



Texas Association for Pupil Transportation

Professional Development Course Handbook

AND

Certification Program Requirements and Guidelines

Revised 01-01-2024.

Texas Association for Pupil Transportation
Professional Development and Certification Program Committee

TAPT Professional Development and Certification Chairmen:

Erwin Sladek, Bill Powell, and Keith Kaup

Professional Development and Certification Committee Members:

Alonzo Barbosa, Edinburg CISD
Steve Batchelor, Skidmore-Tynan ISD
Sam Davila, Retired, Conroe ISD
Jason Ketchum, Fredericksburg ISD
Hector Silva, College Station, Alternate
Anthony Shields, San Marcos ISD, Alternate
Anthony Sims, Fort Worth ISD
Dr. Kayne Smith, Cypress-Fairbanks ISD
Lee Snodgrass, Bridge City ISD
Pam Swanks, Dripping Springs ISD
Mike Williams, Retired, Special Advisor
Nolan Anderson, Retired, Special Advisor

PDC Class Event and Professional Certification Coordinator:

Marisa Weisinger, TAPT Executive Director

Technology Support:

Keith Kaup, TAPT Technology Support Chair

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Note: This PDC Handbook is reviewed and revised annually in September of each year. Please refer to latest revision for requirements and applications.

Only current applications will be accepted.

Table of Contents

Introduction and Purpose	4
Section One – Professional Development Courses (PDC)	
Professional Development Course List	5
Course List by Subject Track.....	8
Course Descriptions.....	10
Section Two - Professional Certification Program	
Overview of Course Credit Requirements.....	29
Professional Certification Levels.....	32
Trainer.....	33
Specialist	34
Supervisor	35
Special Transportation Specialist	36
Special Transportation Supervisor	37
Official.....	38
Administrator.....	40
Section Three – Professional Certification Maintenance	
Maintaining Your Professional Certification.....	43
Requirements for Continuing Education.....	43
Section Four – Instructor Information and Guidelines	
Requirements and Guidelines for Instructors, Interns & Online Facilitators	45
Section Five – Applications and Forms	59

Texas Association for Pupil Transportation

www.tapt.com

Introduction and Purpose

The Texas Association for Pupil Transportation (TAPT) Professional Development and Certification Program was developed to emphasize the importance of professional leadership in the field of pupil transportation by enhancing and updating knowledge and skills necessary to provide safe, efficient, and effective student transportation.

Membership is required to attend PDC classes, to access the PDC Portal and to apply for Professional Certification (Active or Associate level required). To become a Member and receive the Members Only eNewsletter, please click on the MEMBERSHIP Tab.

This handbook is provided to give TAPT Members information regarding TAPT Professional Development Courses (PDC) and the Pupil Transportation Professional Certification Program

- The position, experience, knowledge, and characteristic requirements to become professionally certified in the field of pupil transportation.
- The PDC course requirements to achieve varying levels of Professional Certification
- The requirements to apply for the Official and Administrator levels.
- Requirements to maintain your Professional Certification.

The Professional Development and Certification Committee meets at least annually to review course offerings, add new courses, discuss course requirements, and devise the annual schedule of PDC classes for the upcoming year. Upon approval of new courses recommended by the PDC Committee to the TAPT Executive Committee at the September Board Meeting, the schedule is posted online for your convenience and planning. Registration will be announced and available for TAPT Members online at www.tapt.com under the Events Tab.

In person PDC Classes are scheduled throughout the state each year generally in October (central Texas), November (south Texas), January (north Texas), February (Gulf Coast), June prior to the state conference and July during the TASBT Summer Conference. Online classes are scheduled periodically in between.

PDC classes may also be requested by Members for other locations by contacting the Executive Director.

The PDC Class Schedule may be accessed at www.tapt.com under the EDUCATION Tab. Locations and dates will be announced online and through the TAPT Member's Only Newsletter.

- **Membership is required to attend PDC classes and to access the PDC Portal.**
- **Active or Associate level required for Professional Certification.**
- **To become a Member and receive the Members Only Newsletter, click on MEMBERSHIP Tab.**

This handbook also serves as a guideline for TAPT PDC Instructors and as an information source for those considering becoming a TAPT PDC Instructor through the PDC Intern Program.

Forms and applications are provided to assist you as you move through either process. See Section 5.

SECTION ONE

Professional Development Courses (PDC)

TAPT Professional Development Course List (PDC)

See next section for:

- Professional Development by Subject Track
- Brief course descriptions

Please note: Courses with .5 in the course number are three-hour courses. All others except for the Trainer Academy are six-hour courses. (The Trainer Academy is a 4-day course.)

PDC 00	Orientation to TAPT
PDC 01	Introduction to Transportation
PDC 02	Student Management
PDC 03	Purchasing
PDC 04	Accident Investigation
PDC 05	Routing and Scheduling
PDC 05A	Advanced Routing and Scheduling
PDC 06	Vehicle Inspection and Maintenance
PDC 07	Risk Management-Workers Comp
PDC 08	Personnel Management
PDC 08A.5	Advanced Personnel Management- Directors/ADs Only
PDC 08B	Personnel Management: Staffing, Assessment & Restructure for Growth- Directors/AD Only
PDC 08C	Personnel Management: Recruiting, Selecting & Onboarding
PDC 11	Special Transportation Orientation
PDC 12	Introduction to State Reporting
PDC 12A	Advanced State Reporting
PDC 12B	Budgeting
PDC 13	Presentation Skills

PDC 13A	Presentation Skills: In Practice
PDC 14	Advanced Student Management: Behavioral Perspective
PDC 14A	Student Management: 3-Dimensional Approach
PDC 15	Official Professional Certification Exit Exam (Must submit Exit Exam Request Form)
PDC 15A.5	Administrator Professional Certification Exit Exam (Must submit Exit Exam Request Form)
PDC 16	Emergency Preparedness
PDC 17	Wage and Labor Laws
PDC 18	Legal Issues
PDC 19	Field Trips & Extracurricular Events
PDC 20	Safety & Security Management
PDC 21.5	Dispatcher Roles & Responsibilities
PDC 22	Documentation in Transportation
PDC 22A.5	Advanced Documentation for Directors/AD Only
PDC 23	Introduction to Leadership: Necessary Lessons LEADERSHIP SERIES: PDC 23 and 23.5 numbered courses.
PDC 23.5	Leadership: Change and Transition
PDC 23.5A	Leadership: Becoming a Leader
PDC 23.5B	Leadership: Styles and Qualities
PDC 23.5C	Leadership: Team Building
PDC 23.5D	Leadership: Board Relations- Directors/AD Only
PDC 23.5E	Leadership: Problem Solving - Directors/ADs Only
PDC 23F	Leadership: Ethics
PDC 23.5G	Leadership: Time Management & the Art of Delegation
PDC 23H	Leadership: Trust and Culture
PDC 23.5J	Leadership: Special Transportation Responsibility & Accountability (Directors, ADs & Special Transportation Supervisors/Coordinators ONLY)

PDC 23.5K	Leadership: Dealing With Difficult Employee Behaviors
PDC 23L	Leadership: Strengths Based Capacity
PDC 25	Child Passenger Restraint Systems (Based on the NHTSA Course)
PDC 26	Technology for Transportation
PDC 27**	Assessing & Interpreting Driver Records and Mandated Regulations (now 6-hour course)
PDC 28	Training the Special Transportation Team
PDC 29	Supporting At Risk Populations (<i>Formerly No Child Left Behind - McKinney Vento</i>)
PDC 30.5	Communicating With A Diverse Public
PDC 32.5	Presenting a Positive Public Image
PDC 33.5A	Communication Skills: Interaction with Parents and Guardians
PDC 33.5B	Communication Skills: School District Staff
PDC 33.5C	Communication Skills: Community and Media
PDC 36	Liability in School Transportation
PDC 37	Business Skills in Transportation
PDC 37A	Business Skills: Professional Writing
PDC 37B.5	Business Skills: Writing and Revising Departmental Processes
PDC 37C.5 NEW	Business Skills: Project Management
PDC 38	Mental Health Response
PDC 39/39.5	Current Issues: Various current and relevant topics (Attendees may submit topics.)
PDC 40	Transportation Compliance Assessment and Evaluation (<i>Combined PDC 10, 24, 35</i>)
PDC 43	Trainer Academy (4 Day Course) For Trainers and Supervisors (Course credit may only be used toward the Trainer Level of Professional Certification.)

The following sections list Courses by subject track and provide brief descriptions of each course.

PDC COURSES BY TRACK (SUBJECT MATTER)

*Courses marked with * are for Directors and Assistant Directors Only (or equivalent on the District Organization Chart)*

INTRODUCTORY - New Transportation Staff or Members

PDC 00	Orientation to TAPT
PDC 01	Introduction to Transportation
PDC 13	Presentation Skills
PDC 22	Documentation
PDC 23	Introduction to Leadership: Necessary Lessons
PDC 23.5	Leadership: Change and Transition
PDC 23.5A	Leadership: Becoming a Leader
PDC 26	Technology
PDC 37	Business Skills in Transportation
PDC 33.5A,B,C	Communication Skills (Series of three courses)

Student Management

PDC 02	Student Management-A Behavioral Perspective
PDC 14	Advanced Student Management (02 is a pre-requisite to 14)
PDC 14A	Student Management: 3-Dimensional Approach
PDC 38	Mental Health Response

Operational

PDC 03	Purchasing
PDC 04	Accident Investigation
PDC 05/05A	Routing and Scheduling (05 is a pre-requisite to 05A)
PDC 06	Vehicle Inspection and Maintenance
PDC 12/12A	State Reporting (12A is for those experienced or have taken PDC 12)
PDC 12B	Budgeting
PDC 16	Emergency Preparedness
PDC 19	Field Trip Planning
PDC 20	Safety and Security Management
PDC 21.5	Dispatcher Roles and Responsibilities
PDC 22	Documentation
PDC 26	Technology for Transportation
PDC 27	Assessing and Interpreting Driving Records & Mandated Regulations
PDC 32.5	Presenting a Positive Public Image
PDC 37B.5	Business Skills: Writing & Maintaining Departmental Procedures
PDC 40	Transportation Compliance Assessment and Evaluation

Compliance

PDC 03	Purchasing
PDC 07	Risk Management
PDC 11	Special Transportation Orientation
PDC 17	Wage and Labor Laws
PDC 18	Legal Issues
PDC 23.5J	*Special Transportation Leadership
PDC 23F	Leadership: Ethics

PDC 27	Assessing and Interpreting Driving Records & Mandated Regulations
PDC 36	Liability in School Transportation
PDC 40	Transportation Compliance Assessment and Evaluation

Personnel

PDC 07	Risk Management and Workers Comp
PDC 08	Personnel Management
PDC 08A.5	*Advanced Personnel Management
PDC 08B	*Personnel Management: Staffing, Assessment & Restructure for Growth
PDC 08C	Personnel Management: Recruiting, Selecting and Onboarding
PDC 22	Documentation
PDC 22.5A	*Advanced Documentation
PDC 23.5C	Leadership: Team Building
PDC 23.5G	Leadership: Time Management and Delegation
PDC 23.5H	Leadership: Trust and Culture
PDC 23.5K	Leadership: Dealing with Difficult Employee Behaviors
PDC 23L	Leadership: Strengths Based Capacity
PDC 27	Assessing and Interpreting Driving Records & Mandated Regulations
PDC 38	Mental Health Response

Training

PDC 02	Student Management
PDC 04	Accident Investigation
PDC 11	Special Transportation Orientation
PDC 13	Presentation Skills
PDC 19	Field Trips
PDC 23.5C	Leadership: Team Building
PDC 25	Child Safety Restraint Systems (Hands on Training)
PDC 27	Assessing and Interpreting Driver Records and Mandated Regulations
PDC 28	Training the Special Needs Team
PDC 43	Trainer Academy (4-day In the Field and Classroom Training program)

Special Transportation

PDC 11	Special Transportation Orientation
PDC 28	Training the Special Needs Team
PDC 23.5J	*Special Transportation Leadership
PDC 25	Child Safety Restraint Systems
PDC 29	Supporting At Risk Populations (McKinney Vento)
PDC 38	Mental Health Response

Business and Communication Skills

PDC 13/13A	Presentation Skills
PDC 23.5B	Leadership: Styles and Qualities
PDC 23.5D	*Leadership: Board Relations
PDC 23.5E	*Leadership: Problem Solving
PDC 23.5J	*Leadership: Special Transportation Responsibility and Accountability
PDC 30.5	Communicating with a Diverse Public
PDC 32.5	Presenting a Positive Public Image

PDC 33.5A,B,C	Communication Skills (Parents, Staff, Media and Community)
PDC 37	Business Skills in Transportation
PDC 37A	Business Skills: Professional Writing
PDC 37B.5	Business Skills: Writing and Maintaining Departmental Procedures
PDC 37C.5	Business Skills: Project Management

Leadership

Any of the 23 or 23.5 Courses	Leadership Series
PDC 32.5	Presenting a Positive Public Image

Professional Certification Exit Exams (Requires Enrollment Approval)

PDC 15	Exit Exam for the Official Level of Professional Certification
PDC 15.5	Exit Exam for the Administrator Level of Professional Certification

PDC COURSE DESCRIPTIONS

PDC 00 ORIENTATION TO TAPT (Formerly 00.5)

Introduce transportation personnel to the Texas Association for Pupil Transportation and the benefits of membership. This course is a requirement for all levels of certification--Note:-This course is in addition to the course credit hour requirements and may not be included as a course credit when submitting required course credit hours.

PDC 01 INTRODUCTION TO TRANSPORTATION

Introduction and overview of transportation operation responsibilities and compliances.

- Knowledge of the general guidelines and requirements for establishing bus routes
- Overview of rider eligibility and student counts for state reporting.
- Specific duties of transportation administrators and supervisors.
- General guidelines for providing special transportation services for students with disabilities.
- General overview of purchasing and other compliances.

PDC 02 STUDENT MANAGEMENT

The search for innovative programs that address student misbehavior is ongoing. This course puts a focus on the need for driver training regarding student management and presents a look at student management from the perspective of the behavioral tendencies of the students on the bus as well behavioral tendencies of people in general.

- Introduction/philosophy of student safety management
- Need for continuing bus driver training.
- Characteristics of an effective school bus driver education participants
- Responsibilities of effective bus driver education participants
- Changes in society affecting people's behavior.
- Types of drivers
- Becoming the best driver

- Overview of three dimensional behavioral/safety management program
- Bus driver's responsibilities:
- Family structure
- Family constellation
- Perceptions
- Self-analysis (understanding why we do what we do)

PDC 03 PURCHASING OF TRANSPORTATION SERVICES AND EQUIPMENT

Procedures for purchasing and selling school buses, writing specifications for school buses, fuel, and parts, bid laws and requirements.

- To become familiar with general information and requirements for purchasing
- Procedure to follow to sell used buses.
- Establish procedures for writing specifications for parts, gasoline, diesel, and alternative fuels.
- Establish procedures for advertising for bids.
- Quotations versus formal bids and telephone quotations
- Discuss bidding laws.
- Lease purchase of school buses

PDC 04 ACCIDENT INVESTIGATION (Note: PDC 04 and PDC 04A Advanced Accident Investigation were combined.)

- Basic accident investigation techniques, including operator responsibility, on-scene collection of data and post-accident analysis.
- Transportation operations, policies, and procedures.
- District responsibility
- Understanding Accident Reports
- Notification procedures and operator responsibilities
- Current trends and accident investigator tools
- Levels of investigation
- Interview techniques.
- Photographic techniques, equipment, problems, and solutions
- System consideration
- Analyzing and assembling the investigation
- NTSB

PDC 05 ROUTING AND SCHEDULING

Requirements for establishing school bus routes, understanding computer routing programs, extra-curricular trip scheduling, and staggered school starting times for multiple tier bus runs.

- To Develop knowledge of general guidelines and requirements for establishing bus routes

- To develop an understanding of computer routing
- To develop an understanding for bus route scheduling
- To develop a policy for extra-curricular scheduling
- To discuss dual or triple routing of buses
- Adjustment of bell schedules to provide for multiple use of equipment.
- Review of routing, loading, and scheduling annually for the purpose of increasing efficiency and cost effectiveness
- Available types of computer programs

PDC 05A ADVANCED ROUTING AND SCHEDULING

(PDC 05 Routing and Scheduling is a pre-requisite to attending this course)

PDC 06 BUS INSPECTION AND MAINTENANCE

Specifications and equipment for school buses, fleet replacement policies, preventative maintenance programs, parts inventory procedures and cost analysis.

- To become aware of specifications, equipment, and different vehicle types available
- To develop knowledge of long-range plans for purchase/replacement of vehicle and equipment
- To develop an understanding of the basic considerations necessary for a preventive maintenance schedule
- To develop an understanding to establish a plan for fleet maintenance, including preventive maintenance.
- To develop an inventory control for parts and supplies
- Train bus drivers to check the vehicles (including fluid levels) daily and report status to maintenance personnel.
- To develop a system for the yearly recording of maintenance cost for planning and evaluation

PDC 07 RISK MANAGEMENT: WORKERS COMPENSATION

Worker's Compensation, loss prevention, development, and implementation of a successful accident prevention program.

- To develop a basic understanding of Workers' Compensation.
- To learn about the timelines, legal requirements, and responsibilities associated with claim filing.
- To understand the concept of "disability" and how it pertains to the claims and payment of benefits.
- To understand the unemployment compensation system, including the claims and appeal process.
- To become familiar with how to design a formal discipline and documentation process as a basis for unemployment compensation loss control.

- To recognize the most common types of unemployment claims and how to effectively manage them.

PDC 08 PERSONNEL MANAGEMENT

Selection of staff, in-service training, writing job descriptions, wages and benefits, employee award program.

- Procedures for staff selection
- District Policy
- Departmental procedures
- To develop in-service training for staff
- Changing laws
- Requirements
- Procedures
- To develop in-service training for drivers of Special Education students
- Writing job descriptions and work plans
- Training and evaluations
- Effective elements
- Ineffective elements
- Working Conditions
- Change in status.
- Transfers
- Advancement
- Disciplinary action
- Termination of services
- Determining wages and benefits
- Personnel appreciation, recognition/incentives/Awards Programs/
- Merit systems.

PDC 08A.5 ADVANCED PERSONNEL MANAGEMENT (Directors and Assistant Directors)

(Completion of PDC 08 pre-requisite)

PDC 08B PERSONNEL MANAGEMENT: STAFFING ASSESSMENT AND RESTRUCTURE FOR GROWTH

(Directors and Assistant Directors)

This course will discuss how to restructure your department to meet district growth and how to assess and get support for staffing increases and new projects.

PDC 08C PERSONNEL MANAGEMENT: RECRUITING, SELECTING AND ONBOARDING

This course will generate lively discussion regarding innovative hiring procedures to ensure you and your staff are interviewing and hiring the person you really want for the job and who will enhance your operations and retention.

PDC 11 SPECIAL TRANSPORTATION ORIENTATION

Detailed study of special transportation programs including rules and regulations, IEP, discipline procedures, routing, training for drivers, monitors, and equipment available.

- To become familiar with the legal basis for providing special transportation.
- To become familiar with definitions of disabilities and to gain knowledge of how these definitions are used by the Special Education Department.
- To become familiar with the terminology used by the Special Education Department
- To become knowledgeable of the placement process and what it means to special transportation.
- To become familiar with the Individualized Education Program (IEP) and how it relates to special transportation.
- To become aware of the communication process which should take place during the placement of a child with disabilities on special transportation.
- To develop an understanding of the role of the parent in special transportation and to learn how to deal with parent responsibilities.
- To become aware of regulations governing the discipline of students with disabilities
- To develop knowledge of general guidelines and requirements for routing and scheduling of special transportation bus routes
- To develop knowledge of guidelines and requirements governing after-school extracurricular activities
- To become aware of resources available for in service training of special transportation personnel
- To become aware of current trends and court rulings affecting special transportation

PDC 12 INTRODUCTION TO STATE REPORTING

Becoming familiar with state reports and funding, including rider eligibility requirements, eligible route service requirements and use of the Foundation School Program Payment System.

- To learn keys to accurate state reporting
- To learn requirements for student rider eligibility
- To understand what constitutes eligible route service.
- To define program and sub-program types of eligible services
- To become familiar with report requirements: Route Service (school year) and Operations (fiscal year)
- To gain knowledge in the use of the Foundation School Program Payment System (FSP)

PDC 12A ADVANCED STATE REPORTING *(PDC 12 is a pre-requisite or experience in filing state reports)*

This course is a continuation of the concepts of the PDC 12 Course, with additional focus on the history of the report and typical scenarios that may be encountered while preparing for the state reports.

Question and answer sessions will focus on specific challenges that may arise during the report process.

PDC 12B BUDGETING

Becoming familiar with all parts of an account code, assessing and prioritizing the needs of your department, establishing a procedure for managing funds on an annual basis and protecting your investment.

- To become familiar with all parts of an account code.
- To develop an understanding of the proper code to charge an expenditure.
- To realize the importance of assessing and prioritizing the needs of your departments.
- To establish a procedure for managing funds on an annual basis.
- To discuss protecting your investment.
- To understand the relationship between state reports and state funding.

PDC 13 PRESENTATION SKILLS

A general overview of tips and strategies for enhancing your performance of delivering a report or making a presentation before both large and small groups.

- To define a presentation
- To know the difference between a speech and a presentation
- To formulate a presentation
- To consider use of brain/mind principles when developing a presentation
- To learn about first impressions, dress and perceptions, color, graphics, humor, posters, music
- To build relationships with the audience
- To establish presence with the audience
- To deal with audience participation
- To manage nervousness
- To improve a presentation

PDC 13A PRESENTATION SKILLS: IN PRACTICE

A general overview of tips and strategies for enhancing your performance of delivering a report or making a presentation before both large and small groups.

PDC 14 ADVANCED STUDENT MANAGEMENT: A BEHAVIORIAL PERSPECTIVE *(PDC 02 is a pre-requisite)*

This course is a continuation of the concepts of the Transportation # 02 Course with additional focus on self-analysis of human behavioral tendencies and perceptions. A general overview is provided of the effects of brain development on behavior, gender differences, behavior patterns and communication styles as well as progressive attitude toward student management.

- Preventive disciplinary measures
- Having a plan

- Development of a plan
- Self-analysis (looking at ourselves)
- Dress
- Attitude
- Loyalty
- Teamwork
- Patience
- Self-analysis (why we do what we do)
- The brain-how it works.
- Perceptions: Brain dominance; Problem Solving; Stereotypes
- Communication styles
- Non-verbal communication
- Clear, verbal communication
- Overview of behavioral patterns
- Basic needs that drive human behavior
- Components of total behavior
- Human brain and gender differences
- Progression toward helplessness

PDC 14A STUDENT MANAGEMENT: 3-DIMENSIONAL PERSPECTIVE APPROACH

This course takes you further into understanding the why and how of student management perceptions and our own realities.

PDC 15 OFFICIAL EXIT EXAM (*Must be vetted and request approval for enrollment before registering*)

The Exit Exam is the final step to achieving the level of TAPT Pupil Transportation Official Professional Certification. To qualify for this certification, applicants must demonstrate a working knowledge of the responsibilities of a top administrative position that involves establishing programs and policies, setting standards, developing materials, personnel management and providing leadership to achieve designated goals in all areas of student transportation operations.

Attendee must be a TAPT Active or Associate level Member. The Exit Exam Application and letter of recommendation must be submitted for approval of enrollment into the Exit Exam. *See Application in this handbook in the Forms section.* (Contact Executive Director for more information)

The Exit Exam will be given in both oral and written formats and questions will cover all transportation operations for public schools; elements of routing, scheduling, personnel management, purchasing, budgeting, special transportation, state reports, leadership, communication, and public relations, demonstrating the competence necessary to manage a pupil transportation operation.

Exit Exam Structure:

- Review
- Presentation
- Written Exam (Paper based three-hour limit)

- Essay
- No cell phones or open books
- Must pass with at least 70%.

A working knowledge of all aspects of supervising a transportation operation including the following:

- State and Federal Laws and Compliances; Texas Administrative Code; Texas Transportation Code; FMVSS; IDEA; FMSCA; NHTSA
- Current National School Transportation Specifications and Procedures (NCST.org)
- Texas Specifications for School Buses
- Transportation Policies and Procedures
- Personnel Management and Evaluation
- Board and Media Relations
- Shop Management
- Staff Training
- Routing and Rezoning
- Leadership and Communication

Exams will be graded after the end of the exam event. All attendees will be emailed individually with exam grade and notice of successful completion or failed attempt. Those passing with at least 70% completion may apply for Official Professional Certification.

Attendees who do not pass the Exit Exam will be given the opportunity to retake an Exit Exam at a future PDC Class Event. Attendee should notify the Executive Director of retake intention and attendee will be scheduled and notified of date and time. There will be no charge for the retake. The retake will be a different exam but will cover the same expected knowledge of transportation operations. If the attendee fails to pass the retake, he or she must register and pay for the third attempt.

PDC 15A.5 ADMINISTRATOR EXIT EXAM *(Must be vetted and request approval for enrollment before registering. Enrollment Application in Forms Section)*

Please refer to PDC 15 above.

PDC 16 EMERGENCY PREPAREDNESS

Crisis Plan development, accident response plan, on route conflict preparedness. Dealing with the media, severe weather situations, facility and equipment preparedness, response role in community disaster situations.

- To develop an understanding of crisis plan development.
- To gain an understanding of an effective vehicle accident response plan.
- To become aware of on route conflict situation preparedness.
- To develop knowledge of dealing with the media.
- To become aware of the need for information and training about severe weather situations.
- To gain an understanding of facilities and equipment preparedness.
- To become aware of a transportation department's response role in a community disaster situation.

PDC 17 WAGE AND LABOR LAWS

Legal requirements related to the Fair Labor Standards Act, basic terminology methods, and concepts for recruiting/retaining.

- To develop a basic understanding of legal requirements related to the Fair Labor Standards Act.
- To become familiar with the history of minimum wage, exemption, timekeeping requirements, enforcement agencies and penalties.
- To be able to define and calculate overtime.
- To learn basic pay terminology and methods including definitions of factors used to consider job payment.
- To understand the concept of turnover and to be able to identify ideas for recruiting and retaining employees.

PDC 18 LEGAL ISSUES IN TRANSPORTATION

A comprehensive overview of legal issues in pupil transportation dealing with liability for student injuries, all areas of sexual harassment, employment practices for directors, handling grievances and community relationships.

- Confidentiality of student records
- School and employee liability for student injuries
- Employee Sexual Harassment Test
- A look at sexual harassment: Employee-to-Employee and Employee-to-Student
- Case studies of student-to-student sexual harassment
- Student-to-student sexual harassment
- Employment 101: An overview for transportation directors
- A general guide to handling grievance
- A level 1 Grievance Guide and script
- The Transportation Director's Toolbox
- Keeping your district out of family disputes

PDC 19 FIELD TRIPS AND EXTRA-CURRICULAR TRAVEL

Presents options for planning, assigning, and executing field trips and extracurricular events, including methods of selecting drivers, district policies relating to student travel and modes of travel.

- To provide options to planning field trips and extracurricular events
- To initiate discussion related to scheduling options (seniority, alpha rotations, bidding, etc.)
- Explore the various software programs available; discuss automation vs. manual methods.
- Review related district policy on field trips (parents, equipment, compensation, etc.)
- Passenger van issues vs. new model activity buses

PDC 20 SAFETY AND SECURITY MANAGEMENT *(Formerly STUDENT SAFETY MANAGEMENT)*

Covers topics including safe student loading/unloading, safe student ridership, student evacuation procedures, and protecting students from further injury following bus accidents and procedures for students in crisis situations such as hostage, weapons, and weather.

- proper loading/unloading practices.
- insure safe student ridership.
- student evacuation procedures
- procedures for students in a bus accident
- correct procedures in hostage/weapon situations
- severe weather

PDC 21.5 DISPATCHER ROLES AND RESPONSIBILITY

Presents an overview of the general function of the dispatcher, including proper radio procedures, developing listening skills and gaining and maintaining control during emergencies.

- To become familiar with the general functions of dispatching
- To discuss proper radio procedures including pertinent FCC regulations
- To develop techniques for improving listening skills
- To improve techniques for improving controlling emergency situations
- To learn procedures to follow in emergency situations.
- Classroom interaction – discussion of emergency scenarios

PDC 22 DOCUMENTATION IN TRANSPORTATION

Gives the student a better appreciation of why we document, what to document and how to document in our everyday busy lives of transporting students. The class focuses on employee, training and vehicle documentation through a power point presentation, sample documents and interactive classroom activities.

- To gain a better understanding of what, why and how we document in public school transportation.
- To review sample documents to implement for documenting training, employees, vehicles, and various other aspects of pupil transportation.
- To gain a better working knowledge of employee records (MVR's, physicals, and reprimands) through classroom activities and presentation.
- To gain a better understanding of how to successfully correct and employee's inappropriate behavior and practices.

PDC 22A.5 ADVANCED DOCUMENTATION IN TRANSPORTATION

(Directors and Asst. Directors Only) PDC 22 is a pre-requisite.

This advanced course is for Directors and Asst. Directors only and is an advanced version for those responsible for documenting operational information and staff performance.

PDC 23 INTRODUCTION TO LEADERSHIP: NECESSARY LESSONS

The most successful and effective leaders understand the “essentials” of leadership and that development and enhancement of leadership skills is a continuing process. Great leaders master many leadership skills by learning “necessary lessons”; some through their own life experiences. Awareness, attention, and in-depth focus will be afforded to some of these “necessary lessons”.

- Introduction/Experience as a Leader
- Necessary Lesson: Understanding Leadership Basics
- Necessary Lesson: Communication
- Necessary Lesson: Ongoing Self-Analysis
- Necessary Lesson: Perceptions and Behavior
- Necessary Lesson: Tell the Story
- Necessary Lesson: It’s All in the Presentation
- Necessary Lesson: Visualize Success/Share Vision
- Necessary Lesson: Responsibility
- Necessary Lesson: Passion and Compassion
- Necessary Lesson: Change and Transition
- Necessary Lesson: Look at Details -- See Big Picture

PDC 23.5 LEADERSHIP: CHANGE AND TRANSITION

Tradition may be wise, but leaders face situations each day that call for innovative solutions. Bringing about change calls for transitions which in turn influence the behavior of people directly and indirectly involved. Successful leaders focus on the process of making the changes.

- Introduction/Transitions of Positions as a Leader
- Understanding the Behavior of People
- Perceptions of What Is Real and Not Real
- Change versus traditions.
- Role of Vision and Goals
- Identifying the Need for Change
- Aspects of Change
- Overcoming the Difficulties of Change
- Relationship of Change and Transitions
- Managing Transitions
- Continuing a Learning Environment Within the Organization
- Power of Behavior When in Leadership Role

PDC 23.5A LEADERSHIP: BECOMING A LEADER

An overview of some of the “Fundamentals” of being a leader and the enhancement of leadership skills as the individual finds oneself in a leadership role within a group or organization.

- Introduction/Positions as A Leader
- The Essence of Leadership
- Understanding the Behavior of People Based on Perceptions
- Assuming a Role of Leadership
- Visualize Success/Share Vision
- Dealing with Problems and Distractions
- Passion and Compassion
- Documentation and the Leader
- Leading and Decision Making
- Visibility and Accessibility
- Staying Calm
- Cautions Regarding Being in a Leadership Role
- Power of Behavior When in Leadership Role

PDC 23.5B LEADERSHIP: STYLES AND QUALITIES

This course will define what leadership is, discuss various leadership styles, and discuss qualities an effective leader should display and utilize.

- General Leadership Information
- Leadership Styles
- Leadership Qualities
- Group Exercise
- General Review

PDC 23.5C LEADERSHIP: TEAM BUILDING

Teaches the student how Leadership and Team Building works to inspire others to higher levels of performance by realizing what a Leader must Know, Be and Do.

- Show how leaders evaluate themselves and their effectiveness as a Leader.
- Discuss Importance of Communicating effectively and appropriately
- Importance of building and improving relationships
- Model behaviors that build positive atmospheres and working environments.

PDC 23.5D LEADERSHIP: BOARD RELATIONS (Directors and Assistant Directors)

The Board of Trustees, commonly called “the School Board” set policies for their school district. Leadership within the district may have opportunities to provide feedback to the School Board and have an impact on policies. A successful leader will strive to maintain a most positive relationship with the Board and develop strategies for promoting that relationship.

impact; purchases of specialized equipment and vehicles; and making sure that the transportation team has a seat at the table.

PDC 23.5K LEADERSHIP: DEALING WITH DIFFICULT EMPLOYEE BEHAVIORS

Following a suggestion from an attendee, the PDC Committee realized that this subject is a growing issue, especially in these times of unprecedented transportation staff shortages. Attend this interactive session in which attendees will arrive at workable solutions.

PDC 23L LEADERSHIP: STRENGTHS BASED CAPACITY

We hire people for their skills and expertise but are we using them to their full potential? Are we expecting excellence from them in areas that are not their forte? Is this causing departmental stress and undue hardship?

PDC 25 CHILD SAFETY RESTRAINT SYSTEMS (CSRS) IN SCHOOL BUSES

This class, in line with NHTSA recommendations, will review proper selection, installation and usage of restraint systems in a school bus. Drivers, attendants, driver trainers, school administrators and maintenance personnel will benefit from this class.

- Characteristics of the pre-school population
- How a school bus provides safety to child passengers
- Identify how occupant protection systems are used in school buses.
- Proper installation of child safety restraint systems in school buses
- Proper securement of the child in a child restraint system
- Proper maintenance, storage, and disposal of child restraint systems
- Overview of evacuation procedures for children riding in child restraint systems

PDC 26 TECHNOLOGY FOR TRANSPORTATION

Acquaints the attendees with the relationship of how Technology and Transportation work together. Discussions may include what is currently being used in Transportation; ex: video/camera devices, the operating systems, technology terms, application software, steps that will need to be addressed from purchase to implementation and annual support.

- Become familiar with today's technology and terminologies.
- Orientation to the various technology applications utilized in student transportation.
- Be familiar with the purchasing process.
- Gain ability to account for and maintain technology products.
- Discuss current transportation and technology trends.
- Discuss current/future transportation technology products.
- Note: specific software brands will not be discussed.

PDC 27 ASSESSING AND INTERPRETING DRIVING RECORDS AND MANDATED REGULATIONS

Ability to understand and appropriately grade the MVR-driving record - from the TX DPS; interpret the codes; and assess points according to the Penalty Point chart found in the Texas Administrative Code. Also learn associated mandated regulations regarding school bus drivers and licensing.

- Discuss penalty point system for school bus drivers as outlined in Texas Administrative Code
- Discuss tables used to score Motor Vehicle Records: MVRs
- Discuss how to read and score MVRs to determine driver eligibility.
- What disqualifies an employee from driving a school bus?
- How to read MVRs to determine self-certification status

PDC 28 TRAINING THE SPECIAL TRANSPORTATION TEAM

Provides practical experience for those who need to be able to plan, provide, and present information to the Special Transportation Team. It focuses on the Legal Basis, IDEA Terminology, Department/District Assessment, Equipment, Personnel, and other resources available to Transportation Practitioners.

- Terminology used by the Special Education Department/IDEA
- Definitions related to students with disabilities.
- Regulations related to behavioral issues and development of effective behavioral responses, reporting and discipline in relation to individuals with disabilities.
- The legal basis for providing the Related Service Transportation
- The communication process which should take place during the placement of a child on specialized transportation.
- Basic information about the elements of effective adult in-service training
- To increase knowledge of available resources

PDC 29 SUPPORTING AT RISK POPULATIONS (FORMERLY NO CHILD LEFT BEHIND)

An overview of current federal and state requirements and best practices regarding the transportation of students who qualify under No Child Left Behind (McKinney Vento) legislation.

- Homelessness/Misplaced
- In district students
- Out of district students
- Contracted services
- Public School Choice
- Failure to make Adequate Yearly Progress (AYP)
- Victims of Violent Crimes
- Unsafe Schools

PDC 30.5 COMMUNICATING WITH A DIVERSE PUBLIC

This course takes a close look at diversity in the workplace and on the school bus and how our own opinions and philosophies may hinder making fair and consistent decisions or treating all in a fair and consistent manner. Remembering that our goal is safe and efficient transportation for all students.

PDC 32.5 PRESENTING A POSITIVE PUBLIC IMAGE

What do school district staff, administrators, parents, and the community visualize when considering the Transportation Department? Are you getting the support you feel you need? A positive public image is vital to receiving support from the district and from the community for new initiatives. Attend this course to learn and discuss what it means to build good relationships and how to build a positive image that appropriately reflects you and your team.

PDC 33.5A COMMUNICATION SKILLS: INTERACTION WITH PARENTS/GUARDIANS

You will learn your communication style and with this knowledge you will discover dramatic improvement as you interact with parents and guardians. Hands-on and interactive learning will help you gain new perspectives and a good understanding of the importance of respecting the parent's point of view. In addition, you will learn the value of active listening and effective tools to positively represent your district.

- Communication Defined
- Communication Challenges with Parents and Guardians
- Communication Success-what does it look like?

PDC 33.5B COMMUNICATION SKILLS: SCHOOL DISTRICT STAFF

You will learn a two-fold approach to assist transportation staff in communicating with district staff internally with subordinates as well as employees outside of the transportation department. You will also learn great communications skills as we reveal a variety of bad communication habits and techniques on how to overcome those habits.

- Learn about communication challenges from activities and videos.
- Communicate effectively with internal district staff.
- Characteristics of Great Communicators
- How to have crucial conversations

PDC 33.5C COMMUNICATION SKILLS: COMMUNITY AND MEDIA

This course covers a variety of crisis/media situations involving school transportation related incidents and provides tools transportation professionals can use if they are faced with a media event. You will also have a hands-on activity proving how communication affects the relationship of your district with your community.

- Understand Importance of Public Opinion
- Identify Decision Making for Positive Community Results
- Discuss the Role Communication Plays in Public Opinion
- Learn How to Work with the Media

PDC 36 LIABILITY IN TRANSPORTATION

This course will examine liability for Texas public school districts, specifically in student transportation. The purpose of this course is to ascertain potential liability for public schools for incidents that occur beyond vehicular accidents (i.e., vehicle crashes and collisions), such as incidents at a school bus stop, walking to the school bus stop, and student incidents on the bus not directly resulting from a vehicular collision, which may result in injury.

- Overview of the Texas Tort Claims Act and Sovereign Immunity
- Review and analysis of court cases.
- Analysis of the data from case briefs
- Findings and recommendations

PDC 37 BUSINESS SKILLS FOR TRANSPORTATION

Attend this course to learn important skills necessary for the success of your daily operations.

PDC 37A BUSINESS SKILLS: PROFESSIONAL WRITING

This course is intended to provide a basic understanding of the skills required to produce effective written business communication. Participants will review the principles of English grammar, style and formatting guidelines and will be afforded the opportunity to practice these skills. While not required, participants may wish to bring a laptop or other device with word processor capabilities.

PDC 37B.5 BUSINESS SKILLS: WRITING AND REVISING DEPARTMENTAL PROCEDURES

How long has it been since you reviewed your policies and procedures for updates? This course will assist you with writing and revising your policies and procedures.

PDC 37C.5 PROJECT MANAGEMENT

This course will focus on how to get those “started but never quite finished” projects moving along and completed in a timely and efficient manner. Circumstances such as staffing challenges, time management issues, failed delegation and the normal daily operational issues often make it seem impossible to complete a project - stresses none of us have time for.

PDC 38 MENTAL HEALTH RESPONSE

- Signs and Behaviors to help identify suicidal thoughts and behaviors.
- Signs of Non-suicidal Self-Injury and how to assist.
- Facts about Panic Attacks, identifying behaviors, and how to assist.
- Youth affected by a Traumatic Event
- Traumatic events that may affect young adults and adults.
- Facts about Aggressive Behaviors and how to assist.

PDC 39/39.5 CURRENT ISSUES ROUNDTABLE

The topics of this course will change as needs arise. Current, trending, and relevant topics will be the focus of discussion and will provide attendees an opportunity to request topics to be selected for discussion in advance (during or before registration). 3-5 topics will be discussed or one main topic such

as has been presented with ELDT preparation. Local, state, and national best practices will be discussed as well as roundtable discussions from those in attendance.

PDC 40 TRANSPORTATION COMPLIANCE ASSESSMENT AND EVALUATION (*New course 1-1-2021 which combines and updates PDC 24, 35 and 10*)

Study of basic transportation management techniques; how to create, analyze and evaluate a super-efficient and effective business; how to set baselines for continuous improvement; and how to determine best practices for your district.

- How to use data to monitor and improve daily operations
- Develop procedures for timely reporting of all state, federal and local reporting compliances.
- Provide techniques to improve driver morale and increase efficiency.
- District policies and procedures for efficiencies and effectiveness
- Procedures for monitoring transportation costs
- Routing and scheduling efficiencies for General Ed, Special Ed, Extra-curricular and Pre-school
- Equipment and vehicle replacement
- Vehicle maintenance
- Staff training and Safety programs.
- Student discipline and parent complaint policies and procedures
- To develop an understanding of fleet maintenance, preventive maintenance, and maintenance documentation requirements.
- Budgeting and purchasing guidelines.

PDC 43 Trainer Academy (4 Day Course for Trainers and Supervisors)

This course trains trainers with tried and tested backing and turning exercises for training or retraining new or veteran drivers and is an opportunity to enhance the skills of new or prospective Driver Trainers and prepare them with the latest skills, training techniques and information vital to any Training Program. 34-hours of theory and hands-on exercises led by TAPT instructors with years of first-hand training experience. (Course credit may only be used for the Trainer level of Certification.)

The course includes the following Classroom and Field Activities, Demonstrations and Personal Consultations. **All 4 days must be attended. (Note: this class is often divided into 2 weekends.)**

Classroom:

- Presentation Skills
- Entry Level Driver Training (ELDT)
- Pre-Trip Inspection
- Precision Backing Theory
- Precision Turning Theory
- Terminology
- FMCSA Clearinghouse Overview

- Student Management
- Knowledge Assessment
- Backing Evaluations
- Documentation
- Special Transportation Considerations
- Leadership

Field Activities:

- Precision Backing Field Exercises
 - Straight Line Backing
 - Gradual Backing
 - Sharp Backing and Recovery
- Pre-trip Inspection Activity
- Precision Turning Field Exercises
 - Sharp
 - Rounded
 - Left
 - Optical Illusion

Demonstrations:

Air Brake Test/Inspection

Suspension Protection

Emergency Vehicle Control Maneuvers (Weather and location permitting)

Wheelchair Securement & Proper Lift Use

Consultations:

One-on-One Consultations - Constructive Feedback

Turning Evaluations

Backing Evaluations

Written Exam

Graduation

Each participant will receive a course handbook including resources to use for instruction in their own district. Certificates of completion will be emailed within 7 business days of successful completion and payment. Those needing further training will be offered the opportunity if scheduled within 30 days of the course.

SECTION TWO

Professional Certification Program

Course Credit Requirements, Professional Certification Levels and Certification Eligibility

TAPT Professional Certification is available to TAPT Active or Associate Level Members.

Applicants for professional certification must have:

- Positions of responsibility commensurate with the category/level of requested Professional Certification
- Active involvement and knowledge of pupil transportation services and operations.

TAPT Members approved for TAPT Professional Certification will receive a Certification Number that will remain with the Member for the entirety of their Membership and professional certification with TAPT, unless revoked for failure to maintain Membership or the continuing ed requirements as outlined in this handbook. ***Please see "Continuing Education Requirements"***.

PDC COURSE CREDIT REQUIREMENTS:

1. To obtain credit for a TAPT Professional Development Course (PDC), the Active or Associate Member must have attended and successfully completed the course within **seven years** of applying for professional certification status. *Testing-out of a course is not an option. Courses taken more than seven years earlier must be re-taken.*

2. All course participants must attend and successfully complete at least six (6) hours of instruction, including break time, for credit in a full course.

3. Half day three (3) hour courses require that participants be present for the three (3) hours to receive course credit. (Courses with .5 in the course number are 3-hour courses)

4. Exceptions may be made for some emergencies and/or "personal needs", but these exceptions shall be limited. Participants shall notify the Instructor in the event of an emergency. It shall be the discretion of the Instructor and/or PDC Chairmen to grant credit for the class. The Executive Director should also be notified as soon as possible.

*Note: The TAPT PDC #00 Orientation to TAPT Course is a requirement **in addition to** the required course credits and does not count as a course credit. (May also use 0.5 Orientation to TAPT)*

5. To ensure that all courses meet all TAPT Professional Development requirements, any course counting toward TAPT Professional Certification course credit must be approved by the Professional Development and Certification Committee. This approval process shall apply to courses offered by other organizations if comparable to the TAPT approved curriculum and course credit hours, and applicable to pupil transportation. The courses must be available to TAPT for a minimum of two years.

6. Course credit/non-credit appeals shall be decided by the Professional Development Committee Chairs. The request for appeal must be made in a letter mailed to the Executive Director within 30 days of completion of the course.

7. Credit granted for TAPT Professional Certification and/or continuing education hours (to maintain

TAPT Professional Certification status), for any course taught outside a TAPT Event must be a TAPT approved course and taught by a TAPT Certified Instructor. Written approval of the credit shall be required from the TAPT Professional Development Committee Chairperson(s). *TAPT Events include annual conference and off-site and online TAPT scheduled courses.*

8. Courses requested to be taught at a school district are open enrollment only to hosting school district's employees. No registration fee shall be assessed. The hosting school district shall bear all expenses of providing the course. It may be permissible for two or more school districts to cooperatively host an outside TAPT Event if approved by the TAPT Professional Certification Committee Chairperson(s).

Hosting entities should require attendees to sign in and confirm attendance and completion of the entire required length of the course. **The hosting entity shall submit the sign-in roster to the TAPT Executive Director to document authentication in case an attendee should request credit for the course.** Graded exams should also be submitted to TAPT to verify successful completion of the entire course. If the hosting entity includes the course credit fee in the registration fee and submits a Certificate of Completion to the attendee, TAPT will note the course credit in the attendee's transcripts. Persons wishing course credit must be a TAPT Active or Associate Member.

To receive credit for a course taken at a school district or other outside event, the requesting TAPT Member must submit a certificate of completion or be verified via a sign in roster from the school district and approved by the Instructor with appropriate course credit fee.

Course Credit Fees:

- \$50.00 for a 6-hour course
- \$30.00 for a 3-hour course
- ***Certificate of Completion must be submitted.***

Members may access the PDC Portal online to review professional development attended.

The PDC Portal may be accessed within the Members Only section of the website. Each member will register themselves for the Portal using the email address that their membership is under.

If the member has changed districts and has a different email address, the technology chair may need to merge all email addresses to see all classes completed.

ONLINE TAPT PDC COURSE CREDIT REQUIREMENTS.

Courses attended virtually through TAPT require Membership and individual registration and sign on. All online course registration fees must be paid by the deadline date to attend.

Unpaid registrations will be deleted to make room for wait-listed participants. In most cases, online classes will be capped at a max attendance of 30 participants. ***Attendance of online classes should be treated with the same respect and dignity as an in-person class.***

- Participants must have the Zoom app downloaded onto their personal or work devices.
- TAPT is not responsible for equipment or internet issues experienced by the participant.
- Participants must remain in camera view and within their frame throughout the entirety of the course except during scheduled breaks. *If the Instructor makes more than two requests to the attendee to remain in frame, course credit may not be awarded, and the class will have to be re-taken at attendee's cost.*
- Please select a table or desk for attending, when possible, to create a classroom environment.

- Participants must participate in the group breakout activity sessions as instructed.
- Participants should be prepared to answer questions and participate.
- Participants should attend in an area without interruptions and background noise (such as pets)
- Participants should avoid unnecessary movement, other activities, or side conversations (even on mute) so that other attendees are not distracted.
- Participants should MUTE the mic option during the presentation.
- Both Video and Audio features should be muted during the break.
- Attendance will be checked after each break or lunch.
- Participants may use the CHAT feature to ask questions or ask questions during the course by stating their name and then the question.
- Participants must successfully complete the Exam with a 70% passing score **No cell phone usage will be allowed during the Exam.**
- Participants will receive a Certificate of Completion via email 7-10 days after the course.

PROFESSIONAL CERTIFICATION CATEGORIES AND ELIGIBILITY
All levels require a current Active or Associate Level of TAPT Membership

Please note that each level of certification has a description of the individuals to whom certain levels are available.

- TAPT Professionally Certified Pupil Transportation Trainer (CTPTT)
- TAPT Professionally Certified Pupil Transportation Specialist (CTPTSP)
- TAPT Professionally Certified Pupil Transportation Supervisor (CTPTS)
- TAPT Professionally Certified Special Transportation Specialist (CTSTSP)
- TAPT Professionally Certified Special Transportation Supervisor (CTSTS)
- TAPT Professionally Certified Pupil Transportation Official (CTPTO)
Requires Active Level membership.
- TAPT Professionally Certified Pupil Transportation Administrator (CTPTA)
Requires Active Level Membership.

ONLY CURRENT APPLICATIONS WILL BE ACCEPTED. PLEASE REFER TO FORMS SECTION.

Applications for Professional Certification are processed between August 1 and March 1 due to Conference Registration and Planning.

TRAINER - TAPT PUPIL TRANSPORTATION TRAINER PROFESSIONAL CERTIFICATION (CTPTT)

Applicants for this level of professional certification must be current Active or Associate level Members and have a knowledge and interest in pupil transportation positions with responsibility **commensurate with the category of certification.**

Certification as a Transportation Trainer is available for those individuals qualified to function at this technical level of the pupil transportation system. To qualify for this certification, applicants must:

- Demonstrate appropriate classroom teaching skills.
- Ensure the ability to teach behind-the-wheel training to prospective school bus drivers, and/or any necessary retraining.
- Have a basic knowledge of all federal and state laws and best practice.

Applicant must:

1. Demonstrate a working knowledge of basic pupil transportation principles.
2. Have experience in the training program of a pupil transportation operation.
3. Have a high school diploma or equivalent.
4. Be an Active or Associate level TAPT member in good standing.
5. Submit a Letter of Recommendation from the Director or immediate Supervisor on District Letterhead, signed and dated and confirming that the applicant has met the qualifications as outlined above and has met the course requirements.

Course Credit Requirements:

- (1) 24 Hours of TAPT PDC coursework from the following:
PDC 02, 11, 22 and 25, and
- (2) Completion of the TAPT School Bus Driver Trainer Academy, and
- (3) Complete PDC #00 or 0.5 - Orientation to TAPT
- (4) Submit **current** application from the PDC Handbook with application fee, letter of recommendation, and Certificate of Completion for TAPT Driver Trainer Academy and Child Safety Restraint Class (additional fee required if taken off site of a TAPT event) to the TAPT Executive Director. (Contact Executive Director if Driver Trainer Course is not the TAPT Course.
- (5) Current Active or Associate level Membership

Required courses completed and credited longer than seven (7) years from date of application are not acceptable and must be taken again to receive credit and meet the course requirements.

Full Day Course is 6 hours. Half day (courses with .5 in the course number) count for 3 hours.

ONLY CURRENT APPLICATIONS WILL BE ACCEPTED. PLEASE REFER TO FORMS SECTION.

Please allow 6-8 weeks for processing.

SPECIALIST - TAPT PUPIL TRANSPORTATION SPECIALIST PROFESSIONAL CERTIFICATION (CTPTSP)

Certification as a Pupil Transportation Specialist is available for Active or Associate level Members who qualify as Support Services Personnel in the pupil transportation industry. To qualify for this certification, applicants must demonstrate the ability to carry out responsibilities at the operations level and have experience in a pupil transportation position with responsibility commensurate with the category of certification.

Applicant must:

1. Demonstrate the ability to perform functions of the pupil transportation program and hold positions of responsibility commensurate with the category of professional certification requested.
2. Have interest or experience in the operation of a pupil transportation program.
3. Have a high school diploma or equivalent.
4. Be a TAPT Active or Associate level member in good standing.
5. Submit application to the TAPT Executive Director for review and verification.
6. Submit a Letter of Recommendation from the Director or immediate Supervisor on District Letterhead (dated and signed) confirming that the applicant has met the qualifications and course requirements as outlined above.

Course Credit Requirements:

48 Hours of TAPT PDC coursework from the following:

- (1) Required: 12 Hours from PDC 01 and 08 (01 may not be substituted for TASBO course)
- (2) 12 Hours from two of: PDC 22, 23 or 26
- (3) 24 Hours from PDC Electives
- (4) Complete PDC 00 or 0.5 Orientation to TAPT
- (5) Submit current application from the PDC Handbook with application fee, letter of recommendation on District letterhead and proof of membership to the TAPT Executive Director.

Required courses completed and credited longer than seven (7) years from date of application are not acceptable and must be taken again to receive credit and meet the course requirements.

Full Day Course is 6 hours. Two ½ day courses equal 1 full day course. ½ day course is any course listed with .5 (EXCEPT FOR THE PDC COURSE ORIENTATION TO TAPT.)

ONLY CURRENT APPLICATIONS WILL BE ACCEPTED. REFER TO FORMS SECTION.

Please allow 6-8 weeks for processing.

SUPERVISOR - TAPT PUPIL TRANSPORTATION SUPERVISOR PROFESSIONAL CERTIFICATION (CTPTS)

Certification is available for Active or Associate level Members qualified to function in a supervisory and technical level and who are capable to carry out policy and program directives of district officials. Applicants are expected to administer programs, provide leadership, and engage in the development of programs and materials within limitations established by their management.

1. Persons must hold positions of responsibility commensurate with the category of professional certification requested.
2. Upon completion of course work, submit the Professional Certification application to the TAPT Executive Director for review and verification.

Applicant must:

1. Be a person capable of managing the responsibilities for one or more areas of pupil transportation.
2. Desire to serve in a position that assists top administrators responsible for the total district pupil transportation operation.
3. Have a high school diploma or equivalent.
4. Be a TAPT Active or Associate member in good standing.
5. Submit a Letter of Recommendation from the Director or immediate Supervisor on District Letterhead (signed and dated) confirming that the applicant has met the qualifications as outlined above and has met the course requirements.

***Course Credit Requirements:**

54 Hours of TAPT PDC coursework from the following:

- (1) 30 Hours of PDC course work from: (Required) PDC 01, 08, 22, 23 and 26. (01 may not be substituted for TASBO course)
- (2) 24 Hours of TAPT Electives
- (3) Complete PDC 00 Orientation to TAPT
- (4) Submit current application from the PDC Handbook with application fee, letter of recommendation and proof of membership to the TAPT Executive Director.

Required courses completed and credited longer than seven (7) years from date of application are not acceptable and must be taken again to receive credit and meet the course requirements. Full Day Course is 6 hours. A half day course (3 hours) is any course listed with .5 (EXCEPT FOR THE PDC COURSE ORIENTATION TO TAPT.)

Documentation from the applicant is required and a \$50.00 administrative fee will be charged for any course not taken through TAPT.

ONLY CURRENT APPLICATIONS WILL BE ACCEPTED. PLEASE REFER TO FORMS SECTION.

Please allow 6-8 weeks for processing.

SPECIAL TRANSPORTATION SPECIALIST - TAPT SPECIAL TRANSPORTATION SPECIALIST PROFESSIONAL CERTIFICATION (CSTSP)

Certification as a Special Transportation Specialist is available for TAPT Active or Associate level Members who qualify as Support Services Personnel in the pupil transportation industry and who hold positions of responsibility commensurate with this category of certification pertaining to the transportation of students with disabilities and special needs.

Applicant must:

1. Demonstrate a working knowledge of federal and state laws pertaining to the transportation of students with disabilities.
2. Demonstrate the ability to perform functions related to the special transportation program.
3. Have interest or experience in the operation of a pupil transportation program.
4. Have a high school diploma or equivalent.
5. Be a TAPT Active or Associate level member in good standing.
6. Submit a Letter of Recommendation from the Director or immediate Supervisor on District Letterhead (signed and dated) confirming that the applicant has met the qualifications and course requirements as outlined above.

***Course Credit Requirements:**

48 Hours of TAPT PDC coursework.

(01) 24 Hours of PDC coursework from: (Required) PDC 01, 11, 25 and 28 (01 may not be substituted with TASBO course)

(02) 6 Hours of TAPT PDC coursework may be selected from the following:
PDC 02, 14 or 14A

(03) 6 Hours from one of: 05 or 16

(04) 12 Hours of TAPT PDC Electives

(05) Completion of TAPT PDC 00 or 0.5 "Orientation to TAPT"

(06) Must be current TAPT Active or Associate level Member.

Upon completion of course work, submit the Application for Professional Certification to the TAPT Executive Director for review and verification.

Required courses completed and credited longer than seven (7) years from date of application are not acceptable and must be taken again to receive credit and meet the course requirements.

Full Day Course is 6 hours. A half day course (3 hours) is any course listed with .5 (EXCEPT FOR THE PDC COURSE ORIENTATION TO TAPT.)

Documentation from the applicant is required and a \$50.00 administrative fee will be charged for any course not taken through TAPT.

ONLY CURRENT APPLICATIONS WILL BE ACCEPTED. PLEASE REFER TO FORMS SECTION.

Please allow 6-8 weeks for processing.

SPECIAL TRANSPORTATION SUPERVISOR - TAPT SPECIAL TRANSPORTATION SUPERVISOR PROFESSIONAL CERTIFICATION (CSTS)

Certification is available to Active or Associate TAPT Members who qualify to function at a supervisory and technical level of the pupil transportation system and whose role is directly related to the supervision and coordination of the special transportation operations of the department.

To qualify for this certification, applicants must have the ability to conduct policy and program directives of the officials. Applicants are expected to administer programs, provide leadership, and engage in the development of programs and materials within limitations established by their management.

Persons seeking this level of professional certification should hold positions of responsibility commensurate with the category of certification pertaining to the area of transportation of students with disabilities and special needs.

1. Be a person capable of managing the responsibilities for one or more areas of specialized transportation for children with disabilities.

Applicant must:

1. Desire to serve in a position that supervises the special transportation program in a district and assists an individual who has responsibility as a top administrator for the total district pupil transportation operation.
2. Have a high school diploma or equivalent.
3. Be a TAPT Active or Associate level member in good standing.
4. Submit a Letter of Recommendation from the Director or immediate Supervisor on District Letterhead (dated and signed) confirming that the applicant has met the qualifications and course requirements as outlined above.

***Course Credit Requirements:**

60 Hours of TAPT PDC coursework from the following:

- (1) 42 Hours of PDC course work required from: PDC 01, 08, 11, 22, 23, 25 and 28. (01 may not be substituted for TASBO course)
- (2) 6 Hours of TAPT PDC coursework may be chosen from: PDC 02, 05, 18, 14, 14A or 16
- (3) 6 Hours from 33.5A, 33.5B, 33.5C, 30.5 or 37.5, 37.5B or 37.5C.
- (4) 6 Hours from any of the 23.5 Leadership Series Courses (Three hour)
- (5) Completion of TAPT PDC "Orientation to TAPT"
- (6) Upon completion of course work, submit the Application for Professional Certification to the TAPT Executive Director for review and verification.
- (7) Current TAPT Active or Associate level Member

Required courses completed and credited longer than seven (7) years from date of application are not acceptable and must be taken again to receive credit and meet the course requirements.

Full Day Course is 6 hours. A half day course (3 hours) is any course listed with .5 EXCEPT FOR THE PDC COURSE ORIENTATION TO TAPT.

***ONLY CURRENT APPLICATIONS WILL BE ACCEPTED. PLEASE REFER TO FORMS SECTION.
Please allow 6-8 weeks for processing.***

OFFICIAL - TAPT PUPIL TRANSPORTATION OFFICIAL PROFESSIONAL CERTIFICATION (CTPTO)

The Pupil Transportation Official level of Professional Certification is available to TAPT Active level Members qualified to serve as:

- The top administrator of a pupil transportation system and,
- Who can demonstrate the ability and capability for handling a position that involves:
 - Establishing programs and policies
 - Setting standards
 - Developing materials
 - Supervising staff
 - Managing fleet operations
 - Providing leadership to achieve designated goals.
 - **A working knowledge necessary for directing a pupil transportation operation.**

Applicant must:

1. Be a person capable of administering the overall operation of pupil transportation.
2. Desire to serve in a position that has responsibility of the total district pupil transportation operation.
3. Have a high school diploma or equivalent.
4. Be a TAPT Active level member in good standing.
5. Meet the course requirements as outlined in this handbook with all courses having been successfully completed within seven years of application date.
6. Submit Request for Enrollment Application to be vetted and approved to register for and attend the next Official Exit Exam Class. PDC 15.
6. Submit a Letter of Recommendation with the Request for Enrollment form. The Letter of Recommendation should be from the applicant's immediate supervisor on District Letterhead (dated and signed) confirming that the applicant has met the qualifications and course requirements as outlined above.
7. Course credits and date of completion must be listed on the Request Form.
7. Upon approval, the applicant will register for the Exit Exam when registration opens for the Annual State Conference.
8. Each person will be emailed individually with their exam score. Participants must complete the exam with at least a 70% passing grade.
9. Submit most current Official Professional Certification Application and fee **within 60 days of being notified of successful completion of the Exit Exam.** (Additional fees may be incurred if after 60 days; retake after 90 days.)

(See worksheet in Section 5 to assist you with course planning.)

***Course Credit Requirements:**

90 Hours of TAPT PDC coursework from the following:

- (1) 30 Hours of REQUIRED course work from: 01, 08, 11, 22 and 23. (01 Introduction may not be substituted for TASBO course)
- (2) 3 Hours chosen from: 30.5, 33.5A, 33.5B, 33.5C, 37.5, 37.5B or 37.5C.
- (3) 6 Hours chosen from: 05 or 05A

- (4) 6 Hours chosen from: 02, 14 or 14A
- (5) 6 Hours chosen from: 03 or 12B
- (6) 6 Hours chosen from: 10, 24, 35 or 40
- (7) 6 Hours chosen from: 12 or 12A
- (8) 9 Hours chosen from: Any of the (three-hour) 23.5 Leadership Series Courses
- (9) 18 Hours from PDC Course Electives
- (10) Completion of Orientation to TAPT (0.5 or 00)
- (11) Successful Completion of the Exit Exam. (Requires Enrollment Application and Letter of Recommendation prior to registration; membership renewal; and payment.)

Required courses completed and credited longer than seven (7) years from date of application are not acceptable and must be taken again to receive credit and meet the course requirements.

*Full Day Course is 6 hours. A half day (3 hours) course is any course listed with .5 EXCEPT FOR THE PDC COURSE ORIENTATION TO TAPT.

*Documentation from the applicant is required and a \$50.00 administrative fee will be charged for any courses not taken through TAPT. Must not have been taken more than seven years prior to application.

ONLY CURRENT APPLICATIONS WILL BE ACCEPTED. PLEASE REFER TO FORMS SECTION.

Please allow 6-8 weeks for processing.

(See worksheet in Section 5 to assist you with course planning.)

ADMINISTRATOR - TAPT PUPIL TRANSPORTATION ADMINISTRATOR PROFESSIONAL CERTIFICATION (CTPTA)

Certification as a TAPT Professionally Certified Administrator (formerly Master Official) of Pupil Transportation is available to Active level Members who have:

- Successfully served as the top administrator or at a level near the top administrator of a pupil transportation operation in Texas school districts.

To qualify for this level of advanced professional certification, applicants must have experience providing leadership in:

- Competently managing day-to-day transportation operations
- Establishing programs and policies
- Setting standards
- Achieving designated goals
- Communicating effectively
- Focusing on providing exemplary transportation services to all students.

Applicants must have completed the required years of experience at the time of the application and as reflected in the District Organizational Chart:

- Three (3) years of experience as a Transportation Director or Executive Director (or equivalent of the top administrator for the department), Or
- Five (5) years of experience as a Transportation Assistant Director
- Must currently hold one of those positions.
- Must have held one of these positions within the last seven (7) years.
- Must provide District Organizational Chart
- Letter of Recommendation must verify years of service.
- Professional Reference should also confirm the above characteristics as a top administrator.

Note: In situations where the district contracts with a third party to administer and/or manage the district's transportation operations, the district person titled Transportation Director or equivalent would be considered the Assistant Director as pertaining to Master Official Certification eligibility. The district person titled Assistant Director or equivalent and under the supervision of the district's Transportation Director would not meet the standards of this requirement for Master Official Certification.

Applicant must meet the following requirements:

1. Hold active TAPT Official level of Professional Certification.
2. Be an Active level TAPT member in good standing.
3. Desire to be the "best of the best" - accepting the responsibility of upholding the highest of standards as a leader in pupil transportation.
4. Must meet the years of experience requirement as stated above (Please see note above regarding districts in which transportation is outsourced to a contracted managing company.)

5. Have successfully completed and be credited with required course credits for courses not completed longer than seven years prior to application.
SEE ADMINISTRATOR CREDIT REQUIREMENT WORKSHEET IN FORMS SECTION.
6. Have completed PDC 00 or 0.5 Orientation to TAPT.
7. Submit Request for Enrollment in the Administrator Exit Exam (PDC 15A.5), District Organizational Chart, One Professional Reference, and Letter of Recommendation.
8. The dated and signed Letter of Recommendation from immediate Supervisor on District Letterhead should confirm that the applicant has met the qualifications as outlined above including position and years of service requirements and has met the course requirements.
9. Upon approval, register for the Administrator Exit Exam when registration opens.
10. The Administrator Exit Exam is now offered at both the annual conference and at the February PDC Event.
11. With successful completion of the Administrator Exit Exam (85%) submit Administrator Application and fee. SEE FORMS SECTION AND ONLY SUBMIT THE MOST CURRENT FORM
12. Applicants have **60 days after successful completion** of the Administrator Exit Exam to submit the application and fee. (After 60 days additional fees may be incurred; after 90 days retake may be required)

(See worksheet in Section 5 to assist you with course planning.)

99 Hours of TAPT PDC coursework from: (Note-Most courses were completed upon completion of course requirements for Official Professional Certification and may still count as credit if taken within seven (7) years.)

48 Hours Required from: 01, 08, 11, 12A, 22, 23, 23F and 26.
 3 Hours from: 30.5, 33.5A, 33.5B, 33.5C, 37.5, 37.5B or 37.5C
 6 Hours from: 05, 05A
 6 Hours from: 02, 14 or 14A
 6 Hours from: 03 or 12B
 6 Hours from: 40, 10, 24 or 35
 9 Hours from: Any of the 23.5 (three-hour) Leadership Series Courses
 3 Hours from: 08A.5 or 22A.5 or 23.5J
 6 Hours from: 13 or 13A
 6 Hours from: 07, 17, 18 or 36

Completion of Orientation to TAPT (0.5 or 00)

Applicants must have attended at least one TAPT Conference and Trade Show within the last three years. *(Note registration and attendance for pre-conference professional development classes only does not meet this requirement.)*

Attend at least one of the following within the last five years: (Must submit copy of badge.)

- TASBO Annual Conference and Trade Show
- National Transporting Students with Disabilities Conference and Trade Show
- STN Expo and Trade Show
- NAPT Summit and Trade Show
- Southeastern States Conference and Trade Show
- Pre-approved alternate Student Transportation Conference and Trade Show

- (additional TAPT conference if not eligible to travel out of state)

Must be vetted as having met the requirements by submitting the Request for Enrollment Form (See Forms Section) with all required documentation.

Upon approval, register for, attend, and successfully complete (with 85%) the TAPT Administrator Exit Exam (PDC 15A.5) during annual TAPT Conference or during the February PDC Event.

(Administrator Exam will be administered in same fashion as Exit Exam)

Exit Exam Enrollment Request Application must be submitted with:

Letter of Recommendation on District Letterhead signed and dated.

One Professional Reference

Organizational Chart

Course Credits and Dates Listed

Copy of Badge from Conferences attended.

(See worksheet in Section 5 to assist you with course planning.)

ONLY CURRENT APPLICATIONS WILL BE ACCEPTED. PLEASE REFER TO FORMS SECTION.

Please allow 6-8 weeks for processing.

SECTION THREE
PROFESSIONAL CERTIFICATION MAINTENANCE
CONTINUING-ED REQUIREMENTS

MAINTAINING YOUR CERTIFICATION

Note: Contact Information:

Members must notify the Executive Director in writing of retirement and retirement date and provide new email and contact information. Requests for Honorary Lifetime Membership will be submitted to the Executive Committee for approval.

Please notify TAPT of any employment, name or email changes by emailing: Marisa@tapt.com.

The following continuing education must be achieved every three years:

Trainer	6 Hours TAPT PDC Course Credit
Specialist	12 Hours – (6 hours from TAPT PDC Course)
Special Transportation Specialist	12 Hours - (6 hours from TAPT PDC Course)
Special Transportation Supervisor	18 Hours - (6 hours from TAPT PDC Course)
Supervisor	18 Hours - (6 hours from TAPT PDC Course)
Official and Administrator	34 Hours - (6 hours from TAPT PDC Course)

Includes: 10 hours for Conference attendance requirements.

TAPT Active or Associate Members who have attained a level of professional certification must complete the following requirements to maintain active status:

- Renew membership annually (Membership is effective July 1 through June 30 annually)
- Successfully complete at least one TAPT 6-hour course every three years; or by teaching a six-hour course every three years.
- TAPT Instructors should strive to complete at least 6 Hours every three years in addition to teaching.
- Submitting Continuing Ed Form every three years on anniversary date of receiving certification.
- Email completed Continuing Education Report (See Forms Section) to the TAPT Executive Director who maintains all professional certification and course transcript records. The report must be completed every three years within the same month or on certification expiration date.

REQUIREMENTS FOR CONTINUING EDUCATION AND REPORTING

To maintain a level of professional certification, in addition to maintaining TAPT membership, a person must submit on the 3rd anniversary, proof of continuing-ed hours.

If continuing education requirements are not met by a member within the specified three (3) years, an individual’s professional certification status will automatically transpose as “inactive”.

Note: Six hours of the continuing education hours required to maintain Certification, must be from completing a TAPT PDC every three years.

In addition to PDC course work, Members may accrue continuing-ed hours as shown below:

TAPT State Conference (Must be full conference)	10 Hours – Attendee
TAPT Executive Committee Member	10 Hours (once every three years)
NAPT Conference	5 Hours – Attendee
NAPT PDS Courses (in person)	3 Hours
NAPT Online PDS	1 Hour
TAPT Committee Meetings	2 Hours – Committee
TAPT Trainer Academy	10 Hours – Attendance
Affiliated Chapter Meetings	2 Hours – Attendance
Teaching School Bus Driver Certification	10 Hours (Once in 3-year period), or
SBD Re-Certification	5 Hours (Once in 3-year period)

Miscellaneous Meetings - 50 minutes required for each hour submitted.

- A. TASBO Conference, Workshops, Classes (transportation programs)
- B. Workshops held by approved organizations (transportation related/mechanical)
- C. Texas Department of Public Safety
- D. Meeting held by government official (State Specification/TEA/Regional Service Center)
- E. Course work after certification that is transportation related (and certificate submitted)
- F. Any committee approved related transportation meeting.

For a Member to regain “active” professional certification at the level previously held, continuing education requirements must be completed. Twelve (12) hours of the continuing education requirement for that level must be TAPT PDC Courses.

Failure to maintain annual renewal of Membership:

Those holding a level of professional certification but who do not remain a current TAPT Member:

- If three years or less, a person may join for the current year and pay for the 2 prior years and complete 12 hours of course credit.
- If longer than three years, a person must join for the current year and a review of course work must occur with certain course work needed or repeated if older than 7 years.
- For Official or Administrator levels, the Exit Exam or Administrator Exam taken again and attend one TAPT or comparable size conference.
- Orientation to TAPT required if never taken.
- Classes completed seven years or earlier may have to be re-taken.
- Contact the Executive Director to review your circumstances for reinstatement.

Retiring TAPT Members and Honorary Lifetime Members will maintain their level of Professional Certification without the continuing education requirement.

Contact Information:

Members must notify the Executive Director in writing of retirement and retirement date and provide new email and contact information. Requests for Honorary Lifetime Membership will be submitted to the Executive Committee for approval.

Please notify TAPT of any employment, name or email changes by emailing: Marisa@tapt.com.

SECTION FOUR

PDC INSTRUCTOR INFORMATION & GUIDELINES

STEPS FOR BECOMING A TAPT INSTRUCTOR

A TAPT Active or Associate level Member in good standing, and who is employed by a school district or college of higher learning or Content Specific Instructor, (such as an attorney) who has actively supported the TAPT PDC Program for himself and staff, and who has achieved and maintained the Official level of Professional Certification may apply to become a TAPT Professional Development Course Instructor. The interested member should submit the application and letter of recommendation to the TAPT Executive Director. The application is in this handbook. (Certification requirement may not apply for content specialists such as attorneys.)

Applications will be reviewed by the Certification Chairs. All Observer and Intern assignments will be made by the Chairperson(s) of the Certification Committee. All Interns must meet all requirements unless otherwise approved by the Certification Committee Chair(s) such as those who are content specialists.

Upon approval, the potential Intern will be notified, and necessary documents will be provided. With the growth of the PDC Program, it will be the responsibility of the Intern to review upcoming schedules and notify the Executive Director if available and eligible to attend/intern/observe the class.

Note: *Travel expenses are not covered by TAPT for interns or observers. Interns may find it beneficial to attend a class one day and intern the next and request per diem from their districts. To assist with travel expenses, a small stipend will be provided.*

Before a new instructor is assigned to teach a course, that person must fulfill the steps below depending on education or position and the specific stipulations of each class for Instructor Assignment. The potential intern/interning certified instructor must have attended the class within the last 7 years.

OBSERVER: An approved Active or Associate level Member who holds the Official level of Professional Certification who does not have a degree or has not been a Director of Transportation for at least 5 years may be assigned to observe a course as a future instructor if they successfully attended the course within the last seven years and will monitor the course content as well as teaching strategies of the instructors. Observers will receive no compensation.

INTERN One: An approved Active or Associate level Member (see above) with a degree or who has been a Director of Transportation for at least 5 years and who successfully completed the course within the last seven years, may skip the Observer step and may be assigned to teach a course as an Intern One. The Intern One will assist the instructor(s) with and learn how to process all paperwork, grading exams, distribution and collection of paperwork, classroom set up, making sure the room is conducive to a comfortable learning environment, check attendance, and teaching and or contributing to the class. The level of participation of Intern One will be determined by the instructor(s). Interns should be presented with the ppt presentation several weeks before the class date to become familiar with the content and flow so that comments may be made timely and appropriately. Interns will be evaluated by the Instructor(s).

INTERN Two: An approved Active or Associate level Member assigned to teach a course as Intern Two will co-teach with the instructor(s) of the course. The Intern Two will share responsibility of teaching

the course with the instructor(s) as assigned several weeks prior to the date of the event. Continued mentoring of the activities above shall apply to Intern Two individuals.

- Intern One – Send ppt and handout 3-4 weeks prior to class.
 - Allow participation through comments.
 - Assist Instructor with paperwork, grading tests, checking in after lunch.
 - Assist with activities.
 - Should stand in front of class.
 - Name does not go on Handout.
 - Interns not included on Class Evaluation
- Intern Two –
 - Send ppt and handout 3-4 weeks prior to class.
 - Should stand in front of class.
 - Assign sections to teach and encourage participation throughout the presentation.
 - Assist with activities.
 - Assist with paperwork and entering grades on roster.
 - Name does not go on handout.
 - Interns are not included on Class Evaluation
- Observer -
 - Does not stand in front of class.
 - Observes teaching techniques, classroom management, and paperwork.
 - May assist Instructor if no other Interns with paperwork.
 - Name does not go on handout.
 - No Evaluation for Observers or Class Evaluation

In the case of an ADVANCED VERSION of an original course: Instructors who have taught the original/introductory version of a class may also be assigned as Intern Two either during the first time scheduled or later if appropriate to do so.

Master Instructor Interns: An instructor who has been certified as a Master Instructor (see guidelines) may be able to skip the Intern One step and be assigned as an Intern Two if that Instructor:

- Attended and successfully completed the course within the last seven years, and
- Has a degree or has been a Director of Transportation for five (5) years or longer.

Instructors shall have completed the PDC 13 “Presentation Skills” course or equivalent.

All Interns will be evaluated. Collaboration of mentoring instructors is highly encouraged in determining the level of participation of the Interns.

Note: Certain TAPT courses are only taught by past presidents, tenured, content specific, or Master Instructors. This will be considered for intern assignment approval.

NEW COURSE APPROVAL

Certified TAPT Instructors may propose a new course to the PDC and Certification Committee.

- Bulleted speaking points, description of the course and outline should be presented with a timeline for completion and submitted to the Executive Director for the annual PDC and Certification Committee meeting.
- Upon approval by the PDC Committee, the recommended new course will be presented to the TAPT Executive Committee for approval.
- In line with the date for completion, the new course may be scheduled.

2. Persons not certified as TAPT Instructors may also submit proposals and outlines for new classes, along with an application to be an Instructor if all qualifications have been met. Both the proposed course and the application will be reviewed by the committee at the annual PDC meeting, and the same steps will be taken as stated above. If the person does not wish to become an Instructor, an appropriate instructor will be assigned to the new class if approved. Master Instructors or Moderators/PDC Chairs may be assigned to evaluate the class and instructional quality of the course.

3. Persons wishing to propose an advanced version of an existing course may propose this course by submitting this proposal to the committee.

A. Anyone proposing an advanced version of an existing class must have attended and instructed the course.

B., When possible, the originator of the existing introductory version of the class should be consulted with or collaborated with for the advanced version.

C. If the existing introductory course has been instructed by primarily the same instructors, it is recommended that the other instructor(s) be consulted with for the advanced course.

4. Course descriptions should be submitted to the Executive Director to be added to the Professional Development Handbook which can be found online under the Education tab.

5. Persons who solely write the curriculum for a new course, may, if they desire, teach the course solo the first time a course is taught. After the first time, other instructors may be assigned if appropriate as Interns, depending on expertise and knowledge in the subject matter of instruction.

6. In the case of an advanced version of an original course and depending on the collaboration of the creation of the curriculum between the instructors who have previously been the main instructors of that course, determination of whether the class will be taught solo or co-instructed will be based on a per case basis.

A. Instructors who have taught the original/introductory version of a class may also be assigned as Intern Two either during the first time scheduled or later if appropriate to do so.

7. In the best interest of the Professional Development Program, the attendees who register for the classes, and to decrease the need to cancel a class due to emergencies, it is recommended that each class that is listed as a requirement for the Official and Administrator Professional Certification levels, have at least 2 instructors who are certified to teach the course, unless that class is taught by a person specialized in that field. (Example: Legal Issues)

8. The tentative schedule of classes will be prepared at the annual PDC and Certification Committee meeting. The co-chairs and Executive Director will review the teaching assignments to ensure instructor/intern class attendance and completion of both internship one and two before assignments are emailed to the instructors/interns.

A. Instructors wishing to teach should be available via email and respond in same. Upon receipt, and as soon as possible, instructors should respond to accept or deny assignments based on interest and availability. This enables reassignment of either the instructor or the class in a timely manner.

B. It is understood that matters arise after acceptance of an assignment that may necessitate an instructor not being able to fulfill the assignment. Please notify the Executive Director ASAP so that modifications may be made, and hotel arrangements modified. PLEASE DO NOT SEEK A REPLACEMENT ON YOUR OWN.

C. It is recommended that the schedule be saved by instructors as well as being placed on your calendar. (With the understanding schedules change as needed.)

D. All instructors who have interns assigned to them should communicate with the intern(s) as soon as assignments are made and based on intern level for teaching assignments to give the intern time to prepare.

E. Instructors should complete the Intern Evaluation Form and submit the form with their class paperwork. Any comments or concerns regarding the Intern should be stated on the form for review by the Committee Chairs. For serious concerns, please discuss this or email directly.

9. Instructors who have concerns regarding teaching or co-teaching assignments should put those concerns in writing and email to the Executive Director.

ASSIGNMENT OF INSTRUCTORS AND INTERNS (See explanation of levels above)

The PDC chairpersons will determine teaching assignments and the number of instructors for each course. The chairpersons will seek input from the Certification Committee as needed.

Interns will be assigned by the PDC Chairpersons and notification will be from the Executive Director.

An approved instructor who has successfully completed internship, may teach any course for which the instructor has been approved to teach with the following stipulations:

- Instructors with agencies (EX: TASBO) or vendors (attorneys, etc.) may be assigned to instruct specialized courses or those courses designated as ACI – Approved Certification Instructor. (Example: Communication, Legal Issues or Wage and Labor Laws)
- Certain courses may only be instructed by tenured instructors, past TAPT presidents, or those still currently employed due to changing trends.
- Interns should review the course schedule as posted and inform the Executive Director if they will be available for that event for interning assignments. This is especially helpful for the committee and beneficial for the intern when there are several interns in the program at the same time.

The following PDC courses are *examples* of courses that may only be assigned to tenured or Master Instructors and depending on experience.

01 Introduction to Transportation
 08 Personnel Management and 08A.5 Advanced Personnel Management
 22 and 22A.5 Documentation and Advanced Documentation
 23 and 23.5 Leadership series
 40 Transportation Compliance Assessment and Evaluation
 (This may not be the complete list.)

Past Presidents only:

PDC 00 Orientation to TAPT
 PDC 15 Official Exit Exam
 PDC 15A.5 Administrator Exit Exam

Every attempt will be made to utilize each instructor as often as possible based on regionally requested courses and locations and availability.

INSTRUCTOR AND COURSE EVALUATION:

Purpose: to enhance the quality of instruction and meet the needs of learners and focus on course content and presentation appeal separately.

- Course content and procedures
- Instructor qualities
 - Preparation
 - Current and relevant
 - Effectiveness
 - Knowledge of subject matter
 - Rapport with audience
 - Materials

Any instructor who receives continued below standard evaluations may be consulted with for purposes of improvement or possible removal. An instructor may be removed for cause as deemed necessary and appropriate by the PDC Committee and approval of the TAPT Executive Committee.

INTERN EVALUATION:

Purpose: To ensure quality of instructor candidates for the certification program

- To enhance the skills of the instructor candidate and effectiveness of presentation skills, rapport with attendees and knowledge of subject matter
- Evaluation forms to be completed by Certified Instructor(s) and submitted with class paperwork.
- Executive Director will submit all evaluation forms to the Certification Chairperson(s)

MASTER INSTRUCTOR CERTIFICATION:

Instructors designated as Master Instructor will receive additional compensation and may be selected to teach a course as the single instructor.

- Must have successfully taught TAPT PDC courses a minimum of five **consecutive** years from the first assignment as a certified instructor. Instructor compensation is updated every September.
- May not have any overall class ratings of “Below Standards” in any category.
- Exceptions to any requirement as approved by the PDC Committee.

COMPENSATION:

Level one instructors (less than 5 consecutive years of teaching) and Master Instructor compensation fees shall be recommended by the PDC Committee and Finance Committee for approval by the Executive Committee each September.

Instructor Travel and Per Diem:

- **Please make sure that the Executive Director has your current contact information and that a current W9 with name or address changes is on file with TAPT and our Accountant for tax purposes and receiving your tax statement.**
- Meal allowance for each day of teaching if not covered by individual’s employer or hotel, at current TAPT approved rate.
 - **NOTE:** *If teaching at an off-site event for TAPT, the Instructor must submit receipts for meals so that the entity may be invoiced for instructor travel and meals.*
- Hotel lodging for each night **prior** to day of class being taught (exception may be for afternoon half day class). Reimbursement shall be equal to or less than the established room block rate.
- If instructors are required to make their own reservations, they should do so as soon as possible and while the room block is open to get the same or lower rate offered by the block. If the instructor fails to make a reservation within the room block, only the room block rate will be reimbursed unless there are emergency last-minute assignments or other emergency circumstances.
- Round trip mileage at current state rate if not covered by individual’s employer or district vehicle provided. The lesser of mileage or airfare with rental car will be reimbursed.

- Self-parking rates only. The instructor shall be responsible for valet parking or any amounts over the self-parking rate.
- Interns do not receive travel and per diem but will receive a stipend to help with travel expenses.

MAINTAINING INSTRUCTOR CERTIFICATION:

Instructors must:

- Maintain Active level of Membership.

Instructors should:

- Make every attempt to attend at least one state or national conference.
- Support as a Member their local Affiliated Chapter meetings when possible and when not a conflict with district scheduled events.
- Complete 6 hours of PDC Coursework every three years in addition to receiving credit for teaching.
- Attend when possible, or equivalent, professional development continuing education events each year to maintain status as a certified instructor.
- Submit continuing ed hours every three years.

Note: Attendance for pre-conference classes ONLY does not meet the requirement for conference attendance.

Instructors may remain active to teach TAPT PDC courses after retiring and with approval of the PDC Committee if the retired instructor remains active in some capacity with student transportation and public education. Retiring Instructors should consider requesting Honorary Lifetime Membership from the TAPT Executive Committee. Email the Executive Director for more details.

Instructors who change districts must seek approval from their new Supervisor and submit a new Information form and Letter of Support from current District.

APPROVAL FOR TEACHING COURSES OFFSITE (Not a TAPT Sponsored Event)

Districts requesting an instructor to teach a course, or instructors wishing to teach a course outside of a sponsored TAPT event, must have prior approval of the PDC Chairpersons.

These courses are open enrollment for that district only and the hosting district shall bear all expenses.

The teaching instructor shall request a copy of the sign in sheet and submit same to the Executive Director. Any person successfully completing this course and wishing credit for the course may submit the course credit fee upon approval of the district and instructor.

Districts or regional areas may request a PDC class for their area with actual registration so that individuals register and pay for the classes, therefore being eligible for course credit and a certificate upon successful completion and with current membership. Contact the Executive Director for details.

COURSE MODERATORS

A Moderator may be assigned to a course being taught the first time or by a new instructor or for classes having more than 50 attendees and when only one instructor has been assigned and with no Intern assignment. The Moderator will remain with the instructor all day and will assist the instructor with attendance rosters, paperwork and other duties as assigned.

ONLINE COURSE FACILITATORS

Online course facilitators will assist the instructor with attendance, chat questions and other assistance needed specific to the uniqueness of ensuring attendance and other course credit requirements for online participants. Must have attended the Instructor and Facilitator Zoom Class.

INSTRUCTOR ROLES AND RESPONSIBILITIES

After each annual PDC and Certification Committee meeting and throughout the year as needed, notifications will be emailed from the Executive Director to instructors and interns regarding teaching assignments and other updates.

Instructors and Interns shall respond as soon as possible to notifications regarding availability to teach the class and to other requests from the Executive Director pertaining to lodging, equipment and other information requested. Failure to respond will be taken as a “not available” and modifications will be made to assign a different instructor.

- Notify the Executive Director immediately upon becoming aware that you may have a schedule conflict or of any change in your contact information.
- Update name or address changes and provide an updated W9 for TAPT files and Accountant tax reports.
- **Printing:** Remain within guidelines regarding printing costs. Prepare a handout with 2-3 slides front and back; black and white; lines for notes. Do not print one page per slide. One page reference handouts may be placed at the back of the handout for reference.
- **Power Point** Slides should only state bulleted points for attendees to follow. The presentation itself should not be on each slide. Handouts printed from slides will offer the opportunity for notetaking which enhances the learning event.
- **Updates:** Review and update the ppt if needed (new regulations, laws, guidelines). Collaborate with co-instructor or Intern Two. ***Pay attention to comments from attendees regarding suggestions for larger print or using different print colors that may show up better during the presentation or on the handout.***
- Use the TAPT Cover with the disclaimer and copyright statement within the inside cover.
- Communicate with your co-instructor well in advance of the class date.

- Request the latest version of the presentation from the Technology Support Chair and communicate with the last instructor who taught the class for the latest curriculum update.
- Communicate with interns assigned to you, and review curriculum and assigned teaching roles (based on Intern one or Intern two level) well in advance of the class for adequate preparation.
- Business Professional Attire Required (including proper undergarments) All instructors should do the “bend over/sit down test” for confirmation of proper fit and appearance of shirts, sleeve opening, tightness of clothes and performance.
- Have classroom and equipment set up *at least* 30 minutes prior to start of class (instructors and interns) and be ready to greet attendees and have them sign the attendance roster.
 - Be set up and ready to greet attendees a minimum of 30 minutes before class time.
 - Set out Sign in Roster and handout.
 - Make sure the equipment is working and ready.
 - Visit with attendees until start time.
 - Ready to make notes regarding late comers or anyone who left class early or did not submit an exam.
 - Persons not listed on the attendance roster should return to registration. (Often times they are in the wrong class.)
- Review and follow the instructions placed in each teaching packet provided to instructors before the class. Announcements, break times, lunch instructions, expense vouchers, intern evaluation forms and other pertinent info will be in the packet.
- Review all forms in packet that may need to be completed and submitted.
- Provide your own laptop unless the facility is equipped for flash drives only. Be prepared for either setup.
- Provide a personal hot spot for internet access if the presentation is dependent on internet access.
- Return any equipment provided with all accessories and cables in the carrying case. ***Check list in each case so all equipment is returned.***
- Attend instructor meetings as scheduled.
- **Always serve as a positive role model and demonstrate professional behavior before, during and after the class and while attending the PDC event or Conference.**

Classroom Management Directives:

- Instructor shall follow break times as scheduled.
- Instructor shall direct any person not on the roster to report to Registration/Executive Director before class starts or as soon as possible. Often attendees are in the wrong class or have not registered for or paid for the class and will not receive credit or certificate.

NOTE: All class registration changes must be made the day before the class is scheduled to ensure a smooth start and reduce disruption at the start of class.

- Instructor shall ensure:
 - ✓ each attendee signs in and is accounted for by the start of class.
 - ✓ Introductions are **brief** and do not consume a significant portion of instructional time. (Introductions may not be a good fit for 3-hour courses).
 - ✓ Attendee returns after lunch; and,
 - ✓ Notes regarding late attendance, no shows and absence from class early are posted to the attendance roster.
- At end of class, a written exam shall be administered, graded, and placed in packet to return to Executive Director. Grades should be noted on the attendance roster.
- Class attendees should score 70% proficiency. Instructor should confirm all exams have been turned in.

Time and participant management:

- Staying on track
- Managing attendee conversations, side conversations and comments.
- Instructional time spent on lengthy Introductions; especially for 3-hour courses and large groups.
- Exam administered, graded and score posted on attendee roster.
- Attendance notes made regarding No Show, late arrival or early departure or no return after lunch.

Post Class:

- Evaluation comments follow-through (Example: handout print or slide comments)
- Ppt and exam updated and must be sent to Keith for Portal *within 30 days*.
- Failed Exam – follow up with Executive Director and student.

Originally devised September 3, 2003. (Revised annually.)

REGULATIONS FOR CERTIFIED INSTRUCTORS

1. Interns should be provided specific instructor training and/or directions regarding the requirements of turning in paperwork, requests for specialized equipment, awarding class credit, checking attendance, and grading end of class exams.
2. The Executive Director shall maintain a list of approved instructors, interns and observers and the courses for which they are certified to teach. This list shall be shared annually with the Committee Chairpersons.
3. Instructors who repeatedly violate procedures as presented by the PDC and Certification Committee Chairperson(s) and/or the PDC Course Coordinator may be removed from the list of approved instructors.

4. All non-routine and/or potentially controversial or controversial course credit requests shall be referred to the PDC and Certification Committee for review.
5. A member may notify the PDC Certification Committee of possible violations of certification procedures. The Committee will review the allegations, and if justified, the Committee could:
 - a. Clarify certification procedures.
 - b. Recommend changes in certification procedures to the Executive Committee
 - c. Recommend to the PDC and Certification Committee Chairperson(s) and Executive Director that certain instructors not be scheduled to teach again.
 - d. Refer the matter to the Executive Committee if the seriousness of the violation would require action that is beyond the authority of the PDC and Certification Committee.
6. Printing costs for participant manuals/handouts submitted for reimbursement for TAPT courses shall not exceed \$5.00 per participant. Instructors may choose to post additional information on TAPT Website. A presentation handout with 2/3 slides per page for participants to follow and take notes should be prepared with handouts placed to the back for reference.

The TAPT cover should be utilized as provided in the forms section. This cover includes the disclaimer and copyright statements inside the front cover. Instructor/s contact info should be provided on the back inside cover of the handout. ***Please do not include Observer or Intern contact information.***
7. Instructors are required to submit a digital copy of their course presentation and handouts to TAPT Technology Support Chair for digital archiving. Instructors should seek the latest version of each course for continuity each time they present a course.
8. Please review the brief course description online for classes that you teach and submit updated descriptions as needed to the Executive Director.

TAPT Online PDC Course Instruction Requirements for Instructors and Facilitators:

Instructors wishing to teach online PDC Courses must have first attended a TAPT Zoom Facilitation Course. Instructors wishing to teach online PDC Courses will find it useful to have facilitated an online meeting or session using the Zoom platform prior to the training session. Attendance will be documented.

It is understood that not all instructors may wish to participate in this virtual option.

Please note that not all TAPT courses will be provided online as the TAPT Executive Committee and the PDC Committee both realize the importance of face-to-face instruction with several of the courses we offer due to the nature of the content and beneficial need for networking afforded by a face-to-face learning experience. There is also the possibility that not all our learners are virtual learners or enjoy virtual learning.

Courses instructed will be taught by:

- One instructor and one facilitator, or
- Two instructors
- Select courses may be taught by one instructor and an Intern Two/Facilitator

Instructors and Facilitators must be familiar with all aspects of the Zoom platform to include:

- Scheduling Meetings
- Screen Sharing
- Chat feature.
- Managing, admitting, removing participants
- Breakout rooms
- Polling and Testing

Instructors and Facilitators must have good and reliable internet reception and have the Zoom app installed onto the device they plan to use for the presentation.

The TAPT Zoom platform allows for two hosts simultaneously. This means that TAPT can schedule up to two online courses per day if at the same time. We have the capability of several co-hosts as designated by the PDC Committee Chairs to follow the number of instructors/interns/moderators as stated above and to include more than one Intern or Observer if applicable.

Class size in most cases will be capped at 30 max attendees.

Instructors should announce attendance requirements before the class that must be met for course credit to be achieved.

Roll Call:

Instructors will perform a roll call at the beginning of the class and note who was not in attendance. After going through one time, the instructor will call out names again of any who did not answer the first time. During roll call, the instructor or facilitator will ask the attendee to open his camera if that person does not have his camera option selected or is not in the frame.

After lunch and each break the co-instructor or facilitator who is not instructing at that time will scroll through the frames to ensure each person has returned.

Any other announcements such as upcoming classes or events will be provided before the class.

Presentations, handouts, additional forms, exam, and exam answer sheets must be submitted to the TAPT Webmaster at least one week before the date of instruction. The handout will be emailed to each registered attendee with the Zoom sign on link as well as a link for the end of class exam and evaluation form.

- Handouts may be in MS Word or Adobe PDF format. Ultimately, the document will be converted to PDF before sending out to the participants.
- Presentations should be in PowerPoint format and ready for presentation. The instructor will be responsible for sharing the presentation on their screen, but the moderator will also be prepared to do so in the event of a technical issue with the instructor.
- Exams should be approximately 10 questions in length and should be of a True/False, multiple choice, or a combination of these type questions. The exam should be submitted to the webmaster in MS Word format so that it can be converted into an online exam format. The answer key MUST be provided with the exam.
- Any additional handouts or supplemental material should also be provided prior to the class to be included in the email to the participants.

The Zoom link for the class, handout, additional forms, and exam link will be emailed from the Webmaster and will also be sent to the Executive Director and both PDC Co-Chairmen.

Instructors must ensure course hours are met and 30 minutes is included at the end for the exam.

Class Attendance Roster: The Executive Director will send the instructors a roster of attendees after registration has closed. If there are any changes or cancellations after the deadline, the Executive Director will notify the instructors. This roster should be used by each instructor and facilitator for marking attendance, no-shows, late arrivals, or failure to return after lunch or breaks. The exam score will also be noted on this roster. Follow up notes regarding poor participation, failure to participate in group discussions, etc. may also be noted on this roster. (Rosters are maintained electronically.)

Breakout groups should be selected with an attempt to separate district attendees and encourage networking. The attendance roster will help with these decisions.

Co-instructors and facilitators may wish to call on anyone who has not participated. However, this should be done in a manner so as not to demean or embarrass anyone. All attendees must participate in the group activities for course credit.

Online evaluations will be cc'd to the Executive Director and each Instructor.

Instructors will continue to submit an Intern Observation form to the Executive Director for each intern.

Exams: Exams submitted to the webmaster will be transferred to a Cognito Form that attendees will access via a link provided in the email sent out with the Zoom link AND a link will also be provided at the end of the course in the CHAT box feature. Participants will have 30 minutes to complete the exam.

Instructors and facilitators should be prepared to offer assistance to those experiencing difficulty with accessing the exam or other possible issues.

ATTENDEE REQUIREMENTS FOR ONLINE COURSE PARTICIPANTS:

Instructors and facilitators should be aware of and support these attendee requirements:

Courses attended virtually through TAPT require individual registration and sign on.

All online course registration fees must be paid by the deadline date to attend. Unpaid registrations will be deleted to make room for wait-listed participants.

In most cases, online classes will be capped at a max attendance of 30 participants. Attendees should give the same respect to the class and instructors as an in-person class.

- Participants must have the Zoom app downloaded onto their personal or work devices.
- Participants must have both camera and microphone options on their device.
- TAPT is not responsible for equipment or internet issues experienced by the participant.
- Participants must remain in camera view and within their frame throughout the entirety of the course except during scheduled breaks.
- Attendees who must be reminded more than 2 times to stay in frame may not receive course credit and will have to take the course again at attendee's cost.

- Please select a table or desk for viewing if possible and conduct themselves as if in a classroom setting.
- Participants must participate in the group breakout activity sessions as instructed.
- Participants should be prepared to answer questions and participate.
- Participants should attend in an area without interruptions and background noise.
- Participants should not be conducting any other personal business or side conversations even if muted during the class which causes distractions and disruptions.
- Participants should MUTE the mic option during the presentation.
- Both Video and Audio features should be muted during the break.
- Attendance will be checked after each break or lunch.
- Participants may ask questions during the presentation or use the CHAT feature to ask questions.
- Participants must successfully complete the Exam with a 70% passing score No cell phone usage will be allowed during the Exam.
- Class Certificates of Completion will be emailed to the address provided at registration 7-10 days after the course.

SECTION FIVE

FORMS AND APPLICATIONS

The following forms and applications may be found by clicking on this link:

<https://www.tapt.com/certification-forms.html>

Continuing Education Hours Submittal Form (Due every three years)

Request to Enroll in Official Exit Exam (PDC 15)

Request to Enroll in Administrator Exit Exam (PDC 15A.5)

Professional Certification Application (Trainer – Supervisor)

Professional Certification Application – Official Level

Course Credit Worksheet - Official Level

Professional Certification Application – Administrator Level

Course Credit Worksheet - Administrator Level

Request for Duplicate Certificate

PDC Instructor Application

Annual Instructor Information Form

Intern Observation Form

PDC Handout Cover and Disclaimer

Note: Only the most current applications will be accepted.