CEU COURSE DESCRIPTION

DISTRIBUTION PRIMER 1 TRAINING COURSE

This CEU course is a review of Environmental Protection Agency's Rules and Regulation related to water quality and water sampling. This course will cover water quality fundamentals and basic requirements of the federal rule which concerning water sampling and general laboratory operations. This course will also cover water sampling techniques, waterborne disease identification, general water quality operations and definitions; disease symptoms, disease diagnosis, history, susceptibility, and disease sources of contamination. This course will apply to all categories of water treatment/distribution.

Target Audience

Attention Water Distribution, Well Drillers, Pump Installers, and Water Treatment Operators. The target audience for this course is the person interested in working in a water treatment or distribution facility and wishing to maintain CEUs for certification license, meet education needs for promotion, or to learn how to do the job more safely and effectively.

Statement of Need

As water professionals, it is your responsibility to identify, stop and control all waterborne diseases, and provide drinking water that meets minimum drinking water standards. Water systems monitor for a wide variety of contaminants to verify that the water they provide to the public meets all federal and state standards. Currently, the nation's community water systems (CWSs) and nontransient non-community water systems (NTNCWSs) must monitor for more than 83 contaminants. The major classes of contaminants include volatile organic compounds (VOCs), synthetic organic compounds (SOCs), inorganic compounds (IOCs), radionuclides, and microbial organisms (including bacteria). Testing for these contaminants takes place on varying schedules and at different locations throughout the water system.

Assessment Implications

Core tasks have been statistically analyzed then reviewed and edited by the TLC'S Advisory Committee, SME Experts. These tasks now form a distinct definition of the course and assessment content. The emphasis for most of the levels of operation would be found in the duty/functions discussion bellow. To recap, bodies of knowledge and concepts that support the understanding and valid performance of the following duty/functions should be taught first…

Primary CEU Training Course Learning Goals

A. Define and demonstrate various Water Quality Processes, Terms, and Definitions found in distribution.
B. Define and demonstrate knowledge while summarizing SDWA.
C. Describe and demonstrate knowledge of Primary Drinking Water Standards and Secondary Drinking Water Standards including new EPA Rules.
D. Describe and demonstrate various and commonly found Pathogens and Protozoan Diseases that are associated with distribution concerns.
E. Describe and demonstrate proper Distribution related Sampling Procedures.
F. Describe and demonstrate Chemical Monitoring Methods utilized by Distribution Operators.

G. Describe and demonstrate Disinfection Methods, including Chlorination Chemistry, Alternate Disinfection, Chlorine Dioxide, Ozone and UV methods.

Specific Course Objectives and Beta Tested Timed Outcomes

A. Define and demonstrate various Water Quality Processes, Terms, and Definitions found in distribution. 135 Minutes

a) Assess the importance of proper handling procedures.
b) Define MCL.
c) Describe standard chemical analyses.
d) Distinguish between the different processes of identification of particulates.
e) Evaluate turbidity and its effect on water.
f) Explain BOD and its advantages
g) Explain chain of custody procedures.
h) Identify health advisories for DBPs.
i) Identify the importance of streamflow measurement.
j) Identify the microbes commonly found in water.
k) List and describe radionuclides and inorganic contaminants found in water.
m) Compare/contrast composite and grab sampling. Define Water Quality. Define various Water Quality Processes, Terms, and Definitions.
l) Prioritize the list of procedures for collecting surface water samples.

B. Define and demonstrate knowledge while summarizing SDWA. 40 Minutes

b) Summarize the objectives of the SDWA.
c) Know various Sampling Procedures, Proper Handling, QA/QC Measures, Chain of Custody procedures, Positive Coliform Samples, HPC, Total Coliforms.
a) List the major elements of the SDWA.

C. Describe and demonstrate knowledge of Primary Drinking Water Standards and Secondary Drinking Water Standards including new EPA Rules. 70 Minutes

a) Analyze the surface water treatment rule and its objectives.
b) Compare MCLGs and MCLs.
c) Describe secondary drinking water regulations.
d) Discuss EPA rules concerning arsenic.
e) Explain the process for selecting contaminants for regulatory consideration.
f) Summarize the purpose of the CWA.

D. Describe and demonstrate various and commonly found Pathogens and Protozoan Diseases that are associated with distribution concerns. 80 Minutes

c) Define microbiological history and disease research.
d) Define the difference between bacteria and viruses.
e) Define differences between Archaea, Bacteria and Eukaryotes.
f) Explain and Summarize SDWA with regards to waterborne diseases.
a) Identify waterborne diseases and their causes.
b) List and describe contamination sources.

E. Describe and demonstrate proper Distribution related Sampling Procedures. 25 Minutes

a) Identify the goal of sample collections and field measurements, and how that goal is met.
b) Explain the necessary precautions to take to ensure representative samples.
c) Describe the procedures for bacteria sampling.

d) Compare the three types of water samples and give examples.
e) Discuss total coliforms and its importance.
f) Explain procedures when a positive test result occurs.

F. Describe and demonstrate Chemical Monitoring Methods utilized by Distribution Operators. 25 Minutes

a) Analyze the importance of sample preservation.
b) Compare/contrast IOC, VOC, and SOC and their monitoring levels.
c) Describe the Best Available Technology process.
d) Describe the use of chlorine and how levels are monitored.
e) Discuss amperometric titration and its purpose.
f) Examine objections to hard water.
g) Explain gravimetric analysis and what it is used for.
h) Explain the monitoring requirements for each of the four groups of inorganics.
i) Identify and explain the two methods of categorizing hardness.
j) Identify how pH and temperature affect chlorination.
k) Interpret the significance of TDS.
l) List steps in DPD method.

G. Describe and demonstrate Disinfection Methods, including Chlorination Chemistry, Alternate Disinfection, Chlorine Dioxide, Ozone and UV methods. 125 Minutes

a) Analyze the effectiveness of ozone as a disinfectant.
b) Compare chloramines and chlorine dioxide in terms of their disinfectant abilities.
c) Contrast the risks and benefits of chlorine disinfection.
d) Describe the chemical and physical properties of chlorine.
e) Evaluate ultraviolet radiation for disinfection.
f) Explain field tests for free and total chlorine.
g) Explain various definitions, symbols and characters used in the laboratory.

Prerequisites: None

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

250 pages times 2 equals 500 divided by 60 minutes =8.33 hours
150 final examination questions equals 2.50 hours
Total time 10.83 hours *We are asking for 8 hours of credit.*

Specific Course Goals and Timed Outcomes (Beta Testing)

Utilizing TLC's distance course assessment scoring system, one hundred students were invited to participate in the Distribution 404 beta testing program and the average time necessary to complete each task was recorded. 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 one hundred students were given a task assignment survey in which to track their times on the above learning objectives (course

content) and utilized a Scantron answer sheet to complete their final assignment. All students were given 90 days to complete this assignment and survey.

The student's objective was to read and complete the course and finish the assignment. They were also encouraged to review, edit, and improve the assessment, if possible. Tasks at all levels from 1 to the 4 licenses were reviewed.

Beta Testing Group Statistics (Short Summary)
One hundred students were selected for this assignment. All the students held distribution operators or well drillers certification with an average overall experience of 20 months as a certificated distribution operator. Thirteen students did not complete the reading assignment and surrendered. Sixteen students failed the final examination. The average completion times were based upon the outcome of sixty one students with an average passing score of 85 percent and an average of thirty eight hours to complete the work. The highest student scored 100 percent and the lowest passing score was 70 percent. The average complaint was the exam was too long, and too many questions when compared to the California Sacramento course. The course was reviewed and adjusted to provide ease for the student in finding specific areas. The final student assessment averages are below. Rusty Randall Proctor, June 2009.

1. The difficulty of your course.
   Very Easy 0 1 2 <u>3</u> 4 5 Very Difficult

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

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

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 changes are performed based on changes in technology, evaluations of the participants and regulatory changes. Materials are assed yearly or as needed to insure no significant changes are made. If this has occurred, the course would be re-evaluated.

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

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.

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.

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

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

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

Joseph Camerata has a BS in Management with honors (magna cum laude). He retired as a Chemist in 2006 having worked in the field of chemical, environmental, and industrial hygiene sampling and analysis for 40 years. He has been a professional presenter at an EPA analytical conference at the Biosphere in Arizona and a presenter at an AWWA

conference in Mesa, Arizona. He also taught safety classes at the Honeywell and City of Phoenix, and is a motivational/inspirational speaker nationally and internationally.

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

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

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

Course Procedures for Registration and Support

All of Technical Learning College's (TLC) 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 students register for a distance or correspondence course, they'll be assigned a start date and an ending 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 ending 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 assigned by our database.

Instructions for Written Assignments

The Distribution Primer 1 training course uses a multiple-choice answer key.

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 result in forfeiture of all fees and the appropriate agency will be notified.

Required Texts

The Distribution Primer 1 training course comes complete with a short summary of the EPA's Rules and Regulations and drinking water standards. If you need more information or a complete set of Rules, you can download them off the EPA's web page, www.epa.gov or contact your local state environmental agency. You may need to contact a laboratory or state agency for certain sampling information.

Recordkeeping and Reporting Practices

TLC will keep all student records for a minimum of seven years. It is the student's responsibility to give the completion certificate to the appropriate agencies. TLC will not release any records to any party, except to the student self or the state agency. We will send the required information to Texas, Indiana, New York and Pennsylvania for your certificate renewals.

ADA Compliance

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

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.

When the Student finishes this course…

At the finish of this course, you (the student) should be able to explain and describe the various biological and inorganic contaminates (IOCs, VOCs, SOCs) found in water while finding proper disinfection/chlorination solutions. The course will focus upon water quality issue found in distribution. You will also learn the various types of Arsenic and IOCs, VOCs, SOCs and the dangers these contaminates presents to the public.

Final Examination for Credit
Opportunity to pass the final comprehensive examination is limited to three attempts per course enrollment.
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).

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 exanimation. Example, two or more students at the same address or any suspicion of cheating or potential fraud. We try to ensure the security and learning experience. Assignments/answer keys are only accessible to instructors and administrative staff that have a need to know clearance.

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

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.

Student is required to submit the following information for assignment grading…
1. **DRIVER'S LICENSE**
2. **SCHEDULE OF TIME WORKED ON ASSIGNMENT**
3. **AFFIDAVIT OF EXAM COMPLETION**
4. **PROCTOR CERTIFICATION**
5. **TELEPHONE CONFIRMATION**

Educational Mission
The educational mission of TLC is:

To provide TLC students with comprehensive and ongoing training in the theory and skills needed for the environmental education field,

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

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

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

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

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.
