CEU COURSE DESCRIPTION

BACKFLOW AWARENESS CEU TRAINING COURSE

The Backflow Awareness CEU training course is a review of various cross-connection, backflow and plumbing-related fundamentals and hydraulic principles. This course covers the basics of backflow prevention, cross-connection control, water quality issues, and hydraulic laws, (Pascal and Bernoulli). Proper backflow prevention is critical to maintaining a water source free of bacteriological sources and other contaminates. This course will review various backflow related threats.

Task analysis and training needs assessments have been conducted to determine or set needs-to-know for this course. Following are some of the agencies that have conducted extensive validation studies, upon which TLC has developed and based this CEU course.

- Environmental Protection Agency (EPA)
- Arizona Department of Environmental Quality (ADEQ)
- Texas Commission of Environmental Quality (TCEQ)
- Association of Boards of Certification (ABC)

The target audience for this course includes water distribution workers, well drillers, pump installers, water treatment operators, wastewater treatment operators, wastewater collection operators, industrial wastewater operators, and general backflow assembly testers.

Because cross-connections are found throughout water and wastewater facilities, this course is valid for almost all operators. Anyone interested in working in a water or wastewater treatment or distribution/collection facility and/or wishing to maintain CEUs for a certification license or to learn how to perform their job safely and effectively and/or to meet education needs for promotion is also encouraged to complete this course.

There are no prerequisites, and no other materials are needed for this course.

Education Provider Information

Technical Learning College
Contact Person Jeff Durbin or Bubba Jenkins
PO Box 3060
Chino Valley, AZ 86323

Toll Free (866) 557-1746
Fax (928) 468-0675

CEU Course Objective

To provide continuing education requirement in effective and safe cross-connection control identification, and backflow prevention procedures.

Course Statement of Need

All water/wastewater operators need to be able to identify and prevent cross-connections.

Course Goals

I. Backflow Familiarization

A. Cross-Connection Definitions
B. EPA Terms

II. Backflow Assemblies and Methods

Definitions and Applications

III. Water Purveyor's Responsibility

A. References
B. Installation and Related Standards
C. Test and Related Forms

IV. Advanced Backflow Application and Water Distribution Competency

Learning Objectives and Timed Outcomes

1. Backflow prevention systems – 210 minutes.
   a. Compare the principal types of mechanical backflow preventers.
   b. Evaluate the usefulness of the residential dual check valve.
   c. Describe each of the five types of approved backflow prevention devices and explain when they should be used.
   d. List and explain the factors to consider when selecting a backflow prevention device.
   e. Contrast the advantages and disadvantages of each type of device.
   f. Investigate the need for testing backflow preventers.
   g. Identify the importance of cross-connection control survey work and who should perform it.
   h. Describe the objectives of the cross-connection control survey.
   i. List the specified facilities or activities that cause potential hazards and the type of backflow prevention required for each.
   j. Explain the general requirements for backflow prevention assemblies.
2. Backflow prevention techniques and methods; types of pipes and fittings – 95 minutes.
   a. Analyze the use of a barometric loop in backflow prevention.
   b. Evaluate the requirements for fire line suppression systems.
   c. Identify the six classes of fire protection systems.
   d. Compare the types of pipes used in water distribution systems and describe their uses.
   e. Differentiate between the types of fittings and their applications.
   f. Describe the purpose of a thermal expansion tank.
3. Fixture outlet protection and degrees of hazard – 25 minutes.
   a. Describe the purpose of fixture outlet protection.
   b. Evaluate the potential types and degrees of hazard to the public potable water supply.
4. General Backflow prevention knowledge and troubleshooting – 30 minutes.
   a. List and define common backflow terms.
   b. Describe common troubleshooting techniques.
5. Drinking water rules, water quality concerns, EPA requirements, and water purveyor examples – 215 minutes.
   a. Evaluate how the Federal Safe Drinking Water Act addresses the issue of backflow prevention.
   b. Identify sources of cross-connection and cite examples.
   c. Compare pollution sources in business and residential environments.
   d. Discuss the responsibilities of the water purveyor.
   e. Explain MCL.

f. Analyze reasons for cross-connection control.
g. Describe the types of premises that may pose a significant hazard to the public water system.
h. Interpret the role of states in administering a cross-connection program.
i. Summarize the containment theory.
j. Compare primary and secondary protection and the advantages and disadvantages of each.
k. Identify the recommended components of a cross-connection control program.
l. Evaluate the process for establishing a cross-connection control program.
m. Discuss Homeland Security as it relates to water distribution systems.
n. Understand the importance of good record keeping and recognize the types of correspondence necessary for a water purveyor.

6. Pascal's law, volume, and velocity principles – 85 minutes.
   a. Describe Pascal's law.
   b. Analyze the development of pistons for hydraulic systems.
   c. Examine Pascal's experiments with barometers.
   d. Investigate how Pascal demonstrated a working siphon.
   e. Distinguish between volume of flow and velocity of flow.
   f. Discuss Bernoulli's principle and explain how it applies to backflow.
7. Hydraulic principles, including difficult math formulas – 60 minutes.
   a. Define hydraulics.
   b. Describe the considerations when defining fluids.
   c. Give an overview of hydrostatics.
   d. Explain atmospheric pressure and demonstrate its calculation.
   e. Apply the barometric equation to find the variation of pressure with depth or height.
   f. Evaluate the effects of atmospheric pressure.
8. Ability to explain and describe safety related dangers, confined space and trench related dangers- 70 minutes.
   a. Analyze and correct soil-testing procedures;
   b. Analyze flammable atmospheres.
   c. Define oxygen deficient.
   d. Describe preventive measures in terms of mechanical hazards.
   e. Describe specific requirements for welding in confined spaces.
   f. Differentiate between toxic, irritant, and asphyxiating atmospheres.
   g. Examine importance of availability of rescue equipment.
   h. Examine noise, vibration and other hazards in confined spaces.
   i. Explain requirements for equipment with obstructed rear view.
   j. Extensive knowledge of 29 CFR 1926 Subpart P – Excavations;
   k. Hazard identification associated with trenching and excavations;
   l. Identify a confined space and associated hazards; and
      m. Outline training requirements for confined spaces.
      n. Safety Standards
      o. State exposure limits, including PEL, STEL and REL, of different chemicals.
   p. Understanding of the different types of protective systems.

Specific Course Goals and Timed Outcomes (Beta Testing)

Summary

Fifteen students were tested, and the average time necessary to complete each task was recorded as stated in the above objectives and timed outcome section. In the above timed outcome section area, the tasks were measured using times spent on each specific objective goal and final assignment grading of 70% and/or higher. Fifteen students were given a task assignment survey in which to track their times on the above learning objectives (course content), and they utilized a multiple choice-style answer key to complete their final assignment. All students were given 30 days to complete this assignment and survey.

Beta Testing Group Statistics

Fifteen students who held backflow, water distribution, or water treatment operator certification positions were selected for this assignment. None of the test group received credit for their assignment. Three students did not complete the reading assignment. The average times were based upon the outcomes of remaining twelve students. Ten students utilized a computer to complete their assignment. Two handwrote their answers on conventional plain paper. Average passing score was 82 percent. (Rusty Randall, Proctor, October 2001)

Final Conclusion

The average time for Backflow Awareness is 10.3 hours with an average score of 82 percent.

Beta Course Training/Assessment Short Summary

1. The difficulty of your course.

Very Easy	0	1	2	3	4	5	Very Difficult

2. Please rate the difficulty of the testing process.

Very Easy	0	1	2	3	4	5	Very Difficult

3. Please rate the subject matter on the exam to your actual field or work.

Very Similar	0	1	2	3	4	5	Very Different

Accreditation Formula for Figuring CEU Credit**

The results of beta testing were used in conjunction with a formula to determine average student time for accreditation purposes for intended audiences. This formula may not work for unintended audiences.

- 1 page of text = 2 minutes of student time.
- 1 word practice problem = 1 minute of student time.
- 1 word quiz/exam question = 1 minute of student time.

Course Page Count Total

300 pages times 2 equals 600 divided by 60 minutes =10 hours
200 questions equals 3.20 hours
27 essay quiz questions
Total time 13.20 hours *We are asking for 12 hours of credit.*

Timed Averages
Student have reported the following time burden for successful completion of this distance learning course to be estimated to average of 12.3 hours per response per completed assignment or final examination. The timed burden estimate includes the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing of the final assignment and passing the assignment with a score of 70% or better.

Task Analysis and Training Needs Assessment Process Information Gathering
Task Analysis and Training Needs Assessments have been conducted to determine or set Needs-To-Know for the basis of TLC's continuing education courses. The following is a listing of some of those who have conducted extensive valid studies from which TLC has based the continuing education program upon: the Environmental Protection Agency (EPA), the Arizona Department of Environmental Quality (ADEQ), the Texas Commission of Environmental Quality (TCEQ), Pennsylvania Depart of Environmental Protection (PDEP) and the Association of Boards of Certification (ABC).

TLC has primary used Training Provider Manual for the Pennsylvania Water and Wastewater System Operator Training Program for course goal setting and learning objectives for all three training formats; conventional classroom, distance paper based and web based training.

The titles or names of subjects (Learning Objectives) may be changed for readability purposes. Some of the terms used in this document may be part of a copyrighted adult learning assessment process and in these cases, we utilize generic terminology. The needs assessment/survey maintains our training and education materials criteria. Assessments and changes are performed based on changes in technology, evaluations of the students, regulatory changes and editorial corrections. Most of this information is considered intellectual property and may not be owned by TLC but by third –parties. All of TLC's information is proprietary.

Assessment Implications
Core tasks have been statistically analyzed then reviewed and edited by the Advisory Committee, SME Experts. These tasks now form a distinct definition of the course and assessment content. The emphasis for most of the levels of operation would be found in the duty/functions discussion below. To recap, bodies of knowledge and concepts that support the understanding and valid performance of the following duty/functions should be taught first. Based on the job-task survey data and beta-testing, the most useful parts of the course are beneficial for the following:

ADDIE
TLC utilizes a five-phase instructional design model consisting of Analysis, Design, Development, Implementation, and Evaluation for our continuing education courses. Each course design step has an outcome that feeds into the next step in the sequence. The five phases of ADDIE are as follows:

ANALYSIS
During the Training Needs Assessment Process Information Gathering Analysis phase, the course designer(s)(see Subject Matter Experts and Contributing Editors) identifies the learning need, the goals and objectives, the student's needs, existing knowledge, Course Statement of Need**,** and any other relevant characteristics (State or Federal Need-to-Know) and to ensure that students are learning what is relevant for their job**.**

DESIGN
This is the systematic process of specifying learning objectives from the Training Needs with a focus on Bloom's Taxonomy. A detailed storyboard following the Needs Assessment/Survey and/or Course Statement of Need will determine the course content.

DEVELOPMENT
The actual creation (production) of the training content will begin based upon the Design phase using Bloom's Taxonomy. At this time, a decision is make to proceed or table the course.

IMPLEMENTATION
During implementation, the Alpha testing plan is put into action and a procedure for course and/or assessment revision is implemented. These course materials and assessments are delivered or distributed to the student group. After delivery, the effectiveness of the training materials is evaluated in Beta testing phase. All of our courses have extensive Alpha and Beta testing to ensure job relevancy, correct information and course learning objectives are met.

EVALUATION
This phase consists of (1) formative and (2) summative evaluation from Alpha and Beta testing. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for criterion-related referenced items and providing opportunities for feedback from the students and proctor. **Ongoing Course Evaluation:** Administrative and instructional staff will collect all student concerns (verbal, written and surveys) and distribute these to TLC Administrative personnel for evaluation and course corrections. Course and/or Assessment revisions are made as necessary.

Precept-Based (Micro-Learning) Training Course
TLC's training courses are based upon a form of induction training, made of topical and technical precepts that are discovered in the Needs Assessment/Survey and/or Training Needs Assessment Process Information Gathering. The training topics or learning objectives are made up of "micro-content" or "precepts"– or small chunks of information that can be easily digested. These bite-size pieces of technical information are considered to be one of the most effective ways of teaching students new or important information (regulatory or technical) because it helps the mind retain knowledge easier.

Micro-learning or precept-based training doesn't rely on the student to process a large amount of information before breaking it down. Our method includes short modules with clearly defined learning goals for each section. This method allows a student to hone in on a particular skill, then given the opportunity to exhibit their knowledge in the final assessment (assignment).

Course Training/Assessment Needs Methodology
Technical Learning College identified training/assessment needs by placing identifying them in two categories; internal and external.

Internal Methods include:
- ✓ Observation
- ✓ Interviews
- ✓ Instruments: Perception instruments and Knowledge based assessments
- ✓ Student records and reports
- ✓ Group problem analysis (Classroom or Seminars)
- ✓ Performance or Survey appraisals

External Methods include:

- ✓ Outside consultants (Completion)
- ✓ Government Certification Reviews (Training Needs)
- ✓ Records and reports from other agencies

The needs assessment/survey maintains our training and education materials criteria. Assessments and course material changes are performed based on changes in technology, evaluations of the participants and regulatory changes. Materials are assessed yearly or as needed to insure course integrity.

Course Authors Melissa and Jeff Durbin
Melissa Durbin
This course was co-authored by Melissa Durbin; she has over 20 years of teaching water distribution experience as a college instructor. Melissa has written the several nationally accepted water distribution manuals since 2001. This course has been accepted in most States for continuing education credit. Melissa has taught approximately 10,000 students about water distribution and related classes. She will be available to answer questions relating this course.

Jeff Durbin
This course was co-authored by Jeff Durbin, over 10 years of backflow prevention experience as a backflow inspector for the City of Phoenix and 20 years of water distribution experience. Jeff has taught approximately 10,000 students about backflow primarily in water distribution, plumbing and backflow principle related classes. Jeff will also be able to answer any question pertaining to distribution, backflow or plumbing related questions.

Extensive Academic Research
Technical Learning College's (TLC's) continuing education course material development was based upon several factors; field experience working in the water quality field, extensive academic research (teaching in the community college system), advice from subject matter experts (State officials and industry leaders), data analysis, task analysis and training needs assessment process information gathered from other states.

Both Melissa and Jeff Durbin are the two primary Instructors, Subject Mater Experts and Technical Writers have trained and/or certified more than ten thousand students. These two Instructors teach on a daily basis in a classroom setting throughout Arizona and on-line to students nationwide. See below for more information.

Advice from Subject Matter Experts
Both Melissa and Jeff Durbin are professional trainers and have been educated in current trends in professional education and continuing education needs.

Course Complier
Peter Easterberg, Detail-oriented technical writer/technical editor/desktop publisher/copy editor. 20 years' experience editing and writing feasibility and trade-off studies, test procedures, specifications, user manuals, company policies, HR forms, and ISO-9000 documents. Exceptional grammatical/written communication skills. "Go-to" person for Microsoft Word, Outlook, and general computer questions. Internet Webmaster Certificate (including HTML)

Contributing Editors
James L. Six Received a Bachelor of Science Degree in Civil Engineering from the University of Akron in June of 1976, Registered Professional Engineer in the State of Ohio, Number 45031 (Retired), Class IV Water Supply Operator issued by Ohio EPA, Number WS4-1012914-08, Class II Wastewater Collection System Operator issued by Ohio EPA, Number WC2-1012914-94

Joseph Camerata has a BS in Management with honors (magna cum laude). He retired as a Chemist in 2006 having worked in the field of chemical, environmental, and industrial hygiene sampling and analysis for 40 years. He has been a professional presenter at an EPA analytical conference at the Biosphere in Arizona and a presenter at an AWWA conference in Mesa, Arizona. He also taught safety classes at the Honeywell and City of Phoenix, and is a motivational/inspirational speaker nationally and internationally.

James Bevan, Water Quality Inspector S.M.E. Twenty years of experience in the environmental field dealing with all aspects of water regulations on the federal, state, and local levels. Experience in the water/wastewater industry includes operation of a wastewater facility, industrial pretreatment program compliance sampling, cross-connection control program management, storm water management, industrial and commercial facility inspections, writing inspection reports for industry, and technical reports per EPA permit requirements. Teacher and Proctor in Charge for Backflow Certification Testing at the ASETT Center in Tucson for the past 15 years and possess an Arizona Community College, Special Teaching Certificate in Environmental Studies. Extensive knowledge and experience in college course and assignment/assessment writing.

Dr. Pete Greer S.M.E., Retired biology instructor, chemistry and biological review.

Jack White, Environmental, Health, Safety expert, City of Phoenix. Art Credits

Course Procedures for Registration and Support

All of TLC's correspondence courses have complete registration and support services offered. Delivery of services will include, e-mail, web site, telephone, fax and mail support. TLC will attempt immediate and prompt service.

When a student registers for a correspondence course, he or she is assigned a start date and an end date. It is the student's responsibility to note dates for assignments and keep up with the course work. If a student falls behind, he or she must contact TLC and request an end date extension in order to complete the course. It is the prerogative of TLC to decide whether to grant the request. All students will be tracked by an unique number assigned to the student.

Mission Statement

Our only product is educational service. Our goal is to provide you with the best education service possible. TLC will attempt to make your learning experience an enjoyable opportunity.

Instructions for Written Assignments

The Backflow Awareness CEU training course uses multiple choice questions. Answers may be written in this manual or typed out on a separate answer sheet. TLC prefers that students type out and e-mail their answer sheets to info@tlch2o.com, but they may be faxed to (928) 468-0675.

Required Texts

The Backflow Awareness CEU training course will not require any other materials. This course comes complete. No other materials are needed.

Forfeiture of Certificate (Cheating)

If a student is found to have cheated on an examination, the penalty may include--but is not limited to--expulsion; foreclosure from future classes for a specified period; forfeiture of certificate for course/courses enrolled in at TLC; or all of the above in accordance with TLC's Student Manual. A letter notifying the student's sponsoring organization (State Agency) of the individual's misconduct will be sent by the appropriate official at TLC.

No refund will be given for paid courses. An investigation of all other students that have taken the same assignment within 60-day period of the discovery will be re-examined for fraud or cheating.

Final Examination for Credit

Opportunity to pass the final examination is limited to three attempts per course enrollment.

TLC Contact Information

All instructors and administrative staff are obligated to respond within 1 day by email, snail mail or telephone providing proper guidance to successfully complete the assignment. Email and telephone inquiries are handled quickly, generally within 2 hours of the call. We encourage students to complete their work with less frustration and fewer delays by calling or e-mailing us for any concern. We attempt to provide direct interaction similar to conventional classroom training.

Student's Identity, Attendance, and Participation Verification
A proctoring report and/or computer-tracking program validates proper identity, attendance and participation. The student shall submit a driver's license for signature verification and track their time worked on the assignment. The student shall also sign an affidavit verifying they have not cheated and worked alone on the assignment. We follow up with telephone confirmation and/or quiz review assessment. All student attendance is tracked on TLC's student attendance database.

Teaching Techniques and Assessment Tools
Our training courses are based upon a form of induction training, made of topical and technical precepts. The training topics are made up of "micro-content" or "precepts"– or small chunks of information that can be easily digested. These bite-size pieces of technical information are considered to be one of the most effective ways of teaching people new information because it helps the mind retain knowledge easier. Micro-learning or precept-based training doesn't rely on the student to process a large amount of information before breaking it down. Our method includes short modules with clearly defined learning goals for each section with a post quiz and a final assessment (quiz). This method of pre-quiz allows a student to hone in on a particular skill, then given the opportunity to exhibit their knowledge in the final assessment.

Educational Learning Objective Topics
The CEU course covers several educational topics/functions/purposes/objectives. The topics listed are to assist in determining which educational objective or goal is covered for a specific topic area. This information is available in the detailed beta-testing information and may be found in the course's table of contents. The titles or names of subjects may be changed for readability purposes.

Security and Integrity
All students are required to do their own work. All lesson sheets and final exams are not returned to the student to discourage sharing of answers. Any fraud or deceit and the student will forfeit all fees and the appropriate agency will be notified. A random test generator will be implemented to protect the integrity of the assignment.

Student Information Personal Data Security Procedures
All information regarding the student is strict and privileged only. This information is held in secure databases and is not sold or provided to any one unless the student requests a copy or a State agency does an audit. Even during audits, we restrict confidential information unless the Agency can provide a legitimate excuse. Some of this security information and data is priority and details are not provided. Students are not provided with any passwords at this time.

Grading Criteria / Certificate of Completion
TLC will offer the student either pass/fail or a standard letter grading assignment. If TLC is not notified, the student will only receive a pass/fail notice. In order to pass your final assignment, you are required to obtain a minimum score of 70% on your assignment. The certificate of completion will have all text in capital letters and there is a water mark of the Technical Learning College in three colors along with anti-counterfeiting security measures on the edge of the certificate. An electronic copy is assigned to the student's electronic record with issue date.

Student Assistance
The student shall contact TLC if they need help or assistance and double-check to ensure my registration page and assignment has been received and graded.

Environmental Terms, Abbreviations, and Acronyms
TLC provides a glossary that defines, in non-technical language, commonly used environmental terms appearing in publications and materials. It also explains abbreviations and acronyms used throughout the EPA and other agencies. You can find the glossary in the rear of the manual.

Credit/no credit option (P/Z) - None Available
Note to students: Keep a copy of everything you submit. If your work is lost you can submit your copy for grading. If you do not receive your certificate of completion or quiz results within two or three weeks after submitting it, please contact your instructor.

We expect every student to produce his or her original, independent work. Any student whose work indicates a violation of the Academic Misconduct Policy (cheating, plagiarism) can expect penalties as specified in the Student Handbook, which is available through Student Services; contact them at (928) 468-0665.

A student who registers for a Distance Learning course is assigned a "start date" and an "end date." It is the student's responsibility to note due dates for assignments and to keep up with the course work. If a student falls behind, she or he must contact the instructor and request an extension of her or his end date in order to complete the course. It is the prerogative of the instructor to decide whether or not to grant the request. You will have 90 days from receipt of this manual to complete it in order to receive your Continuing Education Units (CEUs) or Professional Development Hours (PDHs). A score of 70% or better is necessary to pass this course. If you should need any assistance, please email all concerns and the final test to info@tlch2o.com.

ADA Compliance
TLC will make reasonable accommodations for persons with documented disabilities. Students should notify TLC and their instructors of any special needs. Course content may vary from this outline to meet the needs of this particular group. Please check with your State for special instructions.

You will have 90 days from receipt of this manual to complete it in order to receive your Continuing Education Units (**CEUs**) or Professional Development Hours (**PDHs**). A score of 70% or better is necessary to pass this course. If you should need any assistance, please email all concerns and the final test to: info@tlch2o.com.

Feedback Mechanism (Examination Procedures)
Each student will receive a feedback or survey form as part of his or her study packet. The student will be able to find this form in the front of the assignment or lesson(assessment). The student can e-mail, snail mail or telephone TLC for any concern at any time.

Student Concerns
Most of student/training course related concerns are generally answered within 2 hours but not more than 24 hours. TLC has three support staff administrators with computers and telephones and have excellent communication and computer skills and able to respond and track all students and obtain or submit required forms and assignments. TLC has a dedicated computer student tracking system database that is backed-up on a daily bases and this information is secured and stored at a secure offsite location in case of fire or security problems. All student website information is tracked and documented for security measures.

Recordkeeping and Reporting Practices
TLC keeps all student records for a minimum of five years. It is the student's responsibility to give the completion certificate and/or paperwork to the appropriate government agencies. If necessary, we will electronically submit the required information to New York, Colorado, Texas, Indiana, Pennsylvania and any other required state for your certification renewals.

TLC Record Storage
TLC's training records include the following elements:
1. Individual course training (assessment) and registration page (Customer Order Record) is recorded in Excel format and the hard copies are scanned and stored in a computer database for 5 years and include the following:
a. the instructor(s) who taught each session on that date the of the training session or grading was offered (in comments section registration page) as well as which instructor was considered to be the lead instructor(s) and by the Director.
b. the name of the instructor(s) and facilitator(s) who proctored and/or graded the examination for each training session if applicable (in comments section registration page);
c. the attendance sign-in sheet(s) (registration page) for each training course or session;
d. all graded and dated validated examination answer (Assessment) sheets for each examination attempt including an explanation (written in comments and/or Excel list) for any retests as well as a narrative explaining any assistance provided to the attendee before the re-test; and
e. session evaluation(survey)forms (in comments section registration page and or Excel list).

Final Assignment
The final examination assignment is determined by the examination administrator or the instruction and there are generally three versions that are readily available. There is also three levels of the examination from average, (5 Answers) Difficult (5 +All of the above) and very difficult (Six answers and All of the above). The student is provided the average rated examination unless there is a condition or concern that requires a more difficult exanimation. Example, two or more students at the same address or any suspicion of cheating or potential fraud. We try to ensure the security and learning experience. Assignments/answer keys are only accessible to instructors and administrative staff that have a need to know clearance.

Failure
If the student fails the examination, they are provided with two more chances to successfully pass the exam with a score of 70% or better. The student may receive a different and randomly generated exam. Upon failure of an exam, the student can submit their concerns in writing or submit a survey form and has the option to receive instructor assistance that would be equivalent to conventional classroom assistance in discovering the areas that are deficient. The instructor has the option in describing the assistance method or procedure depending upon the student's deficiencies.

Forfeiture of Certificate (Cheating)
If a student is found to have cheated on an examination, the penalty may include--but is not limited to--expulsion; foreclosure from future classes for a specified period; forfeiture of certificate for course/courses enrolled in at TLC; or all of the above in accordance with TLC's Student Manual. A letter notifying the student's sponsoring organization (State Agency) of the individual's misconduct will be sent by the appropriate official at TLC. No refund will be given for paid courses. An investigation of all other students that have taken the same assignment within 60-day period of the discovery will be re-examined for fraud or cheating.

TLC reserves the right to revoke any published certificates and/or grades if cheating has been discovered for any reason and at any time. Students shall sign affidavit agreeing with all security measures. The student shall submit a driver's license for signature verification and track their time worked on the assignment. The student shall sign an affidavit verifying they have not cheated and worked alone on the assignment.

Proctoring Instructions
Students enrolled in Technical Learning College's CEU courses that require proctored testing and **who do not live in the physical service area** of the Technical Learning College Test Center must nominate and gain prior approval of a proctor who will monitor course tests. A new proctor nomination form is required for each term and for each class.

PROCTORS, *If Necessary…*
A proctor is an individual who agrees to receive and administer a student's test(s) from Technical Learning College at the proctor's business email address. The test(s) will be ethically and professionally administered in a suitable testing environment (e.g., college/library or professional office). The proctor will return the test(s) to the Technical Learning College Test Center via fax immediately after administration, and the proctor will mail the exam within one (1) work day of administration to the Technical Learning College Test Center.

Proctors certify in writing to the Technical Learning College Test Center that the student completed the test according to all of the specific directions provided in the proctor guidelines letter. As the Proctor Nomination Form indicates, the student will identify the specific test(s) the proctor will monitor.

Any proctor the student nominates must be acting in the official capacity in one of the following positions:

- **College or University Personnel:** Dean, Department Chair, Student Records, Professional Staff Member of an adult/continuing education office or counseling center, Librarian, Professor, or any official testing center personnel if the tests are administered in the center.
- **Armed Forces Education Office Personnel**
- **Public or Private School Personnel:** Superintendent, Principal, Guidance Counselor, or Librarian.
- **Other:** Civil Service Examiner, Librarian for City/County, HR Professional, or Education/Training Coordinator.

The following persons do not qualify as proctors:

- **Co-workers, someone who reports to you or your immediate supervisor**
- **Friends**
- **Neighbors**
- **Relatives**

Nominating a Proctor
Students are responsible for identifying, nominating, and making all of the arrangements for the proctoring of their course tests, including the payment of any fees for services and the return of test materials to Technical Learning College Test Center (cost of FAX or postage). The proctor must be able to receive the student's test(s) via email as attachments. The Technical Learning College Test Center does not accept Yahoo, AOL, G-mail, Hotmail, or etc. email addresses.

If the student is unable to find a suitable proctor, they must contact the Technical Learning College Test Center for assistance immediately via email.

Proctor Nomination Form
Students will use the Proctor Nomination Form for nomination and approval of a proctor. The student will complete the top part of the form for each course s/he is taking, even if the same proctor is used for all tests. The student must click on the submit button for the data to be electronically transmitted to the Technical Learning College Test Center.

Disclaimer Notice
It is ultimately the student's responsibility to ensure that this CEU course is either approved or accepted in my State for CEU credit. The student shall understand State laws and rules change on a frequent basis and believe this course is currently accepted in their State for CEU or contact hour credit, if it is not, the student shall not hold Technical Learning College responsible. The student shall also understand that this type of study program deals with dangerous conditions and that the student shall not hold Technical Learning College, Technical Learning Consultants, Inc. (TLC) liable for any errors or omissions or advice contained in this CEU education training course or for any violation or injury caused by this CEU education training course material. The student shall call or contact TLC if help or assistance is needed and double-check to ensure the registration page and assignment has been received and graded.

Affidavit of Exam Completion
The student shall affirm that they alone completed the entire text of the course. The student shall affirm that they completed the exam without assistance from any outside source. The student shall understand that it is their sole responsibility to file or maintain their certificate of completion as required by the state.

When the Student finishes this course…
Following the successful conclusion of the final assignment, the student will receive ten hours of continuing education in backflow prevention methods, cross-connection identification and basic knowledge of the major hydraulic principle laws. This information is essential to understand the threat of unprotected water services.

The student is required to submit the following information for assignment grading…
1. 70 PERCENT ON FINAL ASSESSMENT
2. DRIVER'S LICENSE
3. SCHEDULE OF TIME WORKED ON ASSIGNMENT
4. AFFIDAVIT OF EXAM COMPLETION
5. PROCTOR CERTIFICATION
6. TELEPHONE CONFIRMATION

Educational Mission
The educational mission of TLC is:
To provide TLC students with comprehensive and ongoing training in the theory and skills needed for the environmental education field,

To provide TLC students opportunities to apply and understand the theory and skills needed for operator certification and environmental education,

To provide opportunities for TLC students to learn and practice environmental educational skills with members of the community for the purpose of sharing diverse perspectives and experience,

To provide a forum in which students can exchange experiences and ideas related to environmental education,

To provide a forum for the collection and dissemination of current information related to environmental education, and to maintain an environment that nurtures academic and personal growth.

Melissa Durbin, Author and Dean of Instruction.
30 years' experience in water quality and water distribution along with 18 years of college instruction. Call me or any of the other Instructors for course assistance. I welcome your input and comments and hope you enjoy this course.

Affidavit

State Requirements- Each State has 1 or more of these requirements.

Photo Identification
We will require a photocopy of your driver's license or official government ID to verify your identity. You can upload a copy of your driver's license or other official ID to this computer program or submit a photo copy with your assignment. You can take a photo of your ID with your cell phone and upload the photo. No certificate of completion or reporting to the State will be issued until we receive your identification.

Proctoring Report
If your State requires a proctoring report, we have a copy on this site for you to download and provide to your proctor. If you are unsure if you need a proctoring report, contact your State Agency or email us. Info@tlch2o.com You can also upload the report to us in this computer program.

Security and Disclaimer Affidavit
You must agree to the terms below before moving forward.
I understand that I am 100 percent responsible to ensure that this course is approved and/or accepted for credit by my State Agency. I understand that TLC has a zero tolerance towards not following their rules, cheating or hostility towards staff or instructors. I need to complete the entire assignment for credit. There is no credit for partial assignment completion. I will provide an official government ID card to verify my identity.

Some States require your computer camera to be on during the training program to ensure that you alone are competing the work.

If necessary by my State agency, my exam was proctored. I will contact TLC if I do not hear back from them within 2 days of final exam submission. I will forfeit my purchase costs and will not receive credit or a refund if I do not abide with TLC's rules. I will not hold them liable for any misinformation or any injury. I will allow TLC to email and/or call me.

You can take breaks between the text reading assignments and quizzes.

You can take notes.

You will need to pass the quizzes with 100% and the final exam with 70%.

There is a customer survey at the end of the program.

CERTIFICATION OF COURSE PROCTOR

Technical Learning College requires that our students who takes a correspondence or home study program course must pass a proctored course reading, quiz and final examination. The proctor must complete and provide to the school a certification form approved by the commission for each examination administered by the proctor.

Instructions. When a student completes the course work, fill out the blanks in this section and provide the form to the proctor with the examination.

Name of Course:_____

Name of Licensee:_____

Instructions to Proctor. After an examination is administered, complete and return this certification and examination to the school in a sealed exam packet or in pdf format.

I certify that:

1. I am a disinterested third party in the administration of this examination. I am not related by blood, marriage or any other relationship to the licensee which would influence me from properly administering the examination.
2. The licensee showed me positive photo identification prior to completing the examination.
3. The enclosed examination was administered under my supervision on _____ .
   The licensee received no assistance and had no access to books, notes or reference material.
4. I have not permitted the examination to be compromised, copied, or recorded in any way or by any method.
5. Provide an estimate of the amount of time the student took to complete the assignment.

Time to complete the entire course and final exam. _____

Notation of any problem or concerns:

Name and Telephone of Proctor (please print):

_____

Signature of Proctor

CUSTOMER SERVICE RESPONSE CARD

DATE: _____

NAME: _____

E-MAIL_____PHONE_____

PLEASE COMPLETE THIS FORM BY CIRCLING THE NUMBER OF THE APPROPRIATE ANSWER IN THE AREA BELOW.

1. Please rate the difficulty of your course.
Very Easy 0 1 2 3 4 5 Very Difficult

2. Please rate the difficulty of the testing process.
Very Easy 0 1 2 3 4 5 Very Difficult

3. Please rate the subject matter on the exam to your actual field or work.
Very Similar 0 1 2 3 4 5 Very Different

4. How did you hear about this Course? _____

5. What would you do to improve the Course?

_____

_____

6. How about the price of the course?

Poor_____ Fair ____ Average ____ Good____ Great_____

7. How was your customer service?

Poor___ Fair ____ Average ____ Good _____ Great_____

8. Any other concerns or comments.

_____

_____