

CEU COURSE DESCRIPTION

CHEMICAL HANDLING CEU TRAINING COURSE

The basic goal of a chemical handling program is to make sure that employers and employees know about potential work hazards, how to recognize them, and, most importantly, how to protect themselves. This CEU course is designed to help reduce the possible incidents of chemical source illness and injuries.

The intended audience includes first responders, HAZWOPER refreshers, water distribution operators, well drillers, pump installers, water treatment operators, and wastewater operators. Also included are people interested in working in a water treatment/wastewater treatment or distribution facility, wishing to maintain CEUs for a certification license, wanting to learn how to do their job safely and effectively, and/or to meet education needs for promotion.

The Occupational Safety and Health Administration (OSHA) has issued a regulation to help control chemical exposure on the job. The regulation is called the revised Hazard Communication Standard, but is more commonly called HazCom or the "Right to Understand Law." It can be found in the Code of Federal Regulations, at 29 CFR 1910.1200. The Standard says that employees have a right to know what chemicals they are working with or around. Its intention is to make the workplace safer.

Therefore, it is important to have some basic understanding of the Standard and the rights it grants workers. The Hazard Communication Standard requires that all chemicals in the workplace be fully evaluated for possible physical or health hazards, and it mandates that all information relating to these hazards be available to all workers. Regulations may be found in the rear of this manual.

The Hazard Communication Standard really involves just about anyone who may come into contact with hazardous chemicals. Everyone needs to be informed about the hazardous chemicals they work with and how to take precautions against any potentially negative effects associated with them. Both training and written materials provide information about the chemicals in the workplace. In the training session, feel free to ask questions about any information you did not understand. When looking at safety data sheets (SDS) or the written program, a supervisor should be able to help you with any questions you might have.

There are no prerequisites, and no other materials are required for this course; however, it would be beneficial to have samples of SDSs for chemicals used in your facility.

General Objectives

1. Hazard Communication Standard familiarity.
2. SDS resources.
3. Summarize personal protective equipment.
4. Awareness of different types of hazard communication programs.
5. HazCom exercise.

Final Objectives

By the end of the training session, employees will:

1. Understand the information provided on a safety data sheet (SDS);
2. Apply the information from an SDS to workplace conditions; and
3. Know where the company's SDSs can be found.

Course Goals

I. Hazard Communication Knowledge

- A. Definitions
- B. Terms
- C. Define Basic Requirements

II. Hazard Communication Summary

- A. Written Program Examples

Learning Objectives and Timed Outcomes (10–12 hours Average)

1. SDS – 120 minutes.
 - a. Explain SDS and its importance to employees working with chemicals.
 - b. Describe hazardous chemicals.
 - c. Detail the importance of a written chemical hygiene plan for a lab.
 - d. List and explain each of the types of chemical hazards.
 - e. Demonstrate an understanding of chemical basics.
 - f. Explain the three categories of MSDS definitions.
 - g. Identify the significance of the MSDS in emergency procedures.
2. Site-specific SDS information – 10 minutes.
 - a. Evaluate the types of chemicals used at your location.
 - b. Demonstrate how to access MSDS at your location.
3. SDS contents (general explanation) – 60 minutes.
 - a. Explain the inclusion of the manufacturer/importer identification and phone number.
 - b. List components of chemical identity.
 - c. Describe the physical and chemical characteristics, using an example.
 - d. Examine the physical and health hazards and why they would be included in the SDS.
 - e. Define possible primary routes of entry.
 - f. Analyze the importance of exposure limits.
 - g. Define carcinogen and explain when employees should be tested if working with these types of chemicals.
 - h. Illustrate the types of emergency and first aid procedures that may be listed on an SDS.
 - i. Describe safe-handling precautions.
 - j. Summarize applicable control measures.
 - k. Explain the importance of including the last revision date on the SDS.
4. SDS examples – 20 minutes.
 - a. Demonstrate familiarity with different types of SDS forms.
5. Emergency simulation and using SDSs – 20 minutes.
 - a. Explain the procedures to follow in an emergency in regards to SDS.
6. Personal protective equipment – 20 minutes.
 - a. Detail the purpose of personal protective equipment (PPE).
 - b. Describe the training needed for using PPE.
 - c. Demonstrate knowledge of selection and fitting procedures for the following.
 - 1) Face and eyes

- 2) Head
- 3) Hand
- 4) Foot
- d. Analyze the applications of protective clothing.
- e. Examine the levels of protection available from PPE.
- f. Classify PPE by types of protection.
- 7. Hazard communication standard – 120 minutes.
 - a. Recognize the importance of an employee's right to know.
 - b. Discuss the requirements of the written hazard communications program.
 - c. List and explain the training requirements of the hazard communications program.
 - d. Examine the responsibilities of employees in hazard communication.
 - e. Put into practice employee safety rules and explain their importance.
 - f. Explain the purpose of a notification of chemical release.
 - g. Differentiate between hazard ratings and warnings.
 - h. Analyze the effects of controlling chemical exposure.
- 8. Written program examples – 20 minutes.
 - a. State the attachments to be included with a written hazard communication program.
 - b. List and describe the inventory requirements.
- 9. Hazard certification examples – 10 minutes.
 - a. Demonstrate understanding of the components of the hazard assessment survey data sheet.
- 10. Glossary – 10 minutes.
 - a. Classify controlled products.
 - b. Differentiate between flammable and combustible.
- 11. Assignment – 300 minutes.

Specific Course Goals and Timed Outcomes (Beta Testing)

Twenty-five students were tested and the average time necessary to complete each task was recorded as the 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. All students were given 30 days to complete this assignment and survey. The students scored an average of 87 percent passing. Rusty Randall Proctor, December 2011

Beta Testing Group Statistics

Twenty-five students were selected for this assignment. All the students held water distribution or water treatment operator certification positions. The students held chemistry and biology degrees and easily passed this course. Most of the other students had an average of a twelfth grade education and were the basis for the timed outcomes. Three students failed the final examination. Two students did not complete the reading assignment. The average times were based upon the outcome of twenty students.

Specific Course Goals and Timed Outcomes (Beta Testing)

Summary

Twenty-five 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. These 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

Twenty-five students held wastewater, water distribution, or water treatment operator certification positions were selected for this assignment. None of the test group received credit for their assignment. Four students did not complete the reading assignment. The average times were based upon the outcomes of remaining twenty-one students. Seventeen passed the final assignment with an average passing score was 88 percent. (Rusty Randall, Proctor, MACI, October 2001)

Beta Assessment Survey Results

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.

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

Course Page Count Total

1 page of text = 2 minutes of student time.

1 exam question = 1 minute of student time

300 pages times 2 equals 600 divided by 60 minutes =10 hours

300 questions equals 5.00 hours

Total time 15.00 hours *We are asking for 10 hours of credit.*

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. **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 Author
Melissa Durbin**

This course was co-authored by Melissa Durbin; she has over 25 years of wastewater treatment teaching experience as a college instructor. Melissa has written the several nationally accepted wastewater treatment manuals since 2001. This course has been accepted in most States for continuing education credit. Melissa has taught approximately 10,000 students about safety, 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 water distribution, and pollution control (water quality) related classes. Jeff will also be able to answer any question pertaining to this course or material.

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 Matter Experts (S.M.E. and Technical Writers. 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 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

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.

Dr. Eric Pearce S.M.E. PHD., Chemist, chemistry and biological review. State College of Technology, Environmental, Health and Safety Technology, Water/ Wastewater Operator Training Course Instructor.

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 I possess an Arizona Community College, Special Teaching Certificate in Environmental Studies. Extensive knowledge and experience in college course and assignment/assessment writing.

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 Jeff Durbin and Bubba Jenkins for evaluation and course corrections.

Course Procedures for Registration and Support

All of Technical Learning College'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 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 to grant the request.

All students will be tracked by a unique number will be assigned to the student.

Instructions for Written Assignments

The Chemical Handling CEU Training course uses a multiple choice examination assignment. You can write your answers in this manual or type out your own answer key. TLC would prefer that you type out and e-mail each of the chapter examinations to TLC, but it is not required.

Required Texts

The Chemical Handling CEU Training course does not require any course materials. The course is complete.

Prerequisites: None

Final Examination for Credit

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

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.

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 they need help or assistance and double-check to ensure my registration page and assignment has been received and graded.

Student Verification

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. All student attendance is tracked on the student attendance database.

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.

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.

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.

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.

Instructions for Written Assignments

The Chemical Handling training CEU 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 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 Examination for Credit

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

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.

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.

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 operator certification field,

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

To provide opportunities for TLC students to learn and practice pesticide application 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 operator certification education,

To provide a forum for the collection and dissemination of current information related to operator certification education, and

To maintain an environment that nurtures academic and personal growth.

When the Student finishes this course...

At the conclusion of this course:

At the finish of this course, you (the student) should be able to explain and describe the various chemical handling/hazard communication terms and conditions, including the revised Hazard Communication system. The student will understand and explain the GPS Physical Hazards, the dangers of hazardous chemicals and explain Personal Protection Equipment.

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.
