

# **CEU COURSE DESCRIPTION**

## **BASIC PLUMBING CEU COURSE – 8 HRs**

This course is a review of water distribution/wastewater plumbing and related fundamentals, and covers the basics of piping, valves, backflow prevention, water quality, and hydraulic fundamentals.

The target audience includes a wide variety of people, including, but not limited to, water distribution operators, well drillers, pump installers, water treatment operators, wastewater treatment operators, wastewater collection operators, industrial wastewater operators, onsite installer, maintenance, and plumbers. Also included are people interested in working in a water or wastewater treatment or distribution/collection facility, performing basic or light plumbing, wishing to maintain CEUs for a certification license, wanting to learn how to perform their job safely and effectively, and/or to meet education needs for promotion.

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

### **Course Goals**

#### **I. Plumbing Familiarization**

- A. Definitions
- B. Differentiate Plumbing Terms

#### **II. Plumbing History**

- A. Diseases
- B. Pathogens
- C. Rome

#### **III. Plumber's and Operator's Responsibilities**

- A. Identify References
- B. Identify Standards
- C. Identify Valves
- D. Identify Piping
- E. Summarize Repairs

#### **IV. Advanced Plumbing, Backflow Application, and Water Distribution Competency**

### **Learning Objectives and Timed Outcomes**

1. Basic plumbing and pipefitting information and related fundamentals – 200 minutes.
  - a. Explain the principle of backflow.
  - b. Compare backflow prevention devices and assemblies and describe uses of each.
  - c. Discuss, in writing, water distribution principles.
  - d. Define and explain cross-connections.
  - e. Demonstrate an understanding of hydraulic principles.
  - f. Analyze Pascal's law.
  - g. Examine Bernoulli's principle.
  - h. Discuss responsibility for backflow prevention.
  - i. Explain the reasons for testing backflow preventers.
  - j. Evaluate system design based on the four basic questions.
  - k. Analyze and explain the four elements of a water distribution system.
  - l. Compare the different types of valves and explain their uses.
  - m. Describe the types of pipes used and their advantages and disadvantages.
2. Pipe joining – 20 minutes.
  - a. List and explain the steps in solvent cement techniques for joining pipes.

- b. Describe the steps involved in soldering techniques.
- c. Explain the proper technique for cutting different types of pipes.
- 3. Fixture outlet protection – 20 minutes.
  - a. Explain the degrees of hazard.
  - b. Describe containment protection and internal protection and the appropriate devices for each.
- 4. Troubleshooting – 120 minutes.
  - a. Demonstrate knowledge of faucet repair.
  - b. Describe process for repairing washerless vs. compression-type faucets.
  - c. Explain the differences in double-handle and single-handle faucet repair.
  - d. Identify the important items in general care of sinks, lavatories, and tubs.
  - e. Compare the different types of toilets.
  - f. Describe the three types of plumbing noise and identify their causes and solutions.
  - g. Explain the process to thaw frozen pipes.
  - h. Evaluate how to prevent odors in a system.
  - i. Differentiate between the processes for unclogging toilets and sinks.
- 5. Water quality and terminology – 100 minutes.
  - a. Explain the significance of pathogens in regards to water quality.
  - b. Describe the chain of transmission in the disease process.
  - c. List and describe waterborne diseases.
  - d. Differentiate between viral-caused diseases and bacterial-caused diseases.
  - e. Explain a sump pump and its uses.
  - f. Describe the purpose of a backwater valve.
- 6. History of plumbing relative to diseases – 25 minutes.
  - a. Discuss the development of early plumbing.
  - b. Examine in depth the Romans' involvement in the evolution of present-day plumbing systems.
  - c. Describe the effects of black plague, dysentery, typhus, and cholera, and the role the plumbing system played in the epidemics.

### **Specific Course Goals and Timed Outcomes (Beta Testing)**

Seven 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 higher. Sixteen students were given a task assignment survey in which to track their times on the above learning objectives (course content) and utilized a true/false and fill-in-the-blank-style answer sheet to complete their final assignment. All students were given 30 days to complete this assignment and survey. (Rusty Randall, Proctor, November 2002)

### **Beta Testing Group Statistics**

Seven successfully completed assignments selected for this group statistic. All of the students held water distribution (4), water treatment (2), and/or Wastewater Treatment (3) operator certification positions. None of the test group received credit for their assignment. The average times were based upon the outcome of seven students. The average educational age of this group was the 9-10th grade level.

### **Final Conclusion**

The average time for Basic Plumbing is 8.2 hours with an average score of 88 percent.

### 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 Math practice problem = 1 minute of student time.
- 1 word quiz/exam question = 1 minute of student time.

\*\*CEU was awarded based on guidelines established by the International Association of Continuing Education and Training (IACET).

200 pages times 2 equals 400 divided by 60 minutes = 6.60 hours  
200 post examination questions divided by 60 = 3.30 hours

***We are asking for 8 hours of credit.***

### Final Examination for Credit

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

### Course Training/Assessment Needs Short Survey

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

### 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 Dept of Environmental Protection (PDEP) and the Association of Boards of Certification (ABC).

TLC has primarily 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.

## **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 made 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.

## **Primary Course Designers Melissa and Jeff Durbin**

### **Melissa Durbin**

This course was co-designed by Melissa Durbin; she has over 25 years of teaching water and wastewater treatment experience as a college instructor. Melissa has written the several nationally accepted water and wastewater treatment manuals. Melissa has taught approximately 10,000 students about water and wastewater treatment and related classes. She will be available to answer questions relating this course.

### **Jeff Durbin**

This course was co-designed by Jeff Durbin, over 10 years of water and wastewater treatment experience as a backflow inspector for the City of Phoenix and 20 years of water and wastewater treatment experience. Jeff has taught approximately 10,000 students about water and wastewater treatment primarily in water distribution, and pollution control (water quality) related classes. Jeff will also be able to answer any question pertaining to disinfection or chlorination.

### **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 (S.M.E. and Technical Writers. See below for more information.

### **Course Compiler**

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 Registration and Support**

TLC offers complete registration and support services for all correspondence courses via e-mail, Web site, telephone, fax, and mail. TLC will attempt to provide immediate, prompt service.

When a student registers for a distance or correspondence course, he/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/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 or not to grant the request.

Students have 90 days from receipt of this manual to complete the assignments in order to receive their continuing education units (CEUs) or professional development hours (PDHs). A score of 70% or better is necessary to pass this course. If students need any assistance, they should e-mail or call TLC with their concerns.

In the interest of privacy, students' social security numbers are not used for tracking. Instead, a unique, alternate number is assigned to each student.

### **Satisfaction Guaranteed**

Our Iron-Clad, Risk-Free Guarantee ensures you will be another satisfied TLC student. We have many years of experience dealing with thousands of students. We assure you, our customer satisfaction is second to none. This is one reason we have taught more than 20,000 students.

### **Instructions for Written Assignments**

The Basic Plumbing training correspondence course uses multiple choice and true/false 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](mailto:info@tlch2o.com), but they may be faxed to (928) 468-0675.

### **Grading Criteria**

TLC will offer the student either pass/fail or a standard letter grading assignment. If TLC is not notified, you will only receive a pass/fail notice. For security purposes, please fax or e-mail a copy of your driver's license and always call us to confirm we've received your assignment and to confirm your identity. TLC offers students the option of either pass/fail or assignment of a standard letter grade. If a standard letter grade is not requested, a pass/fail notice will be issued.

Final course grades are based on the total number of possible points. The grading scale is administered equally to all students in the course. Do not expect to receive a grade higher than that merited by your total points. No point adjustments will be made for class participation or other subjective factors. If TLC is not notified, you 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.

### **Timed Averages**

Student have reported the following time burden for successful completion of this distance learning course to be estimated to average of 8 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.



### **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.

### **Required Texts**

This course comes complete and does not require any other materials.

### **Security and Integrity**

We expect every student to produce his/her original, independent work. Lesson sheets and final exams are not returned to the students, to discourage sharing of answers. If any fraud or deceit is discovered, the student will forfeit all fees, and the appropriate agency will be notified. Any student whose work indicates a violation of the Academic Misconduct Policy (cheating and/or plagiarism) can expect penalties as specified in the Student Handbook, which is available through Student Services; contact them at (928) 468-0665.

### **Student 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 general course descriptions or topic titles may be different from the detailed description of the course's outline or learning objectives. These terms may be an alternative expression or a substitute but essentially having the same meaning. This is done for reading or for editing purposes. The detailed alpha and beta-testing data is not available in this document and is proprietary information belonging to a third party.

### **Environmental Terms, Abbreviations, and Acronyms**

TLC provides a glossary in the rear of this manual that defines, in non-technical language, commonly used environmental terms appearing in publications and materials, as well as abbreviations and acronyms used throughout the EPA and other governmental agencies.

### **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 are 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 examination. 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.

## **Grading Criteria**

TLC will offer the student either pass/fail or a standard letter grading assignment.

- A 900 – 1000 points
- B 800 – 899 points
- C 700 – 799 points
- D 600 – 699 points
- F <600 points

In order to successfully pass this course, you will need to have 70% on the final exam. The entire assignment is available on TLC's Website in a Word document format for your convenience.

## **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 will 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 will 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 will 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.

### **Refund Policy**

We will beat any other training competitor's price for the same CEU material or classroom training. Student satisfaction is guaranteed. We will refund course fees if the course is not accepted for credit by the State. Otherwise, any other problem will be given an exchange credit towards an acceptable or approved course for the State. Once we are notified of the refund or exchange, we will generally issue a refund in 30 days of the problem and exchange within the same day.

### **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 these particular students.

### **Note to Students**

**Keep a copy of everything that you submit!** If your work is lost, you can submit your copy for grading. If you do not receive your certificate of completion or other results within two to three weeks after submitting it, please contact your instructor.

### **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 with opportunities to apply and understand the theory and skills needed for operator certification,*

*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.**

25 years' experience in water quality and water distribution along with 18 years of college instruction. I have taught this course to hundreds of students and still learn more each day about microorganisms. Call me or any of the other Instructors for course assistance. I welcome your input and comments and hope you enjoy this course.

**BASIC PLUMBING CEU COURSE  
CUSTOMER SERVICE RESPONSE CARD**

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?  
  
\_\_\_\_\_  
  
\_\_\_\_\_

How about the price of the course?

Poor \_\_\_\_\_ Fair \_\_\_\_\_ Average \_\_\_\_\_ Good \_\_\_\_\_ Great \_\_\_\_\_

How was your customer service?

Poor \_\_\_\_\_ Fair \_\_\_\_\_ Average \_\_\_\_\_ Good \_\_\_\_\_ Great \_\_\_\_\_

Any other concerns or comments.  
  
\_\_\_\_\_  
  
\_\_\_\_\_