  
Reference: 2017 NTDEETAS

**Instructor** – the person who delivers the curriculum; includes certified or licensed classroom and range instructors.  
Reference: 2017 NTDEETAS

**Instructor Candidate** – the person who is receiving training through instructor training courses to become an instructor.  
Reference: 2017 NTDEETAS

**Instructor Mentor** – a knowledgeable, experienced, and trusted advisor to give guidance, direction, and support to instructor candidates or instructors.  
Reference: Oxford dictionary

**Instructor Preparation Program/Instructor Training Course** – a State-approved course of study, the completion of which signifies that an enrollee has met all the State's educational or training requirements for initial certification or licensure to instruct entry-level rider education and training in the State.  
Reference: Adapted from Education Resources Information Center, U.S. Department of Education <https://eric.ed.gov/?id=ED587431>

**Instructor Trainer** – a qualified person offering instruction to qualify individuals as rider education and training instructors.  
Reference: Adapted from [www.lawinsider.com/dictionary/instructor-trainer](http://www.lawinsider.com/dictionary/instructor-trainer)

**Integrated** – classroom and range entry-level rider education and training that are scheduled to include an alternating mix of instruction throughout the duration of the entry-level rider training course.  
Reference: Adapted from 2017 NTDEETAS

**Knowledge** – facts, information, and skills acquired by a person through experience or education; the theoretical or practical understanding of a subject.  
Reference: Oxford dictionary

**Licensing** – formal permission from a governmental authority to operate a motorcycle on public roadway, generally given in the form of a motorcycle endorsement.

Reference: Adapted from 2009 NTDETAS

**Licensing Agency** – the authority in a jurisdiction to issue a motor vehicle operator’s license.

Reference: AAMVA

**Lifelong Learning** – the ongoing formal and informal acquisition of knowledge or skills.

Reference: 2024 SERTS

**Mentorship** – a structured, one-to-one relationship between an instructor mentor and an instructor or instructor candidate to increase knowledge and build skills toward accomplishing future goals and milestones.

Reference: Adapted from ANSTSE developed 2023

**Monitoring** – observing and checking the progress or quality of (something) over a period of time.

Reference: Oxford dictionary

**Multicultural Education Practices** – The ability to successfully teach students who come from a culture or cultures other than our own. It entails developing certain personal and interpersonal awareness and sensitivities, understanding certain bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching and culturally responsive teaching.

Reference: National Education Association (NEA) [www.nea.org](http://www.nea.org)

**Multiple Learning Segments** – a system where combined phases of classroom/theory and range instruction are delivered at different times to enhance learning.

Reference: Adapted from 2009 NTDETAS

**Normative Standards** – mandatory components which utilize descriptors such as shall, must or will. To meet the standards in full, all normative standards must be included in a State’s standards for motorcycle rider education and training programs.

Reference: Adapted from 2017 NTDETAS

**Novice Rider** – any person new to and/or inexperienced in motorcycling.

Reference: 2024 SERTS

**Online Classroom Instruction** – classroom/theory portion is delivered via the Internet, synchronously or asynchronously.

Reference: Adapted from 2009 NTDETAS

**Professional Development** – activities that enhance instructor knowledge and skills and provide an ongoing acquisition of knowledge, skills, and awareness of existing, new, or emerging issues by riding instructors.

Reference: 2024 SERTS

**Program** – the full scope of delivery of entry-level rider education and training, including both classroom/theory and range instruction.

Reference: Adapted from 2017 NTDEETAS

**Provider** – a legal entity that offers an entry-level rider education and training program.

Reference: Adapted from 2017 NTDEETAS

**Quality Assurance Program** – a process to ensure compliance with State program requirements and promote continuous improvement of the program.

Reference: 2014 NHTSA Administrative Standards

**Range** – a paved area for practicing motorcycle riding skills during a training course.

Reference: 2014 NHTSA Administrative Standards

**Range Instruction** – in-person, on-motorcycle instruction.

Reference: 2024 SERTS

**Rehabilitation Act** – the Federal legislation that authorizes a variety of training and service discretionary grants administered by the Rehabilitation Services Administration. The Act also includes a variety of provisions focused on rights, advocacy, and protections for individuals with disabilities.

Reference: [www.ada.gov](http://www.ada.gov)

**Reliable (Reliability)** – an index of how consistently a test measures something. For example, if a knowledge test is reliable, a person taking the test twice would be expected to get a similar score both times.

Reference: [www.aamva.org](http://www.aamva.org)

**Renewal Period** – the period of time for which a certification may be renewed, especially certification given by a licensing board.

Reference: 2024 SERTS

**Report** – to give or render a formal account or statement of.

Reference: 2009 NTDEETAS

**Skill** – the ability, coming from one's knowledge, practice, aptitude, etc., to do something well; competent excellence in performance.

Reference: [www.dictionary.com](http://www.dictionary.com)

**Standard** – a written definition, program description, limit or rule, approved and monitored by an authoritative agency, professional, or recognized body as an acceptable benchmark.

Reference: Adapted from 2017 NTDEETAS

**Standardized** – to bring forward to establish consistency and uniformity.

Reference: 2024 SERTS

**State** – the overall authority of the entry-level rider education and training program. While a State may obligate the management to another entity (i.e., contractor), the State is responsible for regulating the program.

Reference: 2024 SERTS

**Student-Instructor Ratio** – the number of students in comparison to the number of instructors provided for each course.

Reference: 2024 SERTS

**Summative Assessment** – a formal evaluation of a student’s knowledge and skills at the end of the course (e.g., final exam).

Reference: [Formative and Summative Assessments | Poorvu Center for Teaching and Learning](#)

**Synchronous** – refers to a setting in which the instructor and student(s) participate in the instruction at the same time.

Reference: Adapted from 2017 NTDETAS

**Theory** – while "theory" specifically refers to the general principles of the body of knowledge related to riding, including the ideal set of facts, principles and circumstances for riding, it is sometimes used as a substitute for "classroom" when referring to entry-level rider training - as in "...the classroom or theory portion of entry-level rider training.”

Reference: Adapted from 2017 NTDETAS

**Traditional Classroom Instruction** – the classroom portion of the curriculum is delivered in a physical classroom setting where learners attend in-person lectures and interact with instructors and peers face-to-face.

Reference: [Traditional classroom learning | EdisonOS](#)

**Training Motorcycle** – a motorcycle approved by the State program for use in a motorcycle training course, includes personally owned.

Reference: Adapted from 2014 NHTSA Administrative Standards

**Valid (Validity)** – an index of how well a test measures what it is supposed to be measuring. Thus, the validity of a rider licensing test is a measure of how well the test indicates that the applicant knows how to be a safe rider.

Reference: [www.aamva.org](http://www.aamva.org)

**Waiver** – an agreement with the State licensing agency that exempts a person from some licensing tests, usually as a result of a similar test taken elsewhere (i.e., rider education and training course).

Reference: 2024 SERTS

## Acronyms

AAMVA	American Association of Motor Vehicle Administrators
ADA	Americans with Disabilities Act
ADED	Association for Driver Rehabilitation Specialists
ANSTSE	Association of National Stakeholders in Traffic Safety Education
COOP	Continuity of Operations Plan
CPR	Cardiopulmonary Resuscitation
DOT	Department of Transportation
EWG	Expert Working Group
GED	General Education Development
GMOL	Guidelines for Motorcycle Operator Licensing
HIPAA	Health Insurance Portability and Accountability Act
HSS	Highway Safety Services, LLC
MSP	Motorcycle Safety Programs
NAMS	National Agenda for Motorcycle Safety
NHTSA	National Highway Traffic Safety Administration
NTDETAS	Novice Teen Driver Education Administrative Standards
SERTS	SMSA Entry-Level Rider Training Standards
SME	Subject Matter Expert
SMSA	State Motorcycle Safety Association
TWG	Technical Working Group
US	United States



# ATTACHMENT A

## SMSA Guidelines for Establishing State Motorcycle Safety Coalitions

# ATTACHMENT B

## SMSA Guidelines for Motorcycle Safety Related Data Collection

# ATTACHMENT C

The SMSA Motorcycle Safety State Self-  
Assessment Tool

# ATTACHMENT D

## National Highway Traffic Safety Administration (NHTSA) Model National Standards for Entry-Level Motorcycle Rider Training

# ATTACHMENT E

## Highway Safety Program Guideline Number 3