

# Certification Standards and Requirements for Entry-Level Commercial Motor Vehicle Driver Courses



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## **PREFACE**

The Professional Truck Driver Institute (PTDI) is a 501(c)(3) organization established for the purposes of developing uniform skill, curriculum, and course standards for entry-level commercial motor vehicle (CMV) driver training, and certifying training courses that, at a minimum, meet those standards. This publication is made available in the interest of CMV safety and the advancement of CMV driver training.

PTDI has developed three sets of standards: skill standards; curriculum standards and guidelines; and standards and requirements for course certification. This publication contains PTDI's standards and requirements to obtain PTDI course certification. The skill and curriculum standards are published in separate documents.

All of PTDI's standards result from the collective efforts and consensus of representatives from the motor carrier and insurance industries, drivers, and educators. The curriculum standards incorporate the curricular recommendations of the U. S. Department of Transportation's Federal Highway Administration's former Office of Motor Carriers Model Curriculum. The curriculum standards represent the minimum training elements that a commercial motor vehicle driver-training course should contain, and against which any such course may be judged. The absence of any particular performance element(s) and/or criterion/criteria from a training program should not signify a deficiency in that program, as each course of instruction must be considered individually.

### **PTDI STATEMENT OF REPRESENTATIONS AND DISCLAIMER**

The contents of this publication do not represent official policy of any governmental or quasi-governmental agency. PTDI expressly disclaims any and all liability for the content, use, and application of these skill, curriculum, and course certification standards, and makes no representation or warranty as to the fitness of any individual who has been trained in accordance with the standards or procedures detailed herein.

A school's compliance with PTDI's standards is purely voluntary. PTDI's certification of a course is evidence of a school's compliance with PTDI's curriculum and certification standards. PTDI certifies training courses, not schools. PTDI does not accredit schools or courses. PTDI is not a trade association and, therefore, has no members. Graduates of a PTDI-certified course are not themselves certified for having attended such a course.

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Provisions of the "Certification Standards and Requirements for Entry-Level Commercial Motor Vehicle Driver Courses" were in effect as of September 10, 1999. Substantive revisions or additions to this publication (formerly called "Certification Standards and Requirements for Entry-Level Tractor-Trailer Driver Courses") which have been made since that date are clearly identified. Updates for flow, consistency, clarification and relevancy may not be indicated. Also, see "Notes."

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## **SECTION 1: General Information**

### Professional Truck Driver Institute – Entry Level Driver Training Course Certification

#### **PURPOSE**

The Professional Truck Driver Institute is a national, nonprofit organization established for the two-fold purpose of (1) developing uniform industry skill, curriculum and course certification standards for entry-level CMV driver training and (2) certifying entry-level CMV driver training courses at public, private and carrier schools and motor carrier driver-finishing programs for compliance with PTDI standards.

The PTDI works to advance commercial motor vehicle driver training, proficiency, safety, and professionalism by promoting quality CMV driver training courses and by verifying and publicly attesting to their quality.

Voluntary certification of entry-level courses or driver-finishing programs is the PTDI process that grants public recognition to institutions whose courses or programs for training commercial motor vehicle drivers meet or exceed established qualifications and criteria, as determined through initial and periodic evaluation by the PTDI.

The purposes of the certification process are to provide a professional judgment of course quality, to encourage continuing course improvement, and to increase industry use of commercial motor vehicle driver training courses.

#### **NOTES**

These course certification standards are one of three sets of standards – “Skill Standards for Entry-Level Commercial Motor Vehicle Drivers,” “Curriculum Standards and Guidelines for Entry-Level Commercial Motor Vehicle Driver Courses” and “Certification Standards and Requirements for Entry-Level Commercial Motor Vehicle Driver Courses.”

The terms “commercial motor vehicle” and “CMV” are used throughout this document to reflect the broad category of vehicles that require a commercial driver’s license to operate.

The term “highway” as used in these standards includes public streets, roads, roadways and highways.

## ELIGIBILITY FOR PTDI COURSE CERTIFICATION

PTDI certifies entry-level commercial motor vehicle driver training courses of study throughout the United States and Canada, and may certify courses in other countries as appropriate. Schools providing such training are eligible for course certification without regard to their organizational form, sources of financial support, size of enrollment, or percentage of total effort dedicated to CMV driver training, or time in operation.

The objectives of PTDI certification are to help ensure that entry-level commercial motor vehicle driver training courses:

- are capably and responsibly managed;
- offer a well-organized and up-to-date curriculum;
- are conducted by qualified instructional personnel;
- use effective instructional materials, equipment, and methods requiring active involvement of learners;
- use a well-defined system for assessing outcomes and achievements of stated objectives and improving instruction.

In order to encourage new start-up schools to provide training that fulfills the objectives of PTDI's standards and certification, a school may apply for certification upon initiation of a driver-training course. However, in order to verify a school's compliance with the standards as a condition of certification, the on-site visit required for each school will not occur until the school has been conducting its course and graduated students.

To be considered for PTDI certification, a school must:

1. Be currently duly authorized in the state/province in which it operates to provide such training.
2. Have graduated a minimum of fifteen (15) students in the course for which they are seeking certification within the twelve (12) months preceding the application (or for start-up schools, within the first 12 months of operation.) This provision applies to an initial or continued certification of a PTDI course.
  - a. However, if a PTDI school with a certified course (either initial or continuing) due to extenuating circumstances cannot meet this minimum number of graduates, the school may apply for a variance from this requirement that will be reviewed and considered by the PTDI Certification Commission on a case-by-case basis.
3. Demonstrate that the training it will provide meets or exceeds the minimum amount of training time required by PTDI standards.
4. Demonstrate that the training it will provide meets or exceeds the minimum skills required by PTDI's standards.
5. Use an identified staff of individuals who are actively involved in training. Courses consisting only of lectures, broadcasts, audio-visual presentations, and other one-way communications are not eligible.

Any variance request must be approved prior to the on-site visit.

**INACTIVE STATUS:** During the term of certification, a school with a PTDI-certified course may be granted an inactive status and retain its certification for up to one year, contingent upon timely notice to PTDI, continued compliance with the standards, submission all reports and payment of the annual certification fee when due. Extenuating circumstances will be considered on an individual basis. To reactivate a course, the school must notify PTDI and must submit required reports and other verification of compliance as may be requested by PTDI.

**TRANSFER OF CERTIFICATION:** If a school transfers control to another organization, the PTDI certification may also be transferred contingent upon timely notice to PTDI, submission of a memorandum of understanding that the school thoroughly understands the standards and requirements, that they are not changing the integrity of the course and are continuing compliance with the standards. The school will sign a new certification and license agreement. Additional materials that the new organization will submit to PTDI will be determined on an individual basis. Note: If a school does not notify PTDI promptly – in accordance with the Certification and License Agreement – after the change in control, the PTDI certification ceases.

## CERTIFICATION ELEMENTS AND REQUIREMENTS

1. **Advertising Certification.** A school may not make promotional use of its application to PTDI prior to granting of certification by the PTDI.
2. **Standards Requirements.** These “Certification Standards and Requirements for Entry-Level Commercial Motor Vehicle Driver Courses” must be used in tandem with “Curriculum Standards and Guidelines for Entry-Level Commercial Motor Vehicle Driver Courses.”
3. **Evaluation.** Each course is evaluated within its own context and not in comparison to other courses.
4. **Sites and Courses.** Each site that conducts a course of instruction is considered an individual entity. Programs conducted at separate locations or branches are separate entities and are inspected and charged separately.
5. **Fees.** Current certification fees are provided on the PTDI web site. All fees must be paid prior to granting of certification or recertification and for continued certification.
6. **Certification Period.** The period of initial certification is for five years. Each recertification period is also for five years.
7. **License Agreement.** The school must sign a Certification and License Agreement as a condition of course certification. Provisions of the Agreement include, but are not limited to:
  - Purchasing Certificates or Seals of Attainment from PTDI and issuing to all graduates who complete PTDI requirements of the certified course and all school requirements;
  - Use of the PTDI logo and certification mark as prescribed by PTDI;
  - Reporting of graduates to HireRight DAC Trucking or other third party consumer reporting agency;
  - Reporting substantive changes to PTDI within 30 days of occurrence, including change of control, personnel, name, curriculum content and hours, or location;
  - Making facilities, equipment and materials available to PTDI when PTDI deems it necessary to determine compliance with the standards.

The License Agreement is available on the PTDI web site.

8. **Variations.** A school that uses innovative methods that vary from a standard may apply for a Variance for a specific standard. (See Standard 9.4). It must be approved prior to the on-site visit.
9. **Certification Profile.** Initial certification and recertification involve thorough completion of a Certification Profile and attestation to the data provided in the Profile PRIOR to a site visit. Certified courses must update their Certification Profile at least once per year during their renewal period. Any changes including, but not limited to: changes in personnel; instructor continuing education and performance evaluations; curriculum content and hours; student records and enrollment data.
10. **Site Visit.** The certification process on-site evaluation uses peer review. Schools reserve the right to request different team members than assigned if there could be a conflict of interest.

11. **Site Visit Subject Matter Expert.** The site visit team includes a Subject Matter Expert (SME). The school provides the SME is an industry representative from the geographic area where the applicant school is located. This is typically a qualified mechanic who is physically present to conduct the vehicle inspection.
12. **Demonstrating Course Compliance.** Responsibility for demonstrating compliance with the standards lies with the training organization. Documentation required for certification is detailed in the Certification Profile and includes, but is not limited to:
  - accreditation and/or licensing information
  - course advertising materials
  - training materials
  - organization policies
  - instructor records
  - facilities and equipment information
  - student records
  - enrollment data
13. **Ongoing Course Compliance.** Certification requires schools to comply with standards and requirements throughout the certification term. Continued certification is contingent on continued compliance with the standards. Failure to comply will subject a school to corrective action up to and including loss of certification.
14. **Instructional Design Changes.** When a school modifies the instructional design of a certified course by reducing required hours of instruction (including when behind the wheel instruction as a result of a change in student instructor ratios because of enrollment or when the overall length of the course is not as advertised):
  - The school must update and submit their certification profile.
  - A site visit may be conducted, as determined by the Certification Commission.
15. **Audits.** Random audits with or without prior notice as appropriate may be conducted during any period of certification to determine continued compliance with standards. These may be initiated by a formal complaint or as part of the routine random process.
16. **Certification Appeal.** Courses denied certification or recertification by the PTDI Certification Commission have the right to request reconsideration of the decision by the Commission. The process is explained in this document in the section “Rules and Procedures.”
17. **Certification Decision Privacy.** PTDI will publish information indicating that a course has been certified. If the course is not certified, PTDI may state the fact that the organization applied for certification of its course, that certification was not granted, and the date of the decision only upon inquiry. PTDI may not disclose any other information regarding the organization related to the decision. The same rule applies for courses who exit certification or lose certification.

## APPLYING FOR CERTIFICATION

Review the Certification process and application at <http://www.PTDI.org>

### Application

Before you apply, it is highly recommended you review the standards thoroughly. Courses are evaluated based on the standards. The process requires a training organization to provide evidence that demonstrates the course meets the requirements in the skill, curriculum and certification standards.

Steps to certifying your course

1. **Readiness Survey.** Complete and submit the certification readiness survey found on the PTDI web site.
2. **Application.** Complete and submit the Certification Application on the PTDI web site. The application requires payment by credit card or check.
3. **Certification Profile.** Create your Certification Profile to tell us about your course. Thoroughly complete the profile as details are critical. Certification review is based on your profile and the site visit.
4. **Site Visit.** Welcome a site visit to see your course in action. Initial certifications require an onsite visit after the profile has been reviewed and approved.
5. **Determination.** If applicable, remedy any gaps identified during the process. Complete the post certification activities.

### Certification Fees

PTDI Certification fees can be found on the PTDI web site. There is an initial certification fee due with your application. Discounts are offered for multiple sites and multiple courses. Certification fees are non-refundable.

### Certification Deadlines

You can apply for certification at any time. There is no guarantee when certification will be determined. Time frames vary depending on a number of factor. See the PTDI web site for more details about timelines for certification, site visits and more.

## POST CERTIFICATION ACTIVITIES

6. **License Agreement.** Sign and return a copy of the Certification and License Agreement to PTDI. Keep a copy for your files.
7. **Certificates and Seals.** Order Certificates of Attainment or Seals from PTDI. Issuing a PTDI Certificate or Seal to each qualified graduate of your course (i.e. all those who complete PTDI course requirements) is mandatory. Certificates and seals are uniquely numbered and must be ordered from PTDI.
  - PTDI keeps track of the numbers that were issued to you.
  - Retain a copy of the certificates or seals issued to students for five years for review by the PTDI. See Standard 8.2. A copy should be kept in each student's permanent file.
  - You will be asked to provide this information as part of your enrollment data.
8. **HireRight DAC Reporting.** Read and follow the PTDI DAC Reporting Guidelines. This includes completing the HireRight DAC Trucking agreement and regularly submitting your course graduates to them. Submission of reports on graduates is a requirement as part of your certification unless prohibited by law. Having students sign a release may be sufficient for FERPA and Fair Credit Reporting. See the PTDI DAC Reporting guidelines for more information.
9. **Course Changes.** Inform PTDI in writing within thirty (30) days of the occurrence of any of the following: change of control; change of name; sale of stock totaling more than fifty-one percent (51%) of the outstanding shares; change of address; any revision(s) to the certified course(s); or any event that changes the status of the LICENSEE or affects or could affect the continuation of PTDI's course certification(s).
10. **Certification Profile.** Update and submit your Certification profile at least once a year during your renewal period. You will receive a reminder to pay the annual certification fee and submit profile updates.
11. **Maintain the standards.** Be sure to periodically review the standard documentation and ensure ongoing course compliance. This includes items such as vehicle maintenance, instructor development and more.
12. **Miscellaneous.** Other activities to consider:
  - Announce your certification with a press release and include PTDI.
  - Add a PTDI link to your web site
  - Order PTDI gear, such as decals for your trucks

## DEFINITION OF TERMS

### **Behind-The-Wheel (BTW)**

Behind-the-wheel time is supervised time when the student has actual control of the vehicle during the driving lesson that is being conducted on the range or on the highway.

### **Breaks**

Training schedules should contain reasonable breaks for both the student and the instructors. A fifteen-minute break in the morning, a half-hour to one-hour lunch period and at least a fifteen-minute break in the afternoon would correspond with the normal workday and is considered reasonable. Breaks are not PTDI-certifiable time.

### **Certification**

The process of initially confirming that the minimum standards of the PTDI have been met or exceeded.

### **Classroom Instruction**

Instruction that occurs in a non-vehicle, non-laboratory environment and is accompanied by instructional aids that facilitate large numbers of students at one time. Note: Students are under direct supervision of an instructor who is not otherwise engaged. Note: Classroom time is calculated with lab time for PTDI purposes.

### **Computer-Based Training (CBT)**

The use of computers as a key component of the educational environment. Computer-based training is self-paced learning activities accessible via a computer or handheld device typically delivered via CD-ROM. (See also Web-Based Training and Distance Learning.)

### **Commercial Motor Vehicle (CMV) (requiring a commercial driver's license (CDL))**

In accordance with *FMCSR 383.5* – A motor vehicle or combination of motor vehicles used in commerce to transport passengers or property if the motor vehicle—

- (a) Has a gross combination weight rating of 26,001 pounds or more inclusive of a towed unit(s) with a gross vehicle weight rating of more than 10,000 pounds, or
- (b) Has a gross vehicle weight rating of 26,001 pounds or
- (c) Is designed to transport 16 or more passengers, including the driver, or
- (d) Is of any size and is used in the transportation of *hazardous materials* as defined in this section.

### **Course**

All the operations – including administration, qualified instructors, facilities and equipment – designed to provide qualified students with a course of instruction in the safe and responsible operation of commercial motor vehicles. Each course is evaluated and certified separately.

### **Course of Instruction**

The curriculum – instructional intent, content, methods, and materials.

### **Direct Contact Instructional Hours**

An hour of scheduled instruction given to students; i.e., classroom, lab, behind-the-wheel time, observation time, and independent study, if used. (Note: observation time is not PTDI-certifiable time but is counted for purposes of determining the 10-hour maximum average length of day.)

### **Distance Learning**

Distance learning is an educational or instructional activity that is delivered electronically to students. This could include interactive instructional models such as audio or video computer conferencing, or Internet/Web-based instruction. The use of home-based learning using only a workbook as a study guide is not acceptable. (See also Computer-Based Training and Web-Based Training.)

**Discretionary Hours**

The 15 (17) hours in addition to the hours prescribed for the five PTDI curriculum units to complete the 104 (125) required classroom/lab hours. These hours may consist of additional hours in those five PTDI curriculum units or additional topics such as additional DOT regulations, First Aid/CPR, CDL written preparation, a defensive driving course, or information about the job search. However, these hours may not substitute for driving hours.

**Externship**

The option that allows a training course to defer up to 14 (17) of the 44 (53) behind-the-wheel training hours of any individual student to a trucking firm, where that time is completed under close supervision of a driver-trainer attached to the firm. Three (3) BTW hours with the carrier equals one (1) hour BTW time conducted at the school; i.e., 3 hours with the carrier translates to 1 hour of PTDI-certifiable time.

**Highway**

As used in these standards includes public streets, roads, roadways and highways.

**Highway Instruction (BTW)**

Instruction that normally occurs on public streets and highways. During the highway instruction the vehicle travels over a pre-planned route, or in a designated area, that is known to provide the highway and traffic conditions needed to satisfy the instructional objectives of the lesson being taught. Note: Students are under direct supervision of an instructor who is not otherwise engaged in non-instructional activities.

**Independent Study**

An alternative method of guiding student learning. It must meet the same objectives with regard to content, time on task and mastery of materials. It is not the same as homework, which merely reinforces materials covered in class. Visual, auditory, simulator, computer-assisted materials and problem-solving activities are appropriate independent study.

**Instructional Hours**

The hours in which actual training occurs. Training hours are expressed in the PTDI standards in two ways and in the following order – 60 minute hours (i.e., 60 minutes of actual instruction) and 50 minute hours (shown in parentheses) in which only 50 minutes of actual instruction takes place within the hour.

**Laboratory Instruction**

Instruction occurring outside a classroom that does not involve actual operation of the vehicle and its components. Examples of laboratory instruction include pre-trip inspections, diagnosing/reporting malfunctions and handling cargo. Note: Students are under direct supervision of an instructor who is not otherwise engaged. Instruction that takes place on the range that is not BTW is considered lab time. Note: Lab time is calculated with classroom time for PTDI purposes.

**Length of Day**

The total length of instructional day including direct contact instructional hours and independent study, if used, and not including breaks.

**Night Driving**

Behind-the-wheel time from sunset to sunrise.

**Observation Time**

Time spent observing while other students perform range and highway BTW activities. Observation time may be included in the total program hours but is not included in requirements for individual student time. It is not included in the hours requirement for PTDI course certification.

**Organization**

Any entity that provides a course of training and testing of commercial motor vehicle drivers. It includes for-hire and private motor carriers; colleges, universities, and vocational schools; career schools; business organizations devoted to training or testing; government agencies; labor and trade associations; and organizations who jointly sponsor a course.

**Range Instruction (BTW)**

Instruction that normally occurs in a protected area or “driving range” where students may make use of commercial motor vehicles without hazard from other highway users. Note: Students are considered to be under direct supervision of an instructor who is not otherwise engaged in non-instructional activities. Range instruction means BTW time. Instruction that occurs on the range that is not BTW is considered lab time.

**Ratio**

The proportional relationship of students to vehicle, vehicles to instructor, or students to instructor.

**Recertification**

The PTDI process of officially reconfirming that the minimum standards of the PTDI have been met or exceeded.

**Simulation**

A driving simulator is a hardware or software replication of a commercial motor vehicle. A driver training device is an applications tool (utilizing a simulator) that is designed to provide sufficient fidelity in replicating the behavior of a commercial motor vehicle combined with instructional content, driver measurement and student performance comparative reporting.

**Student:Vehicle Ratio (SVR) - Range**

The number of students normally assigned to a CMV during range (BTW) training activities.

**Student:Vehicle Ratio (SVR) – Highway**

The number of students normally in the cab of a CMV, along with the instructor, during the highway training portion of your program.

**Time exemptions**

Verifiable exceptions to meeting the full PTDI time requirements.

**Time Waiver**

The form and documentation required in order to request that independent study be substituted for a portion of the required minimum hours of classroom/lab.

**Variance**

The option that allows flexibility for a school to meet a specific standard that cannot be met in a conventional manner, without compromising the standard.

**Web-Based Training (WBT)**

An approach to distance learning where computer-based training (CBT) is transformed and distributed through the World Wide Web, the Internet or intranets. Educational content tends to be live allowing self-directed or self-paced learning. The WBT system capable of evaluating progress and performance through a learning management system independent of the computer platform. (See also Computer-Based Training & Distance Learning.)

## **SECTION 2: Certification Standards and Evaluation Guidelines**

### **OVERVIEW**

This section contains the certification standards as well as evaluation guidelines for helping the school determine whether they are meeting the standards.

The top section of each page is the standard.

The sections below the standard are evaluation guidelines:

- Suggested examples of documents/information to examine
- Evaluation process could include
- Suggested points of inquiry

The guidelines are not part of the standard but may help the school fulfill and document adherence to the standards.

Please note that all standards apply to the entire course being certified.

These certification standards must be used in tandem with the curriculum standards found in “Curriculum Standards and Guidelines for Entry-Level Commercial Motor Vehicle Driver Courses.”

## Standard 1 - Course Administration

### 1.1 Truth in Advertising and Public Information

Advertising statements and informational materials are clear, truthful, accurate and unambiguous in describing the school's driver training program.

**Suggested examples of documents/information to examine:**

- Web Site
- Course Catalog
- Student Handbook (or Student Packet)
- Materials given to prospective students
- Posters and ad copy

**Evaluation process could include:**

1. Reviewing catalog and other materials submitted with application.
2. Asking for the same materials that are given to students, employers and prospective students.
3. Comparing materials to List of Unacceptable PTDI Course Advertising
4. Checking to see how claims of meeting PTDI standard or similar language are used. (Collect sample and forward back to Certification Commission.)
5. Comparing claims and actual data from students, administrators, and records.

*Note: Whenever a school will not be offering or conducting a PTDI-certified course, students must be notified prior to class start.*

**Suggested points of inquiry:**

1. Do claims match the findings data, especially for hours of training and outcomes?
2. Do the materials provide a realistic picture of the training provided?
3. Do actual costs match advertised costs so that there are no hidden costs?
4. Do promotions and advertisements avoid superlatives?
5. Does copy present verifiable numbers?
6. Are PTDI-certified courses clearly distinguished from other courses offered?
7. Are the printed materials requirements in the Certification Profile confirmed?
8. Is information consistent across documents/media?

## Standard 1 - Course Administration

### 1.2 Organizational Framework

The course is clearly administered through a defined organizational framework that has institutional support and with a staff who possess administrative qualifications.

#### Suggested examples of documents/information to examine:

- Organizational chart
- Application information

*Note: Examine instructor staff files under Standards 3.1 and 3.2.*

#### Evaluation process could include:

1. Examining
  - organizational charts
  - personnel files as appropriate
2. Conversing with program administrator and director about
  - who makes instructional decisions.
  - institutional support activities

#### Suggested points of inquiry:

1. Are lines of responsibility and authority clearly drawn so you can see who is in charge of training?
2. Does training program staff have clear authority for their program and clear access to administrators?
3. Are the training and experience of administrative staff in areas of training administration, training planning, student affairs, public relations, finance, and records as well as other skills appropriate to their assigned jobs?

## Standard 1 - Course Administration

### 1.3 Course Goals

The course of instruction is guided by clearly stated objectives that match needs of students and the transportation industry.

Objectives must be industry specific to meet the job performance requirements of the industry and clearly indicate the type of knowledge, skill and behavior students must demonstrate.

#### **Suggested examples of documents/information to examine:**

- Course Catalog
- Course Syllabus
- Mission of program or institution

#### **Evaluation should include:**

1. Reviewing printed materials for statements of goals and objectives.
2. Asking students and teachers about goals and comparing responses to those of administration and printed materials.

#### **Suggested points of inquiry:**

1. Are the goals clearly stated and appropriate?
2. Are the goals integral and appropriate to instruction?
3. Do the goals lead to measurable objectives?

## Standard 1 - Course Administration

### 1.4 Student Eligibility and Admissions

The school has clear, written eligibility course requirements and admissions policy that the school follows and provides to prospective students.

Except as otherwise required by law, an applicant must meet the applicable minimum federal/state/provincial driver qualification requirements.

<p><b>Suggested examples of documents/information to examine:</b></p> <ul style="list-style-type: none"> <li>• Application for admission</li> <li>• Copy of enrollment agreement</li> <li>• Other admission and enrollment materials</li> <li>• Written policies</li> <li>• Descriptions of exceptions</li> <li>• Student files and records</li> <li>• Physical exams and drug screens</li> </ul>	<p><b>Suggested points of inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Is there written policy, and is the policy followed consistently?</li> <li>2. Do those requirements meet the requirements of the law and regulation?</li> <li>3. Is there any evidence of discrimination or inappropriate activity?</li> <li>4. Does course actually follow stated requirements?</li> <li>5. Are enrollment agreements used and are rules clearly stated?</li> </ol>
<p><b>Evaluation process could include:</b></p> <ol style="list-style-type: none"> <li>1. Discussing with administrators how recruiting takes place</li> <li>2. Collecting and examining all types of written and promotional materials</li> <li>3. Asking where to find information on eligibility.</li> <li>4. Discussing eligibility requirements and examining all documents on which they appear.</li> <li>5. Looking at applications and action documents and matching them to policy.</li> <li>6. Discussing exceptions/waivers with administrators.</li> <li>7. Talking with students to see if policies are followed.</li> </ol>	

## Standard 1 - Course Administration

### 1.5 Written Policies and Procedures

The school must utilize a written safety/accident prevention policy. Any liability of the school and/or students should be clearly defined and evidence of insurance coverage provided.

**Suggested examples of documents/information to examine:**

- Policy manuals
- Memos and directives
- Signs, postings and other materials on display
- Written materials provided to students, staff, employers, and prospective students, especially promotional and marketing materials.
- Proof of insurance

**Evaluation process could include:**

1. Collecting and examining a variety of documents.
2. Checking consistency of language across documents.
3. Talking with students, instructors, and administrative staff to ensure that policies are implemented and are implemented consistently.
4. Considering the range of issues covered by policy, including for range and highway.

**Suggested points of inquiry:**

1. Are regulations and issues such as safety, liability, and rules covered in the materials?
2. Are all appropriate topics and regulations covered?
3. Are any important documents missing? (e.g. policy manual)
4. Are policies followed and are they followed consistently?
5. Are policies explained for prospective and actual students? If so, how?
6. Are policies provided to students or posted?

## Standard 2 – Curriculum

### 2.1 Course Outline

A course outline clearly identifies units of instruction including their sequence, broad purpose, and general content.

It is provided to all participants.

**Suggested examples of documents/information to examine:**

- Course description
- Course and/or curriculum outlines
- Course syllabus
- Schedule of subjects
- Materials provided to students
- Daily forms and reporting sheets
- Daily Lesson plans

**Evaluation process could include:**

1. Examining course outlines or syllabi.
2. Examining the information provided about how course topics match those of standards.
3. Asking instructors when and where a sample of subjects is taught.
4. Looking at lesson plans and outlines to confirm information.

**Suggested points of inquiry:**

1. Do topics correspond with PTDI Standard for content topics? (See “Curriculum Standards and Guidelines for Entry-Level Commercial Motor Vehicle Driver Courses.”)
2. Is the information provided to students in a clear and concise manner?
3. Are the materials followed/implemented in the training?
4. Are units of instruction clearly delineated and used?
5. Does activity follow purpose?

## Standard 2 – Curriculum

### 2.2 Course Content and Objectives Specifications

The course is composed of units of instruction that cover the knowledge and skills required to operate a commercial motor vehicle safely and properly.

Units are designed around a combination of performance, knowledge and skill objectives, although not every unit necessarily will have some of each.

The instructional sequence is structured to enable efficient teaching and learning.

*Performance* objectives specify what students can do at the conclusion of instruction and are linked directly to the PTDI Curriculum Standards.

*Knowledge* objectives describe what students know at the conclusion of instruction and are linked directly to the PTDI Curriculum Standards.

*Skill* objectives describe the level of performance students must master/demonstrate at the conclusion of instruction and are linked directly to the PTDI Curriculum Standards.

<p><b>Suggested examples of documents/information to examine:</b></p> <ul style="list-style-type: none"> <li>• Course syllabus, outlines and descriptions</li> <li>• Lesson plans and instructional material</li> <li>• Text materials</li> </ul>	<p><b>Suggested points of inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Do the units of instruction match the required content of the PTDI Curriculum Standards? (See “Curriculum Standards and Guidelines for Entry-Level Commercial Motor Vehicle Driver Courses.”)</li> </ol>
<p><b>Evaluation process could include:</b></p> <ol style="list-style-type: none"> <li>1. Determining if instruction is based on specified objectives.</li> <li>2. Checking samples of lessons plans to ensure standards of content are being addressed during instruction.</li> <li>3. Comparing content and objectives to PTDI curriculum standards and guidelines</li> </ol>	<ol style="list-style-type: none"> <li>2. Does the sequence follow a clear and planned pattern?</li> <li>3. Are skills, knowledge (and attitudes) specified and intentionally addressed, both as objectives and in teaching?</li> </ol>

## Standard 2 - Curriculum

### 2.3 Print Materials

Printed instructional materials:

- are appropriate to their intended use during instruction, or preparation for instruction
- fit conditions of use (e.g., classroom, on range, in vehicle, self study, distance education, externship)
- are provided to each trainee
- contain up-to-date information.

**Suggested examples of documents/information to examine:**

- Texts in use
- Handouts and other materials
- Posters
- Checklists
- Student records/grades

**Evaluation process could include:**

1. Collecting and examining materials used in course.
2. Selecting sample of materials and matching those to course content, outline and objectives.
3. Looking for up to date information in materials.

**Suggested points of inquiry:**

1. Do the materials present the content consistent with the objectives?
2. Do the materials attract and hold trainee interest?
3. Is each trainee provided with the appropriate amount of training materials?
4. Are the materials current with standards and practice in the industry?

## Standard 2 - Curriculum

### 2.4 Audio-Visual/Multimedia Materials/Simulation

Materials are up-to-date, appropriate, and fit into instructional sequence and lessons.

Simulators, electronic multimedia and computer-assisted instruction activities may be used and count toward classroom/laboratory time. All such training materials must meet the requirements for curriculum materials outlined for classroom-based training in Standard 2.2 (Course Content and Objectives Specifications.)

<p><b>Suggested examples of documents/information to examine:</b></p> <ul style="list-style-type: none"> <li>• Video and audio media</li> <li>• Computer assisted materials</li> <li>• Simulator materials</li> <li>• Models and similar materials</li> </ul>	<p><b>Suggested points of inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Do the materials support the instructional objectives?</li> <li>2. Are the materials current for the industry and as instructional materials? Is equipment, style of dress and language current?</li> <li>3. Are the materials appropriately integrated into instruction activities?</li> <li>4. Do materials fit the sequence?</li> </ol>
<p><b>Evaluation process could include:</b></p> <ol style="list-style-type: none"> <li>1. Collecting and examining materials used in course.</li> <li>2. Selecting sample of materials and matching those to course content, outline and objectives.</li> <li>3. Looking for up-to-date information in materials.</li> <li>4. Looking at lesson plans to ensure materials are integrated into lessons and are used at the appropriate time.</li> </ol>	

## Standard 3 - Instructional Personnel

### 3.1 Instructor Qualifications

Instructional personnel must be competent persons who by way of education, training and/or experience are knowledgeable of course content, and are capable of identifying specific course and/or administrative matters that could affect course quality. They must also have education and experience that qualify them for their assignments. The following elements are required:

1. Skill instructors, where commercial motor vehicle-driving competency is required, have a minimum of three (3) years experience as a licensed commercial motor vehicle driver with a driving record which meets state/provincial requirements, school policy/standards, and regulatory requirements.
2. Classroom instructors have documentation of instructional skills, such as formal training, in-service education or teaching experience.
3. Each instructor must have a state/provincial license and other permit, if applicable, and meet state/provincial requirements for a vocational instructor.

#### **Suggested examples of documents/information to examine:**

- Resumes
- HireRight DAC Trucking files or other industry database
- Personal interview on-site if there is an issue
- Instructor Qualification Forms in SER

#### **Evaluation process could include:**

1. Verifying qualifications from PTDI form and personnel files.
2. Comparing qualifications to regulations.
3. Discussing experience and training with instructors.
4. Asking program administrators about any special circumstances.
5. Explanation if someone does not meet the standards.

#### **Suggested points of inquiry:**

1. Does each instructor meet each part of the standard?
2. If there is variance, what are the special circumstances and are they reasonable? Indicate this in the Certification Profile and on the record of "Instructor Qualifications Form."
3. Are instructors teaching subjects they are clearly qualified to teach?
4. Is a state/provincial teaching license required? Is a copy in the file?
5. Complete the "Instructor Qualifications Form" and retain with school internal records.

### Standard 3 - Instructional Personnel

#### 3.2 Instructor Staff Development and Supervision

Instructors must participate in an ongoing staff development program and activities, such as in-service training, membership and participation in trade and professional organizations, or other training activities designed to improve their teaching competencies.

Also, to ensure high quality instruction, instructors are carefully supervised and systematically evaluated at least annually with appropriate documentation. Instructors who have been employed by the school for less than one year should be evaluated quarterly.

<p><b>Suggested examples of documents/information to examine:</b></p> <ul style="list-style-type: none"> <li>• Instructor Qualifications form in SER</li> <li>• Performance appraisals</li> <li>• In-Service training programs and records</li> </ul>	<p><b>Suggested points of inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Is there a regular monitoring program for instructor activity?</li> <li>2. Is there a regular and useful performance appraisal system for instructors?</li> <li>3. Is there an in-service program; is it useful; and is it used by instructors?</li> <li>4. Are evaluations documented?</li> <li>5. Is in-service documented?</li> </ol>
<p><b>Evaluation process could include:</b></p> <ol style="list-style-type: none"> <li>1. Talking with instructors to ask about instructor staff development and supervision programs.</li> <li>2. Discussing how instructors were trained for their jobs.</li> <li>3. Examining the performance evaluation system and talking about it with staff.</li> </ol> <p><i>Note: Staff meetings are not the same as staff development</i></p>	

## Standard 4 - Training Vehicles

### 4.1 Training Vehicles

Vehicles are comparable to industry sector for which students are being trained.

All highway vehicles are in good mechanical condition and comply with applicable federal/state/provincial safety requirements.

**Suggested examples of documents/information to examine:**

- Inventory and use records
- Evidence of insurance
- Vehicle maintenance files

**Evaluation process could include:**

1. Reviewing the inventory of equipment and matching it to those of the motor carrier industry.
2. Inspecting vehicle files and inspection reports and visually comparing to the vehicles.
3. Discussing policy and practice with maintenance staff, administrators, and instructors.

*Note: It is recommended that range vehicles meet an appropriate level of safety.*

**Suggested points of inquiry:**

1. Do vehicles match (or exceed) those used by employers in the region served by training?
2. Are inspection compliance documents on file for all registered vehicles?
3. Is the filing system clear, systematic, and comprehensive?
4. Is the equipment specific to the training activity; i.e., is range equipment adequate for range purposes and highway equipment adequate for highway purposes?

## Standard 5 - Instruction

### 5.1

#### **Classroom/Lab Instruction**

Classroom/lab instruction is composed of units of instruction that cover the information required to operate a commercial motor vehicle safely.

Instruction covers subject areas identified by the PTDI curriculum and skills standards including the performance criteria.

Classroom/lab instruction is supported by appropriate visual and instructional aids such as slides, films, videotapes, electronic multimedia, displays, textbooks and written instructional materials, models, charts, mock-ups, simulators and computer-based instructional activities.

<p><b>Suggested examples of documents/information to examine:</b></p> <ul style="list-style-type: none"> <li>• Curriculum guidelines and outlines</li> <li>• Texts, workbooks, instructional aids and other materials</li> <li>• Daily Lesson Plans</li> </ul>	<p><b>Suggested points of inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Do materials reflect PTDI standards? (See “Skill Standards for Entry-Level Commercial Motor Vehicle Drivers” and “Curriculum Standards and Guidelines for Entry-Level Commercial Motor Vehicle Driver Courses.”)</li> </ol>
<p><b>Evaluation process could include:</b></p> <ol style="list-style-type: none"> <li>1. Discussing curriculum content with instructors and administrators.</li> <li>2. Interviewing students to ensure that what instructors and administrators say is actually taught.</li> <li>3. Examining content and materials and comparing to standard.</li> <li>4. Visiting classroom and observing instruction.</li> <li>5. Observing how materials are being used.</li> <li>6. Comparing daily lesson plan for that day’s training to what is actually being taught on that day</li> </ol>	<ol style="list-style-type: none"> <li>2. Are all critical topics covered, and covered at the correct level of emphasis? (See Content, Discretionary Hours, Exhibits 1 and 2, Minimum Training Hours and Time Exemptions in “Curriculum Standards and Guidelines for Entry-Level Commercial Motor Vehicle Driver Courses.”)</li> <li>3. Is the material clearly linked to instructional objectives and expected outcomes?</li> <li>4. See Standard 9.1 to validate any Independent Study used.</li> </ol>

## Standard 5 - Instruction

### 5.2

#### **Instructional Time**

Each student must receive a minimum of 148 hours (60-minute hours) or 178 hours (50-minute hours) of instruction.

- This could be a combination of learning techniques such as classroom, lab, Computer-Based Training, and/or simulation, and must include range and highway driving.

Classroom and lab time must be a minimum of 104 hours (60-minute hours) or 125 (50-minute hours).

- Classroom/lab and skills training must include each component outlined in the Curriculum Standards Units of Instruction as found in “Curriculum Standards and Guidelines for Entry-Level Commercial Motor Vehicle Driver Courses.”

Behind-the-wheel instruction must be a minimum of 44 hours (60-minute hours) or 53 hours (50-minute hours) per student and completed as follows:

- Highway instruction must include a minimum of 12 hours including six hours with a 15,000 pound load.
- The remaining 32 hours may be range, highway or a combination of range and highway.
- One hour must include night driving practice.
- Classroom/lab and skills training must include each component outlined in the Curriculum Standards Units of Instruction as found in “Curriculum Standards and Guidelines for Entry-Level Commercial Motor Vehicle Driver Courses.”

If the student to vehicle ratio exceeds 1 to 1 (1:1), see “Curriculum Standards and Guidelines for Entry Level Commercial Motor Vehicle Driver Courses” for appropriate time conversion.

<p><b>Suggested examples of documents/information to examine:</b></p> <ul style="list-style-type: none"> <li>• Attendance sheets and other student records from 2-3 classes</li> <li>• Instructors logs, notes and time sheets</li> <li>• Logbooks</li> <li>• Content and Hours Match (Tab 6 of SER)</li> <li>• Scale tickets</li> </ul>	<p><b>Suggested points of inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Do the times meet the standard in each category? (See Minimum Training Hours, Discretionary Classroom Hours, Externship Option, Ratios, Time Exemptions, and Exhibits 1 and 2 of “Curriculum Standards and Guidelines for Entry-Level Commercial Motor Vehicle Driver Courses”.)</li> <li>2. Are conversions for student to vehicle ratios and for 50 and 60-minute classes accurate and appropriate?</li> <li>3. Are night driving principles practiced? (See Minimum Training Hours in “Curriculum Standards and Guidelines for Entry-Level Commercial Motor Vehicle Driver Courses”.)</li> <li>4. Are observation and break time in addition to the required 104 classroom/lab hours and 44 individual BTW hours?</li> </ol>
<p><b>Evaluation process could include:</b></p> <ol style="list-style-type: none"> <li>1. Sampling several student records from previous classes to look at instructional time.</li> <li>2. Discussing time with students and instructors.</li> <li>3. Sampling a set of logbooks, attendance sheets and notes to confirm time issues.</li> <li>4. Reviewing the Content and Hours Match (Tab 6 of SER) submitted for certification and ensuring that content and hours match.</li> </ol>	

## Standard 5 - Instruction

### 5.3

#### **Student/Instructor/Vehicle Ratio**

Student/instructor ratio during group instruction such as classroom and/or lab must average one instructor for not more than each group of 30 students (1:30) over the year and never exceeds one instructor per 36 students.

Range driving ratios must be a minimum of one (1) instructor for 3 vehicles (1:3) and one (1) instructor per 12 trainees (1:12). A waiver may apply for student proficiency development/practice provided that Standard 5.7 is met (see Standard 9.4 Variance Option).

Highway driving ratios must be one (1) instructor per one (1) vehicle (1:1) and a maximum of 4 trainees per vehicle.

<p><b>Suggested examples of documents/information to examine:</b></p> <ul style="list-style-type: none"> <li>• Student records</li> <li>• Time sheets</li> <li>• Class attendance lists/class rosters</li> <li>• Interviews with students</li> </ul>	<p><b>Suggested points of inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Compare information and records to standard to calculate numbers. (See Ratios and Exhibit 1 in “Curriculum Standards and Guidelines for Entry-Level Commercial Motor Vehicle Driver Courses”.)</li> <li>2. Look for exceptions to the standard and collect explanations for the situation.</li> </ol> <p><i>Note: If a school professes a 1:1 student:instructor ratio and there are multiple students in training at any one time, what are the other students – who are not engaged in BTW activities – doing?</i></p>
<p><b>Evaluation process could include:</b></p> <ol style="list-style-type: none"> <li>1. Visiting class, labs, and range to observe instruction and ratio.</li> <li>2. Discussing ratios with instructors and students to confirm number.</li> <li>3. Discussing exceptions with administrators.</li> </ol>	

## Standard 5 - Instruction

5.4

### **Lesson Plans**

The course must have written daily lesson plans for classroom, lab, range and highway, and instructors comply with the daily lesson plans to ensure quality, consistency, and uniformity of instruction.

These outlines or plans are used to guide each session.

They should include:

- Training day
- Length of lesson
- content
- key points
- objectives
- frequent assessment
- trainee practice or use of information

#### **Suggested examples of documents/information to examine:**

- Lesson plans
- Instructor notes and records
- Record sheets of trainees
- Materials provided to trainees

#### **Suggested points of inquiry:**

1. Do lesson plans provide direction for teaching in terms of topics, key points, sequence, objectives, expected outcomes, evaluation, learner practice, and introductory activities?
2. Are the lesson plans followed?

#### **Evaluation process could include:**

1. Reviewing a sample of lesson plans from different segments of course.
2. Interviewing students to ensure consistency with plan.
3. Interviewing instructors about practices.
4. Observing instruction and comparing it to lesson plan.

## Standard 5 - Instruction

### 5.5

#### Classroom Conditions

The learning environment is safe, sanitary, and comfortable, with adequate furnishings, light, temperature, ventilation, and space.

#### Suggested examples of documents/information to examine:

- Training space for factors
- Inventory of equipment

#### Evaluation process could include:

1. Visiting classrooms.
2. Discussing conditions with student and instructors.
3. Reviewing classroom training materials.

#### Suggested points of inquiry:

1. Are chairs and tables of the appropriate size and height?
2. Does lighting meet guidelines for instructional areas?
3. Are temperature and air movement appropriate to learning?
4. Is there appropriate space?

## Standard 5 - Instruction

### 5.6

#### **Range Conditions**

Range instruction is provided on a safe, controlled driving range or yard where trainees can operate a commercial motor vehicle without exposure to hazards from other highway users.

The driving range is free of obstruction and the surface enables novice drivers to maneuver safely and free from interference from other vehicles that may also be operating on the range.

Adequate sight lines and lighting are available to instructors and trainees.

#### **Suggested examples of documents/information to examine:**

- Description and diagram of the range
- The facility itself

#### **Suggested points of inquiry:**

1. Is the area safe and free from exposure to hazards?
2. Is there sufficient space and site-lines for the way instruction is provided?
3. Are controls and rules in place and clearly communicated?

#### **Evaluation process could include:**

1. Reviewing range description.
2. Examining rules/procedures to ensure controls to ensure safety are in place.
3. Interviewing instructors and students about range operations.

## Standard 5 - Instruction

5.7

### Highway Instruction Conditions

Behind-the-wheel (BTW) instruction is conducted under various highway and traffic conditions that satisfy the PTDI skill and curriculum standards objectives and will demonstrate that the student can operate the vehicle safely.

#### Suggested examples of documents/information to examine:

- Route schedules
- Schedules of teaching time and vehicle use
- Student record forms, logs, and/or instructional records

#### Evaluation process could include:

1. Reviewing documents to ensure highway instruction occurs, for the appropriate time and under required conditions (highway, traffic, terrain, and weather).
2. Discussing instructional experiences with students to confirm instruction, time, ratios and driving conditions.
3. Interviewing instructors about highway instruction.

#### Suggested points of inquiry:

1. What highway, traffic, terrain, climate, and time conditions are provided for a sample of students?
2. What types of equipment and for how long is that equipment used for a sample of trainees?

## Standard 5 - Instruction

5.8

### Length of Day

The total time for a typical instructional day must not exceed ten (10) hours average, including direct contact instructional hours, and independent study, if used.

More than six (6) consecutive days of training using the 10-hour rule is discouraged.

#### Suggested examples of documents/information to examine:

- Attendance sheets and other student records from 2-3 classes
- Instructors' logs, notes and time sheets
- Logbooks
- Content and Hours Match

#### Suggested points of inquiry:

1. Does length of day include not only time spent at the school, but also time spent in independent study?
2. Is length of instructional day not more than 10 hours on average (not including breaks?)

#### Evaluation process could include:

1. Sampling several student records from previous classes to look at instructional time.
2. Discussing time with students and instructors.
3. Sampling a set of logbooks, attendance sheets and notes to confirm time issues.
4. Reviewing Tab 6 of the SER for time and content.

## Standard 6 - Student Evaluation and Testing

### 6.1 Classroom/Lab Tests

Knowledge and skills performance and assessment criteria are outlined in the “Skill Standards for Entry-Level Commercial Motor Vehicle Drivers “and the “Curriculum Standards and Guidelines for Entry-Level Commercial Motor Vehicle Driver Courses.”

Each student must be evaluated for each unit of instruction in skills and knowledge as outlined in the “Skill Standards for Entry-Level Commercial Motor Vehicle Drivers “and the “Curriculum Standards and Guidelines for Entry-Level Commercial Motor Vehicle Driver Courses.”

Tests and/or performance assessments are used to test each student’s knowledge and/or skills for each unit of instruction.

Test questions are phrased with sufficient clarity to avoid confusing students.

<p><b>Suggested examples of documents/information to examine:</b></p> <ul style="list-style-type: none"> <li>• Sample tests, graded worksheets, and lesson plans (and objectives) with which they are used</li> <li>• A sample of student tests</li> <li>• Sample of feedback to students on test results</li> </ul>	<p><b>Suggested points of inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Are the items clearly linked to instructional units and objectives?</li> <li>2. Do test instruments sample objectives?</li> <li>3. Are tests integrated as part of the instructional process?</li> <li>4. How are “cut-scores” determined and used?</li> <li>5. Is the language clear, and understandable?</li> </ol>
<p><b>Evaluation process could include:</b></p> <ol style="list-style-type: none"> <li>1. Examining a sample of tests to see how they work and how they are integrated into teaching and the curriculum.</li> <li>2. Discussing with instructors how and when tests are used.</li> <li>3. Discussing with students how feedback and assistance are offered.</li> <li>4. Discussing test content, frequency and use with students.</li> </ol>	

## Standard 6 - Student Evaluation and Testing

### 6.2 Range Tests

Knowledge and skills performance and assessment criteria are outlined in “Skill Standards for Entry-Level Commercial Motor Vehicle Drivers” and the “Curriculum Standards and Guidelines for Entry-Level Commercial Motor Vehicle Driver Courses.”

Each student is evaluated in skills performance as outlined in the “Skill Standards for Entry-Level Commercial Motor Vehicle Drivers” and the “Curriculum Standards and Guidelines for Entry-Level Commercial Motor Vehicle Driver Courses.”

Range tests assess a student’s proficiency of the fundamental vehicle control skills and routine driving procedures.

**Suggested examples of documents/information to examine:**

- Sample of tests together with lesson plans and objectives they address
- Sample of student records

**Suggested points of inquiry:**

1. Are the tests appropriate to the objective and used?
2. Are tests administered routinely and fairly?
3. How are tests incorporated into instructional processes?
4. How are “cut-scores” determined and used?
5. If a test is given only at the end of the course, how is progress monitored?

**Evaluation process could include:**

1. Examining a sample of tests to see how they work and how they are integrated into teaching and the curriculum.
2. Discussing with instructors how and when tests are used.
3. Discussing with students how feedback and assistance is offered.
4. Determining the source of the test materials.
5. Observing a test in practice, if possible.
6. Discussing test content, frequency and use with students.

## Standard 6 - Student Evaluation and Testing

### 6.3 Road Tests

Knowledge and skills performance and assessment criteria are outlined in “Skill Standards for Entry-Level Commercial Motor Vehicle Drivers” and the “Curriculum Standards and Guidelines for Entry-Level Commercial Motor Vehicle Driver Courses.” Road, street or highway tests assess the student’s attainment of objectives of this part of the training.

Each student is evaluated in skills performance as outlined in the “Skill Standards for Entry-Level Commercial Motor Vehicle Drivers” and the “Curriculum Standards and Guidelines for Entry-Level Commercial Motor Vehicle Driver Courses.”

Routes are conducted in traffic and permit a broad range of observation, and the results are recorded on an examination checklist.

The routes to be used are pre-planned to provide as comprehensive a test of the student’s driving skill as possible in the geographic area in which the school is located.

Student proficiency tests (BTW) are administered in a vehicle which is comparable in size and power to the industry sector for which students are being trained.

If students are being trained for or by a specific employer, the employer’s requirements supersede this standard.

<p><b>Suggested examples of documents/information to examine:</b></p> <ul style="list-style-type: none"> <li>• Tests together with lesson plans and objectives they cover</li> <li>• Explanation of how tests are used</li> <li>• Sample of student records</li> <li>• Directions and forms that are used to administer and record</li> <li>• Sample of feedback to student</li> <li>• Exam checklist</li> </ul>	<p><b>Suggested points of inquiry:</b></p> <ol style="list-style-type: none"> <li>1. What are the objectives?</li> <li>2. Are the tests appropriate to the objective and used?</li> <li>3. Are tests administered routinely and fairly?</li> <li>4. How are tests incorporated into instructional processes?</li> <li>5. How are “cut-scores” determined and used?</li> <li>6. If a test is given only at the end of a course, how is progress monitored?</li> </ol>
<p><b>Evaluation process could include:</b></p> <ol style="list-style-type: none"> <li>1. Examining a sample of tests to see how they work and how they are integrated into teaching and the curriculum.</li> <li>2. Discussing with instructors how and when tests are used and how they deal with individual differences.</li> <li>3. Discussing with students how tests are used as well as how feedback and assistance are offered.</li> <li>4. Reviewing a checklist or other materials and comparing it to industry practice.</li> </ol>	

## Standard 6 - Student Evaluation and Testing

### 6.4 Graduation

Graduation criteria include successful completion of a course of instruction that meets the PTDI curriculum standards and hours, and includes appropriate subject matter tests and road skill tests.

As a condition of graduating, each student must obtain his/her CDL.

Eighty-five percent (85%) of students should graduate from a PTDI course.

<p><b>Suggested examples of documents/information to examine:</b></p> <ul style="list-style-type: none"> <li>• Student records of a sample of trainees who graduated</li> <li>• Written policy</li> <li>• Description of how CDL is incorporated into the process</li> <li>• Example PTDI certificates or seals of attainment</li> </ul>	<p><b>Suggested points of inquiry:</b></p> <ol style="list-style-type: none"> <li>1. What are requirements?</li> <li>2. How are CDLs incorporated into the effort?</li> <li>3. What types of acknowledgment is used and when?</li> <li>4. Criteria followed consistently?</li> <li>5. What percentage of enrolled students graduated from the course?</li> </ol>
<p><b>Evaluation process could include:</b></p> <ol style="list-style-type: none"> <li>1. Examining a sample of tests to look for content.</li> <li>2. Discussing criteria with administrators and instructors to understand how achievement of graduation criteria is determined.</li> <li>3. Checking student files for CDL pass records.</li> </ol>	

## Standard 7 - Outcomes

### 7.1 Follow-up

A follow-up system is used to determine:

- student employment
- program effectiveness
- CDL pass rates
- placement rates
- course failure rates

**Suggested examples of documents/information to examine:**

- List (names, addresses and phone numbers) of graduates
- List (names, addresses and phone numbers) of employers in Certification Profile.
- Student evaluation forms
- Feedback that the program collects from graduates and employers
- Record of reports sent to HireRight DAC Trucking

**Evaluation process could include:**

1. Calling a sample of employers to ask suggested questions.
2. Collecting student responses to the suggested questionnaire and reviewing the answers.
3. Discussing issues with administrators and instructors.
4. Checking that graduates are being reported to HireRight DAC Trucking (Mandatory reporting by schools with certified courses unless exempt.)
5. Discussing employment rates, reasons for a student's non-employment.
6. Discussing student critiques of the school and recommended additions and deletions to the curriculum.

**Suggested points of inquiry:**

1. Is outcome data maintained, available and accurate?
2. Does data reflect industry and student satisfaction?
3. Is information used to improve program?
4. How is information used to improve course?
5. What kind of employment rate is achieved?
6. For recertification, are there records that the school is reporting to a third-party consumer-reporting agency as designated by PTDI for each student graduating from the course? Reporting is a requirement of PTDI certification.

## Standard 8 - Records

### 8.1 In-Training File

A file is maintained for each student. This may be a combination of files such as training or in progress records.

The file must contain the student's training records, attendance/time records, test results, unit completion, progress information such as achievement of objectives record, behind-the-wheel time records and such other documents that are required by federal/state/provincial law.

The files must be up-to-date and secure.

#### **Suggested examples of documents/information to examine:**

- Sample of student files

#### **Evaluation process could include:**

1. Reviewing a sample of student files for content, correctness, and timeliness.
2. Discussing how records are kept, maintained and used with instructors and administrators.

#### **Suggested points of inquiry:**

1. Are appropriate records kept for each trainee?
2. Are records accurate and up-to-date?
3. Are all important data elements included?
4. Are the records secured?

## Standard 8 - Records

### 8.2 Student Records

Complete records of graduates are kept as required by their state/province or for a minimum of five (5) years.

Permanent records are kept as required by their state/province or for a minimum of five years.

A permanent student record includes, at a minimum,

- records of admission
- documentation that the student meets the admissions requirements
- records of attendance (dates of entry and departure)
- records of training time
- program of study including clock/credit hours and grades
- performance, status and completion date
- copies of PTDI certificate or graduation certificate with PTDI seal
- proof of CDL or military waiver

Records are provided to PTDI upon request.

Records are securely maintained.

**Suggested examples of documents/information to examine:**

- Sample of files
- Record of PTDI Certificates or Seals of Attainment issued
- Description of system and safeguards

**Suggested points of inquiry:**

1. Are appropriate records kept?
2. Are records secure and accessible?
3. For how long are records kept?
4. What is the system for ordering transcripts or other information?
5. For recertification, are there records that the school is issuing a PTDI Certificate or Seal of Attainment?

**Evaluation process could include:**

1. Discussing records and records system with administrators.
2. Reviewing a sample of files for information.
3. Discussing the process used for retrieving information, upon request.
4. Discussing terms for issuing PTDI Certificate or Seal of Attainment. (Note: It is a PTDI requirement to issue one to each graduate who completes all PTDI requirements and all school requirements for graduation)

## Standard 8 - Records

### 8.3 Behind-the-Wheel Time Records

Each student (including students participating in an externship program) keeps a “driver duty status record” or other appropriate documentation of the student’s behind-the-wheel time that is recorded in such a way as to be:

- clear and unambiguous
- signed by the student and also
- signed or initialed by the instructor
- acknowledged by the student if any corrections are made
- easily understood for audit purposes

Verification of the correctness of the record/document would include:

- Start/stop time date
- BTW time
- Range/highway time
- Night driving
- Weighted trailer time
- Time totals

<p><b>Suggested examples of documents/information to examine:</b></p> <ul style="list-style-type: none"> <li>• ELD, Log books, time logs</li> <li>• Description of how the program keeps this information</li> </ul>	<p><b>Suggested points of inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Is the record clear and unambiguous?</li> <li>2. Can the time be tracked and verified?</li> </ol>
<p><b>Evaluation process could include:</b></p> <ol style="list-style-type: none"> <li>1. Discussing how this type of information is kept and maintained in the system.</li> <li>2. Examining information in the system to insure the information is available and used.</li> </ol>	<ol style="list-style-type: none"> <li>3. Are the records accurate?</li> <li>4. How do students keep track of time behind the wheel?</li> <li>5. How does the record distinguish between observation and driving time and range time?</li> </ol> <p><i>Note: This standard verifies that a form is used to track BTW time. Use standard 5.2 – (Instructional Time) to document whether enough BTW time is received.</i></p>

## Standard 9 – Options – Independent Study

### 9.1

#### **Independent Study**

Independent study is an alternative method of guiding student learning in addition to traditional classroom instruction and must meet the same objectives with regard to content, time on task and mastery of material. It requires independent consideration and mastery of a designated body of knowledge and is, therefore, differentiated from homework, which merely reinforces materials covered in class. Independent study should include the following key elements for each unit:

- Number and title of PTDI curriculum classroom unit for which it is proposed independent study be substituted; e.g., Unit 1, Unit 2 (See Curriculum Standard Units of Instruction in “Curriculum Standards and Guidelines for Entry-Level Commercial Motor Vehicle Driver Courses.”)
- Classroom hours required for that unit, including both classroom contact hours and independent study
- Total number of hours being submitted with independent study
- Performance objectives
- Knowledge objectives
- Independent study materials to be used
- Estimated time to complete independent study materials
- Procedure used to determine whether the student did in fact achieve the objectives
- Evaluation instruments and other documentation indicating successful completion of independent study

Thirty-four (34) (41)hours of independent study may be utilized for classroom/lab instruction, subject to a minimum of 70 (84) hours actual classroom/lab instructions, in order to meet the required 104 (125)hours of classroom/lab time. Courses must explain how the option is used in their Cert Profile.

If independent study is used it should be cited in the school catalog, brochures, and other documents where it is legal to do so.

<p><b>Suggested examples of documents/information to examine:</b></p> <ul style="list-style-type: none"> <li>• Explanation of how independent study is used (in the Certification Profile)</li> <li>• Lesson plans</li> <li>• Class records to verify how time is counted.</li> <li>• Assessment results to see how information is credited.</li> </ul>	<p><b>Suggested points of inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Is the school’s rationale reasonable and within the guideline?</li> <li>2. Are the subjects and time within the allowance?</li> <li>3. How is the information valued, assessed and credited? (See Time Waiver Requirements in “Curriculum Standards and Guidelines for Entry-Level Commercial Motor Vehicle Driver Courses”.)</li> </ol>
<p><b>Evaluation process could include:</b></p> <ol style="list-style-type: none"> <li>1. Discussing how waivers are used with instructors, administrators, and students.</li> <li>2. Looking at records to ensure how time and content is counted.</li> <li>3. Interviewing instructors to see how they ensure content has been mastered.</li> <li>4. Discussing with students how they used and benefited from independent study.</li> </ol>	

## Standard 9 – Options – Distance Learning

### 9.2 Distance Learning Option

1. All PTDI enrollment standards as outlined in Standard 1.4 (Student Eligibility and Admissions) are applicable.
2. Distance learning is defined as: educational or instructional activity that is delivered electronically to students. This could include interactive instructional models such as audio or video computer conferencing, or Internet/Web-based instruction. The use of home-based learning using only a workbook as a study guide is not acceptable.
3. The core curriculum in distance learning must be the same or comparable to the curriculum in the on-campus program.
4. The course provides for timely interaction between instructor and student.
5. The course being offered electronically must be the equivalent of all hours of credit as required for classroom/lab time in PTDI Standard 5.2 (Instructional Time).
6. The school must verify appropriate training and support services to instructors who teach courses and programs electronically as outlined in Standard 3.2 (Instructor Development). Training must be documented and placed in the instructor file.
7. Prospective students in distance education programs must be provided with information regarding admission; skills needed to participate; equipment requirements; academic support services available; course and program completion requirements; and any additional costs for distance learning programming as outlined in Standard 1.1 (Truth in Advertising & Public Information).
8. Each student must take a proctored exam at a certified location offered by the school. Documentation of identity, date and time, location of the test and test scores must be signed by the appropriate administrator and placed in the student file.
9. Courses begin and end within a specified or controlled time frame and require that the assignments and tests be submitted by specific due dates. Students must be able to review completed lessons as part of the course offered prior to any proctored exam.

**Suggested examples of documents/information to examine:**

- WBT materials
- Admissions information and records
- Instructor files for distance-learning training
- Hours of instructional time and allocation for individual units of study
- Records of instructor/student interaction
- Documentation of instructor availability (times) or call return policy

**Evaluation process could include:**

1. Communicating with students via phone or computer to ascertain interaction with instructor
2. Trying out a WBT module
3. Reviewing format and verifying source of WBT materials
4. Reviewing student records, including tests.
5. Reviewing training schedules for onsite activities.
6. Reviewing records of instructor/student interaction during course

**Suggested points of inquiry:**

1. How is the course being delivered?
2. What is the source of the curriculum materials?
3. Is the curriculum the same as or comparable to that provided on campus?
4. How and where are exams given?
5. Are there reviews of materials learned, or can learning be verified?

## Standard 9 – Options – Externship

9.3

### Externship Option

An externship program should contain the following elements:

- weekly student evaluation
- objectives that specify and direct training
- skilled and experienced driver-trainers to teach and monitor training
- quality training materials
- a curriculum that describes the elements of training that the CMV trainee will experience
- performance assessment of critical skills
- a system of feedback and record keeping for the CMV trainee, both for the trainee and the school
- clearly articulated program policies on issues such as attendance, pay, insurance, and liability
- a formal agreement between the carrier and the training institution

The Externship Option allows a training course to defer up to 14 hours (60-minute hours) or 17 (50-minute hours) of the 44 hours (60-minute hours) or 53 (50-minute hours) behind-the-wheel training of any individual to a trucking firm.

Of the total behind-the-wheel hours, 30 hours (60-minute hours) or 36 (50-minute hours) must be conducted during the school/residence part of the program.

In externship designs, time equivalents indicate that three (3) hours of instruction in-the-CMV equals one (1) hour of Professional Truck Driver Institute-certified course instruction conducted at the school.

This standard is evaluated against the Externship Criteria Validation Checklist and explained in the Certification Profile.

#### Suggested examples of documents/information to examine:

- Log books and/or other types of time records
- Lesson plans and outlines
- Memos of understanding between courses and carriers
- Explanations/descriptions of programs
- Training materials

#### Evaluation process could include:

1. Reviewing written records and agreements about the externship.
2. Interviewing administrators of school.
3. Discussing training with students and driver-trainers, if possible.
4. Reviewing training materials, hours, career objectives, and activity.
5. Examining policies for the program.

#### Suggested points of inquiry:

1. Is the instruction objective focused?
2. Does activity match objectives?
3. Does the course meet time and content requirements?
4. Is there a formal agreement between the carrier and training institutions and does it work?
5. Are the hours and activities closely monitored?
6. Are the hours and activities included in the total training time provided to the student?

*See Externship Option and Exhibit 1 (Programmatic Course Options in Hours) in the “Curriculum Standards and Guidelines for Entry-Level Commercial Motor Vehicle Driver Courses”.*

## Standard 9 – Options – Variance

### 9.4 Variance Option

The variance option allows a school to apply for a variance of a specific standard that cannot be met in a conventional manner. The school may propose an alternative method of compliance other than described in the PTDI certification Standards. Each request must address a specific standard and will not be given in blanket form for a group of standards. Final determination of a request will rest with the Certification Commission. Requests for variance of a standard are not subject to appeal. Requests for variance are to be made prior to the team visit in order to avoid unnecessary delay in the process or misunderstanding during the on-site visit at the school.

<p><b>Suggested examples of documents/information to examine:</b></p> <p>Variance request and supporting documentation in the Certification Profile.</p>	<p><b>Suggested points of inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Does the request for variance address a specific standard?</li> <li>2. To which standard does the request for variance apply?</li> <li>3. Why is the school unable to meet the standard as written?</li> <li>4. How does the alternative method of compliance differ from the standard as written?</li> </ol>
<p><b>Evaluation process could include:</b></p> <p><i>School is to apply for variance of any standard prior to a site visit. It is to be approved by the Certification Commission prior to the site visit.</i></p>	

## **SECTION 3: General Information**

### **RULES AND PROCEDURES FOR CERTIFICATION DECISIONS AND COMPLAINTS**

#### ***Part 1 – CERTIFICATION DECISION***

##### **1.1 – Notice of Certification Commission Decision**

Notification of a decision of the Certification Commission shall be transmitted in writing to the applicant within thirty (30) calendar days following the close of the Certification Commission meeting at which the applicant's course was considered. If the Certification Commission's action is to deny or withdraw certification, the notification shall advise the school of its right to appeal the decision pursuant to these rules, and of the right to a hearing.

As used in these Rules and Procedures, the term "certification" means, as appropriate, "initial certification" and "recertification".

#### ***Part 2 – EFFECTIVE DATE***

##### **2.1 – Effective Date**

Any decision of the Certification Commission shall be effective fifteen (15) days following receipt by the school of the official written notification of the Certification Commission's action.

If the decision of the Certification Commission is one to deny or withdraw certification, and if the school in fact files a timely notice of appeal with the Chair of the Certification Commission, then that decision shall not become effective until the effective date of the Appeal Panel's final decision disposing of the school's appeal. Appeal Panel decisions become effective on the date that written notice of the decision is received by the school.

A certified course that is the subject of a decision to deny or withdraw certification shall remain and be carried on any PTDI-published list of certified courses pending exhaustion of the appeal process and until or after, as appropriate, the effective date of the Appeal Panel's final decision. A certified course that is the subject of a decision to defer certification shall remain and be carried on any PTDI-published list of certified courses pending a final decision by the Certification Commission.

#### ***Part 3 – RULES OF PROCEDURE for APPEAL***

##### **3.1 – Scope**

All schools which are denied course certification; which have a course certification withdrawn; or which otherwise are expressly granted the right to appeal herein, shall be entitled to appeal the decision of the Certification Commission according to the procedures herein.

##### **3.2 – Notification Procedures**

Notices of Certification Commission or Appeal Panel actions, and any notices of appeal, shall be sent by U.S. Postal Service certified mail, return receipt requested; nationally-recognized overnight courier; facsimile transmission or by any other means that assigns an individual identification number and is capable of being traced during or after transit.

### **3.3 – Exclusive Remedy**

The appeal procedure provided herein is the exclusive remedy by which a school may redress what it believes is an adverse, erroneous, mistaken, or incorrect decision of the Certification Commission. Absent the granting of a petition for a variance, the Commission will not act upon or address petitions for reconsideration, reinstatement, or other such relief. If a school's appeal is denied, its recourse for relief is to wait six (6) months to reapply for certification.

Decisions rendered by the Appeal Panel are final and binding for the applicable term of six months. Decisions on appeal are not subject to review, modification, or suspension by the staff, or Board of PTDI.

### **3.4 – Basis for Appeal**

- A. A school that is adversely affected by a Certification Commission decision may appeal such decision if it has reason to believe:
  - 1. That the decision was erroneous as a matter of fact or law;
  - 2. That there has been an oversight or omission in the Certification Commission's decision making process;
  - 3. That the decision was arbitrary and capricious; or
  - 4. That it is already in compliance with PTDI's Standards and Requirements for Course Certification.
  
- B. The responsibility of demonstrating of compliance with the standards shall in all cases rest with the school.

### **3.5 – Appeal Procedure**

- A. Any school that so desires may, within fifteen (15) days of the date upon which it receives notice of a Certification Commission decision, notify the Chair of the Certification Commission in writing that it is appealing the Certification Commission's decision, and whether it wishes to appear at an appeals hearing to offer oral testimony or argument.
- B. The notice of appeal shall further set forth the names, titles, and addresses of all individuals or counsel, respectively, who will appear on behalf of the school or testify or argue on its behalf.
- C. The notice of appeal shall further set forth in detail the grounds for appeal, described in Subsection 3.4 above, which the school intends to pursue, and the specific reasons why it is appealing.
- D. Any such notice of appeal not filed within the fifteen (15)-day appeal period provided above shall constitute waiver of a school's rights to appeal of, and hearing on, the respective Certification Commission's decision.
- E. The appeal will be heard at the earliest practical time.

### **3.6 – Standard of Review on Appeal**

On appeal, the school has the responsibility of proving that the Certification Commission's decision was erroneous, not supported by the evidence of record, or was otherwise arbitrary and capricious.

### **3.7 – Appeal Document**

- A. Within twenty (20) days after filing its written notice of appeal of the Certification Commission’s decision, the school shall submit five (5) copies of an Appeal Document to the Chair of the Appeal Panel. The Appeal Document shall set forth in detail all of the facts and arguments which the school believes supports a reversal or modification of the Certification Commission’s adverse certification decision. The statements shall be accompanied by all documents and other materials upon which the school relies to support its appeal.
- B. Failure of a school to timely submit an Appeal Document after filing a notice of appeal constitutes a waiver of its rights to further challenge the Certification Commission’s decision.

### **3.8 – Appeal Review Procedures**

- A. The Chair of the Appeal Panel shall assemble and distribute to Appeal Panel members the complete record of the certification proceeding, including but not limited to the school’s application, site visit report and recommendation, Notice of Appeal, Appeal Document, and other relevant documents.
- B. An Appeal Panel shall review the proceeding and, if reserved by the school, hear oral testimony or argument. The Appeal Panel shall grant the appeal after the school proves conclusively that as of the time of the Certification Commission’s decision, it met PTDI’s Standards and Requirements for Course Certification, and any other applicable PTDI qualification criteria.
- C. The Appeal Panel shall be composed of a minimum of three individuals; two who shall be Certification Commission members and one other person who shall be an educational team leader who was not involved in the original review and is not a member of the Commission or the PTDI Board of Directors. The Panel shall appoint one of their numbers to act as Chair. The decision of the Appeal Panel shall be a two-thirds vote.
- D. In order to effect action on any matter under the jurisdiction of the Appeal Panel, all Panel members or their designated alternates must be present. A decision represents the action of the Appeal Panel after it has received the vote of two-thirds of the Panel members.
- E. The Appeal Panel is empowered, upon a proper showing, to grant the school’s appeal and order such other and further relief as may be necessary to effect its decision, e.g., it may reverse the Certification Commission’s decision to withdraw or deny certification. The Appeal Panel’s decision is binding upon the Certification Commission, and shall be conveyed to the appellant school as soon as is practicable after the appeal is heard.

### **3.9 – Appeal Hearing Procedures**

- A. The Chair of the Appeal Panel shall commence the hearing with an opening statement describing the applicable standard of review and the procedures to be followed at the hearing.
- B. The school appealing the Certification Commission’s decision may offer oral argument in support of its position. Generally a period of forty-five (45) minutes should be allocated for an appeal presentation. The Chair has the discretion to grant additional time.
- C. Any member of the Appeal Panel may pose questions of the school’s representative(s) at any time during the oral argument. Nothing in these rules shall prevent any Panel member from inquiring into any issue relative to the school’s compliance with PTDI standards and other certification requirements.

### **3.10 – Appeal Decision**

Following its receipt of testimony and argument at an appeal hearing, the Appeal Panel shall issue a written decision stating its decision and fully setting forth all of the reasons therefor. The decision shall be issued within thirty (30) days of the conclusion of the appeal hearing. The Chair of the Appeal Panel shall direct notice of the Commission’s decision to the school’s designated representative, who shall subsequently receive a written copy of the Appeal Panel’s decision. The Appeal Panel shall take one or more of the following decisions with respect to the appeal:

- A. Affirm the Certification Commission’s decision in its entirety or in all material respects.
- B. Reverse the Certification Commission’s decision on the grounds that:
  - 1. The Certification Commission’s decision was clearly erroneous;
  - 2. The Certification Commission’s decision was not based upon the evidence of record;
  - 3. The Certification Commission’s decision was arbitrary and capricious;
  - 4. The school’s compliance with PTDI’s Certification Standards & Requirements for Entry-Level Tractor-Trailer Driver Course and other applicable standards has been conclusively established.
- C. Reverse the Certification Commission’s decision on any of the foregoing grounds and impose stipulations to be met concurrently with certification.

Any decision of the Appeal Panel is final and not subject to appeal, reconsideration, arbitration, or further review by any state/provincial or federal court.

### **3.11 – Expenses of Appeal**

- A. The expenses incurred by the school in the development and presentation of an appeal shall be wholly borne by the school filing and prosecuting the appeal, including payment of any appeal fee that may be prescribed.
- B. Expenses incurred in convening the Appeal Panel, distributing the Appeal Document and remaining portions of the record, and conducting the appeal hearing, shall be incurred by PTDI.

## ***Part 4 – SHOW CAUSE PROCEEDINGS***

### **4.1 – Scope**

A course certification may be withdrawn, revoked, amended, made subject to stipulations, or made subject to the submission of reports at any time, following due diligence, that PTDI has a reasonable basis to believe that the course or institution offering the course is not in compliance with one or more of the certification requirements of PTDI. Due diligence consists of conducting an on-site review of the course facilities, investigating a properly documented complaint, or investigation of other information that comes to its attention.

Following the invocation of these procedures, a school may avert immediate withdrawal, revocation, or amendment of a course certification, or the imposition of stipulations or reporting requirements, if it timely acknowledges the show cause invocation and if it supplies substantial evidence of an intent to correct or remedy any noted deficiencies in its compliance, as more specifically described below.

A certified course that is the subject of a show cause order shall remain and be carried on any PTDI-published list of certified courses pending exhaustion of the show cause procedure and until or after, as appropriate, the effective date of the final disposition, if any, by the Certification Commission or the Appeal Panel.

## **4.2 – Notification Procedures**

Notices of Certification Commission actions, including notices invoking a show cause proceeding, shall be sent by U.S. Postal Service certified mail, return receipt requested; nationally-recognized overnight courier; facsimile transmission or by any other means that assigns an individual identification number and is capable of being traced during or after transit.

## **4.3 – Initiation of Show Cause Proceeding**

- A. Where the Commission has reason(s) to believe that a certified course no longer complies with PTDI's Certification Standards & Requirements for Entry-Level Tractor-Trailer Driver Courses, or has failed to comply with any other order or requirement of the Commission, it shall order the course provider to show cause why its certification should not be, as appropriate, withdrawn, revoked, amended, or made subject to stipulation or reporting. The Commission may invoke a show cause proceeding
  - 1. on its own motion;
  - 2. following an on-site inspection;
  - 3. following investigation of a properly-documented complaint; as defined below, and
  - 4. following investigation of other information that comes to its attention. The Commission, between Commission meetings, may authorize the conduct of on-site visits and the investigation of complaints.
  
- B. Any show cause proceeding that is initiated shall be reduced to writing, and the order invoking the show cause proceeding shall promptly be sent to the president or chief executive officer of the school, which is the subject of the order. The show cause order shall
  - 1. state fully the reason(s) why the proceeding was invoked;
  - 2. identify the particular standard(s) and requirement(s) with which it is alleged the school or course provider is not in compliance, or the administrative or other requirements that the school has failed to observe;
  - 3. recite the evidence suggesting or indicating that the school may not be in compliance with the Commission's requirements;
  - 4. advise the school of its obligations in the show cause proceedings; and
  - 5. specify the date by which the school must respond to the order to avert adverse action.
  
- C. The show cause order may direct the school to submit specific documents or materials to the Commission and may allow the school to submit to an additional on-site evaluation to gather facts and evidence pertinent to the issues raised in the order. Such evaluation and documentation shall be at the school's expense, unless otherwise specifically ordered by the Commission.
  
- D. The decision to issue a show cause order is not appealable under Part 3 or under any other Part of these Rules; however, the Certification Commission's decision on and disposition of the show cause order is expressly intended to be appealable pursuant to Part 3 of these Rules.

## **4.4 – Response to Show Cause Order**

- A. Any school that so desires may, within twenty-one (21) days from the date of its receipt of a show cause order, notify the Chair of the Certification Commission in writing of its response to the show cause order. The response shall, at a minimum, indicate the school's intent to respond to the show-cause order, and any intent to appear before the Certification Commission to offer oral testimony or argument.

- B. Within twenty-one (21) days of receipt of an administrative show cause order, a school may submit to the Chair of the Certification Commission evidence of its compliance with the noted deficiency(ies), which compliance may include evidence of corrective action taken to remedy prior noncompliance.
- C. Appropriate documentation to support a response to a show cause order, and which demonstrates that the school is in compliance with PTDI's Certification Standards & Requirements for Entry-Level Tractor-Trailer Driver Courses and any other Commission orders or requirements cited in the show cause order, may be submitted to the Chair of the Certification Commission at any time, but no less than thirty (30) days prior to the meeting of the Certification Commission at which the show cause order is to be heard. Documentation must also state the names, titles, and addresses of all individuals or counsel, respectively, who will appear on behalf of the school or testify or argue on its behalf.
- D. Failure of a school to timely submit any documentation in response to a show cause order after filing a notice of its intent to respond constitutes a waiver of its rights to further challenge the show cause order.
- E. Appearances before the Certification Commission are limited to forty-five (45) minutes. Parties appearing before the Certification Commission may not introduce new evidence or documentation that has not previously been submitted.

A transcript of a hearing before the Certification Commission on a show cause order shall be furnished at the expense of the party challenging the order provided that party notifies PTDI, at least twenty-one (21) days in advance of the Certification Commission meeting at which the show cause order is to be heard, of its desire to have the proceedings recorded and transcribed. PTDI reserves the right to have the show cause proceedings recorded and transcribed.

#### **4.5 – Standard of Review**

In opposing a show cause order, the school has the responsibility of proving that the Certification Commission's decision to invoke the show cause procedure was erroneous, not supported by the evidence of record, or was otherwise arbitrary and capricious.

#### **4.6 – Decision on Show Cause Order**

- A. After expiration of the time limit for submission of a response to the show cause order, or for a hearing on the show cause order, or for the adoption of any additional requirements placed on a school relative to a show cause order, the Commission may take any of the following actions:
  - 1. Rescind the show cause order and order no change in the school's certification status;
  - 2. Defer action on the show cause order pending the development of additional facts or the conduct of further proceedings;
  - 3. Continue the school's certification with stipulations or with recommendations for improvement;
  - 4. Withdraw or revoke the school's or course's certification;
  - 5. Require the school to submit to an early renewal of certification;
  - 6. Order the school to submit progress reports documenting its efforts to become compliant or remain compliant with the applicable Standards and Requirements for Course Certification, or other orders and requirements; and
  - 7. Issue such other or further order, or impose such other or further requirement, which it believes is necessary, proper, fair, and equitable to preserve the integrity of the PTDI program, including ordering future appearance(s) before the Certification Commission.

- B. A decision on the show cause order must receive a vote of a majority of members of the Certification Commission in order for the decision to represent the decision of the Commission.
- C. Following its receipt of evidence and any testimony and argument at an oral hearing, the Commission shall issue a written decision on a show cause order, stating its decision and fully setting forth all of the reasons therefor. The decision shall be issued within thirty (30) days of the due date for the receipt of all documentation or, in the event of an oral hearing, within thirty (30) days after the conclusion of the hearing. Notice of the Certification Commission's decision shall be transmitted from the Chair of the Commission directly to the school's designated representative, who shall subsequently receive a written copy of the decision.
- D. Any decision of the Certification Commission finally disposing of a show cause order shall be appealable pursuant to Part 3 of these Rules, and any notice of decision on a show cause order, issued pursuant to Section 4.6(c), shall contain notice that the decision carries the right to appeal, including the right to an oral hearing. Decisions by the Certification Commission are not subject to review, modification, or suspension by the organization, staff, or Board of PTDI.

#### **4.7 – Expenses of Show Cause Proceeding**

- A. The expenses incurred in responding to a show cause order, including but not limited to preparation of documentation and transcription, plus any show cause expense fee that may be prescribed, shall be wholly borne by the school or course provider responding to the show cause order.
- B. Expenses incurred in convening the Certification Commission, distributing the school's documentation, and conducting the show cause hearing, shall be incurred by PTDI.

### ***Part 5 – COMPLAINTS***

#### **5.1 – Course Complaints**

- A. PTDI remains committed to ensuring that the quality and integrity of its course curriculum, and the Certification Standards & Requirements for Entry-Level Tractor-Trailer Driver Courses, are unimpeachable. In order to help safeguard the training and course certification standards for the industry and the public, PTDI will receive and investigate complaints including but not limited to those relating to a particular school or course provider's curriculum, student skill standards, and standards and requirements for course certification.
- B. Before a complaint about a school or its compliance can trigger an investigation that may include a site visit:
  1. the complaint must be in writing and signed by an identifiable individual, with contact information (name, address, and telephone number);
  2. the Complainant must detail the efforts made to have the school or course provider address and resolve his complaint(s), and must at a minimum provide the date(s) and identity(ies) of those individuals at the school with whom he or she has dealt, and provide a copy of the school's response, if any;
  3. the complaint must be reviewed by the Certification Commission to determine that it is material and not frivolous;
  4. the school shall receive a copy of the complaint;
  5. the school shall be given an opportunity to respond to the complaint; and
  6. the Commission must receive the school's response within twenty-one (21) days.

- C. Where the investigation of the validity of a complaint, against schools with a certified course(s) and those schools applying for course certification, involves a site visit, the site visit (i) shall be conducted by at least two PTDI representatives; (ii) need not involve the original or a previous site-visit team; and (iii) shall have access to information developed by the original site-visit team. If in the course of investigation of a complaint other areas of noncompliance are found, the Commission may initiate other action as appropriate against the school or course provider.

## ***Part 6 – APPLICABILITY***

### **6.1 – Applicability**

These Rules and Procedures shall apply where a course for which certification is being sought, or against which a show cause proceeding has been initiated, is a course providing entry-level tractor-trailer driver instruction, and where a course or program provides tractor-trailer driver finishing training. If the latter,

1. the word “carrier” may be substituted for the word “school;”
2. the term “Standards and Requirements for Tractor-Trailer Driver Finishing Program Certification” may supplant the term “Certification Standards & Requirements for Entry-Level Tractor-Trailer Driver Courses;” and
3. the rules and procedures shall in all other respects be read to apply to carriers and others operating a tractor-trailer driver-finishing program.