

CEU COURSE DESCRIPTION

CONFINED SPACE CEU TRAINING COURSE

Many workplaces contain spaces that are considered “confined” because their configurations hinder the activities of any employees who must enter, work in, and exit them. For example, employees who work in process vessels generally must squeeze in and out through narrow openings and perform their tasks while cramped or contorted. OSHA uses the term “confined space” to describe such spaces.

In addition, there are many instances where employees who work in confined spaces face increased risk of exposure to serious hazards. In some cases, confinement itself poses entrapment hazards. In other cases, confined space work keeps employees closer to hazards, such as asphyxiating atmospheres or the moving parts of machinery. OSHA uses the term “permit-required confined space” (permit space) to describe those spaces that both meet the definition of “confined space” and pose health or safety hazards. The intent of the course is to ensure a qualified workforce and reduce the possibility of incidents caused by human error. There are no prerequisites, and no other materials are needed for this course.

Applicable OSHA Rules

1926.21(b)(6)(i)

All employees required to enter into confined or enclosed spaces shall be instructed as to the nature of the hazards involved, the necessary precautions to be taken, and in the use of protective and emergency equipment required. The employer shall comply with any specific regulations that apply to work in dangerous or potentially dangerous areas.

1926.21(b)(6)(ii)

For purposes of paragraph (b)(6)(i) of this section, “confined or enclosed space” means any space having a limited means of egress, which is subject to the accumulation of toxic or flammable contaminants or has an oxygen-deficient atmosphere. Confined or enclosed spaces include, but are not limited to, storage tanks, process vessels, bins, boilers, ventilation or exhaust ducts, sewers, underground utility vaults, tunnels, pipelines, and open-top spaces more than 4 feet in depth, such as pits, tubs, vaults, and vessels.

Target Audience

The primary target audience for this course includes anyone who will work in or near a confined space or trench but is not limited to include water distribution workers, well drillers, pump installers, water treatment operators, wastewater operators and onsite/installers.

Also included are people interested in working in a water treatment/wastewater treatment or distribution 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. There are no prerequisites, and no other materials are needed for this course.

Course Statement of Need

Many areas of operations will have a need for an operator or personnel to enter a confined space for various purposes. This course was designed to provide these professionals a related continuing education course for renewal requirements.

CEU Course Learning Objectives and Timed Outcomes

Knowledge obtained by this CEU Course and the approximately average times the student will spend on each subject. This includes assignment reading, glossary review, and final examination.

CEU Course Learning Objectives

Confined Space Chapter Learning Objectives

The Confined Space chapter is for students to understand and describe various confined space hazards and how to document and mitigate confined space hazards and related safety related hazards.

Confined Space Chapter Goals

Understand and describe training requirements for confined spaces.

- a. Describe specific requirements for welding in confined spaces.
- b. Analyze flammable atmospheres.
- c. Differentiate between toxic, irritant, and asphyxiating atmospheres.
- d. Describe preventive measures in terms of mechanical hazards.
- e. Examine noise, vibration and other hazards in confined spaces.
- f. Explain the effects of the four factors involved in the exchange of heat in confined spaces.

Safety Standards

Understand and describe various OSHA related Confined Space Rules

- a. Explain requirements for equipment with obstructed rear view.
- b. Define oxygen deficient.
- c. Outline OSHA requirements for respirators.
- d. Examine importance of availability of rescue equipment.
- e. State exposure limits, including PEL, STEL and REL, of different chemicals.
- f. Discuss general gas safety procedures.
- g. Describe how to handle an OSHA inspection.
- h. List questions useful during an inspection.
- i. Outline ladder hazards and setup procedures.
- j. Understand and describe various Confined Space Applications
- k. 29 CFR 1926.650 Subpart F
- l. Describe the purpose and scope of the Confined Space Entry Program.
- m. Explain characteristics of Permit Required Confined Space.
- n. List general rules for PRCS.
- o. Outline the duties and responsibilities of employees, management, rescue personnel, entry supervisor, entry attendant, and entrant in regard to confined spaces.
- p. Summarize confined space entry permit requirements.

Hazard Communication Chapter Learning Objectives

The basic goal of a Hazard Communication Program is to make sure employers and employees know about potential work hazards, how to recognize them and, most importantly, how to protect themselves. This chapter is designed to help reduce the possible incidence of chemical source illness and injuries.

Hazard Communication Chapter Goals

By the end of this chapter, students should be able to understand and explain:

1. The student will describe and explain various hazard communication terms.
2. The student will understand and explain the revised Hazard Communication system.
3. The student will understand and explain the GHS Physical Hazards.

4. The student will understand and explain the dangers of hazardous chemicals.
5. The student will understand and explain Personal Protection Equipment.

Hazard Communication Learning Objectives

1. The student will describe and explain various hazard communication terms.
 - Acronyms/Abbreviations
2. The student will understand and explain the revised Hazard Communication system.
 - Globally Harmonized System
 - United Nations System
 - Building Blocks
 - Hazard Classifications Bridging Principles
 - Labels
 - Emergency Responders
 - New HCS Standard
 - Different Hazards
 - Written Program Example
 - Chemical Basics
3. The student will understand and explain the GHS Physical Hazards.
 - Explosives
 - Flammable Aerosols
 - Gases under Pressure
 - Flammable Solids
 - Pyrophorics
 - Organic Peroxides
4. The student will understand and explain the dangers of hazardous chemicals.
 - Skin Irritation
 - Germ Cell Mutagenicity
 - Reproductive Toxicity
 - Aspiration Hazard
 - Chronic Aquatic Toxicity
5. The student will understand and explain Personal Protection Equipment.
 - Eye and Face Protection
 - Head Protection
 - Hand Protection

Respiratory Protection Chapter Learning Objectives

This chapter covers basic respirator protection and the Federal OSHA RP Rule. This section is general in nature and not state specific.

Respiratory Protection Chapter Goals

1. Respirator Protection Familiarization
 - a. Definitions
 - b. Physical Description
 - c. Protective Personnel Equipment
 - d. Rules
2. Types of Devices and Applications.
 - a. Common RP Devices and Engineering Controls
3. OSHA
 - a. Definitions
 - b. Rules and Regulations
 - c. Identify RP Standard
4. Program Review
 - a. References
 - b. Glossary
5. Advanced RP Application and Competency

Respiratory Protection Learning Objectives

By the end of this chapter, students will understand and describe:

1. The purpose and application of process safety management, including training and employee participation required by OSHA's regulation;
2. The importance of paying greater attention to the risks of the highly hazardous materials covered by the regulation;
3. The importance of being involved in manager programs to reduce the chance of catastrophic releases of hazardous substances;
4. Be familiar with the company's written procedures for respirator use in normal and emergency situations and understand why a respirator is necessary.
5. Understand the different types of respirators and their purposes.
6. Know how to make respirators fit correctly and how to use the respirator effectively in emergency situations.
7. Know the importance of and how to conduct regular inspections, cleaning, and maintenance of respirators.
8. Understand the limitations and capabilities of respirators.
9. Know how to recognize medical signs and symptoms that may limit or prevent the effective use of respirators.

Excavation and Trenching Chapter Learning Objectives

This chapter reviews the dangers of trenching and excavation and related safety fundamentals and covers the basic requirements of OSHA's Competent Person 29 CFR 1926.650 Subpart F and other related federal safety rules. The Competent Person Program, as it is called, requires formal training and on-the-job experience. The intent of the chapter is to ensure a qualified workforce and reduce the possibility of incidents caused by human error.

Excavation and Trenching Chapter Goals

1. Excavation and Trench Familiarization
 - a. Safety Principles
 - b. Protective System Review
2. Soil Classification Review
 - a. Definitions
3. Trench Safety -Procedures
 - a. References
 - b. Safety Standards
4. Advanced Rule application/competency (29 CFR 1926.650 Subpart F) – 100 Minutes

Excavation and Trenching Learning Objectives

The student will understand and describe the following:

- a. Identify One Call Center rules, underground utilities.
- b. Extensive knowledge of 29 CFR 1926 Subpart P – Excavations;
- c. Analyze and correct soil-testing procedures;
- d. Hazard identification associated with trenching and excavations;
- e. Identify a confined space and associated hazards; and
- f. Understanding of the different types of protective systems.
- g. Describe soil mechanics and the causes of trench failure.
- h. Describe the purpose of one-call centers.
- i. Identify color codes for marking utilities.

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.

Required Texts

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

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.

Instructions for Written Assignments

The Confined Space 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, 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.

Final Examination for Credit

Opportunity to pass the final comprehensive examination is limited to three attempts per course enrollment. Students successfully completing this course will receive the following.

- 1.8 continuing education units/ twenty training hours.
- A frameable certificate of completion.

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.

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.

Course Page Count Total

460 pages times 2 equals 930 divided by 60 minutes =15.50 hours

400 questions equals 8.30 hours

Total time 23.80 hours - We are asking for 18 hours of credit

Specific Course Goals and Timed Outcomes (Beta Testing)

Twenty five students were given a task assignment survey in which to track their times on the above learning objectives (course content) and utilized a multiple-choice style answer sheet to complete their final assignment. All students were given 30 days to complete this assignment and survey. Twenty five students were selected for this assignment. Thirteen of the students held water distribution or water treatment operator certification positions, seven students were wastewater treatment operators and five did not have any certification. Twenty out of twenty five students were successfully tested. None of the test group received credit for their assignment. Six students failed the final examination. All of the students completed the reading assignment. All of the wastewater treatment operators passed the assignment. The average times were based upon the outcomes of the fourteen students who passed. Rusty Randall, Proctor, February 2002

Second Beta Testing and Course Adjustment

In the subsequent time, three hundred water/wastewater operator students were selected to complete the assignment and the completion statistics are as follows: 79 percent passing rate with an overall average score of 80 percent within a 90 day assignment completion period. The primary student response was the assignment was too difficult and too long. The average time necessary to complete each task was recorded as stated in the above objectives and timed outcome section. The tasks were measured using times spent on each specific objective goal and final assignment grading of 70% and higher. The student survey was utilized to work out all problems in the assignment and was utilized for course corrections. Over four hundred students have completed the current assignment. Rusty Randall, Proctor, July 2011

2011 Beta Testing Breakdown

Sixty-two percent of successful students performed at or above the *Basic* level in 2011. Thirty-three percent of successful students performed at or above the *Proficient* level, demonstrating their competency over challenging safety content. Five percent of successful students performed at the *Advanced* level in 2011 beta testing.

Course Training/Assessment Needs Methodology

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

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 Department 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.

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 Author
Melissa Durbin**

This course was co-authored by Melissa Durbin; she has over 25 years of water and wastewater treatment teaching experience as a college instructor. Melissa has written the several nationally accepted water and wastewater treatment manuals since 2001. Melissa has taught approximately 10,000 students about water/wastewater treatment, disinfection and related classes. She will be available to answer questions relating this course.

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.

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 pollution control (water quality) related classes. Jeff will also be able to answer any question pertaining to this course.

Course Compiler

Peter Easterner, 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.

Ongoing Course Evaluation

Administrative and instructional staff will collect all student concerns (verbal, written and surveys) and distribute these to the Course Editor or Copyeditors for evaluation and course corrections. 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.

Editor's Discretion

The Course Editor may change the course assessment (assignment), course text, objective, artwork and topical order as necessary for security, corrective, printing, readability or typesetting purposes. The assessment may be rotated for security purposes and the course material may be updated to reflect any regulatory updates and/or corrections. The overall course objective or topic guide may be in a different order than the course manual for the reason of typesetting, adult learning principles and copy-editing purposes. Course materials, charts and artwork amendments, adjustments, modifications may be performed to reflect regulatory/safety text/artwork updates, Bloom's taxonomy, adult learning principle changes, error adjustments and comprehension. These changes generally do not reflect major course material changes, but are minor in nature.

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.

Required Texts

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

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.

Instructions for Written Assignments

The Confined Space 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, but they may be faxed to (928) 468-0675.

No point adjustments will be made for class participation or other subjective factors.

Final Examination for Credit

Opportunity to pass the final comprehensive examination is limited to three attempts per course enrollment. Students successfully completing this course will receive the following.

- 1.8 continuing education units/ eighteen to twenty training hours, depending upon your State.
- A frameable certificate of completion.

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

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.

Disclaimer and Security Notice

The student shall understand that it their responsibility to ensure that this CEU course is either approved or accepted in my State for CEU credit. The student shall understand and follow State laws and rules concerning distance learning courses and understand these rules change on a frequent basis and will not hold Technical Learning College responsible for any changes. The student shall understand that this type of study program deals with dangerous conditions and 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 contact TLC if I need help or assistance and double-check to ensure my registration page and assignment has been received and graded. 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.

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.

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 any required state agency 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).

Grading Criteria

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. 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.

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.

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 quiz results within two or three weeks after submitting it, please contact us immediately. We expect every student to produce his/her original and 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/he must

contact the instructor and request an extension of her/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. Your assignments are due on time. Any assignment or mailed-in examination that is one to five days late will be marked down one letter grade. Any assignment or mailed-in examination that is turned in *later* than five days will not be accepted and will be recorded in my grade book as “non-participating” and you can be withdrawn from class. (See final grade options.)

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.

Continuing Education Units

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 visit our Assistance Page on the website. Please e-mail all concerns and the final test to info@tlch2o.com.

Mission Statement

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

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

When the Student finishes this course...

At the finish of this course, you (the student) should be able to explain and describe the various confined space and permit required confined space terms and conditions, including the revised Hazard Communication system, respiratory protection and competent person requirements. The student will understand and explain the physical, chemical, engineering hazards, the dangers of trenching, hazardous conditions and hazardous chemicals. The student will understand and explain the personal protection equipment, administrative and engineering controls.

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.

30 years' experience in safety training 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.

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.
