

CTWS

Candidate Handbook

Purpose of the Candidate Handbook

CTS conducts a voluntary certification program for technical writers. This candidate handbook has been prepared to furnish essential and useful information about this program and process.

The candidate handbook is organized according to the certification process. Policies and procedures pertaining to the various steps and information designed to aid in accomplishing the process are included.

Copyright © 2010
All Rights Reserved By

Certification Testing Service (CTS)
3195 Dowlen Rd Ste 101-414
Beaumont, Texas 77706-7272
(877) 884-0612
info@certificationtestingservice.com

The logo for Certification Testing Service (CTS) is displayed within a rectangular border. It features the letters "CTWS" in a blue, serif font. A stylized, light-colored graphic element, resembling a pen nib or a stylized 'C', is positioned behind the letters, partially overlapping them.

Table of Contents

Table of Contents	2
Certification	3
Certification Process	3
Test Center Regulations.....	3
Test Description	4
Sample Questions.....	6
Technical Reading Comprehension Questions.....	6
Technical Reasoning Questions	10
Technical Essay Questions.....	12
Certification Process Policies	16
Exam Registration	16
Results Notification	16
Cancellation Policy	16
Withdrawal From or Non-Completion of Process.....	16
Study Resources	16
General Information	17

Certification

Definition of Certification

The Certified Technical Writing Specialist™ (CTWS) is a globally administered credential representing the highest certification in the field of technical writing.

Purposes of Certification

- Identify technical writers who have demonstrated professional achievement in the field of technical writing.
- Provide employing agencies a means of identifying professional achievement of an individual technical writer.
- Provide personal satisfaction for technical writers.

Objectives of the Certification Program

- Recognize the individual technical writer who is proficient in creating technical documents.
- Enhance professional growth through continued learning that results in greater depth of knowledge and expanded skills.

The certification process is administered on a meritocratic, colorblind and nondiscriminatory basis. An applicant's nationality, race, creed, life-style, color, sex or age is not a factor in determining eligibility for certification.

Certification Process

Examination

An examination shall be the method whereby eligible technical writers can demonstrate professional achievement with technical documentation. The examination consists of 60 multiple choice questions and two technical essays. The exam is intended to be completed in no more than 2 hours and 45 minutes. Questions will test a candidate's ability to apply knowledge and skills to practice.

Upon registering for the exam, candidates will be sent the examination, which may be taken at their convenience.

Test Center Regulations

Security Measures

Examinations cannot be viewed by any individual other than the candidate taking the examination. Examinations may not be copied. Copying or retaining test questions or transmitting the test questions in any form to other individuals, organizations, or study groups will result in forfeiting your right to obtain the CTWS credential and may result in civil prosecution and disciplinary action by CTS.

Test Description

Technical Reading Comprehension Section

The Technical Reading Comprehension section is a 30 question, 30 minute test that measures your reading comprehension. The test questions ask you to carefully read a text and derive meaning by referring to what is explicitly stated and by reasoning to determine implicit meanings. Specifically, you will be asked to use referring and reasoning skills to answer questions about:

- Main ideas
- Meaning of words and phrases
- Information explicitly stated
- Information implicitly stated
- Passage organization
- Author's or narrator's tone and attitude

The test comprises passages of technical text and is accompanied by a set of multiple-choice test questions. Answers should not be made on the basis of knowledge you might have outside of the passage. Questions should solely be answered using the information provided within the passage.

Technical Reasoning Section

The Technical Reasoning section is a 30 question, 45 minute test that measures your reasoning ability. The test questions ask you to review a structure of relationships, which may include a set of statements, rules, or conditions about described persons, places, things, or events. You will be asked to derive logical conclusions and make certain deductions about these relationships. Specifically, the relationships described will be about:

Assignment: Four waiters must work different shifts on four consecutive days, designated 1, 2, 3, and 4.

Ordering: A departed before B but after C.

Grouping: A coach is forming a five member team from among eight players – G, H, I, J, K, L, M, and N. Each player has a particular skill – speed, endurance, strength;

Spatial: A region has five train stations and each train station is connected to two other train stations by a rail line. Some of the rail lines only operate one-way.

Some of the relationships are fixed (e.g., A is always to the right of B). Some of the relationships are variable (e.g., A is either to the right of B or C). Some relationships are not plainly stated and must be derived from the other stated relationships (e.g., If B is always to the right of A and If C is always to the right of B, then it can be derived that C is always to the right of A, or that the relationships show A-B-C). Careful analysis and understanding is critical to answering these multiple-choice test questions. All information necessary to answer these questions correctly will be provided in the stated relationships and the additional relationships that can be derived from those stated.

Technical Essay Section

The Technical Essay section is divided into two tasks, which must be completed within a total of 90 minutes:

- A "Technical Analysis and Description" task
- A "Technical Summary" task

The "Technical Analysis and Description" task will present a technical drawing and asks you to analyze the depicted object and describe its components and functionality.

The "Technical Summary" task will present a 1500+ word article on a highly technical subject matter and

asks you to create an approximately 500 word summary that could be understood by a college educated audience.

How Responses Are Scored

Each response is holistically scored on a 5-point scale. Holistic scoring means that each response is judged as a whole. Readers do not separate the response into component parts and award a certain number of points for a particular criterion or element such as ideas, organization, sentence structure or language. Instead, readers assign scores based on the overall quality of the response, considering all of its characteristics in an integrated way. Excellent organization or poor organization, for example, will be part of the readers' overall impression of the response and will therefore contribute to the score, but organization, as a distinct feature, has no specific weight.

The scores given for the two responses are then averaged for a final reported score.

CTWS Technical Essay Scoring Guide

SCORE OF 5 (Exceptional mastery; almost no errors)

- is well organized and very clearly focused
- contains almost no spelling, grammar and usage errors
- demonstrates an excellent understanding of the material
- utilizes excellent supporting facts and evidence, with almost no errors

SCORE OF 4 (Good mastery; few errors)

- is organized and clearly focused
- contains few spelling, grammar and usage errors
- demonstrates a good understanding of the material
- utilizes good supporting facts and evidence, with few errors

SCORE OF 3 (Adequate mastery; some errors)

- is mostly organized and focused
- contains some spelling, grammar and usage errors
- demonstrates an adequate understanding of the material
- utilizes supporting facts and evidence, with some errors

SCORE OF 2 (Limited mastery; many errors)

- is poorly organized and unclearly focused
- contains many spelling, grammar and usage errors
- demonstrates limited understanding of the material
- utilizes few supporting facts and evidence, with many errors

SCORE OF 1 (Insufficient mastery; critical errors)

- is unorganized and unfocused
- contains critical spelling, grammar and usage errors
- demonstrates insufficient understanding of the material
- utilizes almost no supporting facts and evidence, with critical errors

SCORE OF 0 (Blank Essay)

The Form of Your Responses

You are free to organize and develop your response in any way that you think will effectively complete the

task. Your response may, but need not, incorporate particular writing strategies learned in English composition or writing-intensive college courses. Readers will not be looking for a particular developmental strategy or mode of writing.

You should use as many or as few paragraphs as you consider appropriate in completing the task – for example, you will probably need to create a new paragraph whenever your discussion shifts to a new cluster of ideas. What matters is not the number of paragraphs, or the organizational form of your response, but rather, the clarity and skill with which you complete the task.

The writing tasks may seem deliberately underspecified and vague- this is to test your ability to make reasonable assumptions about assignments without micromanagement.

Preparing for the Tasks

The tasks are meant to assess your ability to communicate by writing technically. It neither requires any particular course of study, nor advantages students with a particular type of training.

In each task, you are expected to identify and understand the essential elements and be able to convey them to the reader in an accurate, concise manner. Readers are looking for an “exact” answer.

In the “Technical Analysis and Description” task, the technical drawing shown will have a number of components. Each major component should be thoroughly described, with a description of its physical characteristics (size, weight, etc.) and with an explanation of its function. In addition, the depicted object should be described in its entirety.

In the “Technical Summary” task, the article provided should be thoroughly understood. Each critical aspect covered in the article should be preserved in the written summary. The summary must closely conform to the 500 word length and be easily understood by a general audience of college educated readers.

Sample Questions

Technical Reading Comprehension Questions

Computer Passage

I. Introduction

In the 1983 movie "War Games," Matthew Broderick and Ally Sheedy play high school students who inadvertently access the NORAD computer network, thinking that they are merely playing a "war game" with the computers. As a consequence, Broderick and Sheedy come Hollywood-close to initiating a nuclear exchange between the United States and the Soviet Union. In order to accomplish this hack, Broderick configures his PC's modem to automatically dial random telephone numbers in the city where the computers he hopes to break into are located. When Sheedy asks Broderick how he pays for all the telephone calls, Broderick coyly tells her that "there are ways around" paying for the phone service. Sheedy asks: *"Isn't that a crime?"* Broderick's reply: *"Not if you are under eighteen."*

This article demonstrates why Broderick was wrong, for, while the movie may have seemed to be pure science fiction, the increased reliance on computers at all levels of society, coupled with the explosive growth in the use of personal computers and the Internet by teens, has made the scenario portrayed by the film seem to be not so fictional. Consider the following cases:

* A juvenile in Massachusetts pleads guilty to charges he disabled a key telephone company computer servicing the Worcester airport control tower, thereby disabling both the main radio transmitter, as well as a circuit which enabled aircraft on approach to send signals activating the runway lights.

* A 16-year-old from Florida pleads guilty and is sentenced to six months in a detention facility for intercepting electronic communications on military computer networks and for illegally obtaining information from a NASA computer network.

* A 16-year-old in Virginia pleads guilty to computer trespassing after hacking into a Massachusetts Internet service provider's (ISPs) computer system, causing \$20,000 in damages.

* A 13-year-old California boy pleads guilty to making threats directed against a 13-year-old girl over the Internet. The boy had created a website which included a game featuring the girl's picture over a caption which read: "Hurry! Click on the trigger to kill her." The website included a petition calling for the girl's death.

This article seeks to explain: (1) why and how the rise of the computer culture and Internet generation presents opportunities for juveniles to commit crimes distinctly different from those traditionally committed by minors; (2) the statutory framework governing prosecution of computer delinquents in federal court; and (3) special considerations which pertain to the prosecution of computer crimes by juveniles. At a time when a *Newsweek* survey estimates that almost eighty percent of children regularly go online, the incidence of computer crime committed by juveniles will, increasingly, come to a prosecutor's attention.

II. Kids and Computer Crime

As has been documented in other articles in this publication, the rapid growth in the use of personal computers (PCs) and the advent of the Internet have made it possible for persons of all ages to commit serious crimes -- including extortion, computer hacking, and credit card fraud -- without ever leaving the comfort of home. In addition, difficulties in obtaining electronic evidence and tracing back to the electronic wrongdoer present unique challenges to law enforcement investigating computer crimes committed by persons of any age. In the context of juveniles who engage in criminally antisocial computer behavior, these problems take on special significance. This is true for several reasons.

First, the enormous computing power of today's PCs makes it possible for minors to commit offenses which are disproportionately serious to their age. For example, while property offenses committed by minors in the "brick and mortar" world typically include shoplifting or other forms of simple theft, the advent of computer technology has made it possible for minors in the "point and click" world to engage in highly complex fraud schemes. "Typical" computer crimes committed by minors include trading stolen credit card numbers and amassing thousands of dollars worth of fraudulent purchases on those cards, or large-scale pirating of copyrighted computer software which is later sold or bartered to other minors in exchange for other pirated software. A Canadian juvenile has already been held responsible for launching a massive denial of service attack costing American companies millions of dollars. Likewise, there is, in principle, no reason why a juvenile could not release a computer virus, infecting tens of thousands of computers, or engage in large scale securities manipulation, causing six and seven-figure damages to investors. Indeed, given the technological sophistication of today's youth (evident to any parent who has relied on their fourteen year-old to set up the family computer), it is possible for a teenager to commit computer-related property offenses on a scale to which, prior to the 1980's, only seasoned veterans of the criminal justice system could aspire.

Second, the ability of a juvenile to portray himself or herself as an adult in the online world means that juveniles have access to fora in which to engage in criminal activity -- for example, auction Websites, financial services Websites, and chat rooms -- that in the physical world would quickly deny them any access at all. This access opens doors to criminality previously closed to minors. In a similar vein, kids who are too young to drive can use a PC connected to the Internet to access computers worldwide, adding to their ability to commit serious and far-reaching offenses and to confederate with other computer delinquents. Not only is it difficult for parents to deny their children access to computers -- necessary for much legitimate schoolwork -- even were parental control at home practicable, the ubiquitous (and often free) computer access provided by high schools, public libraries, and friends make "computer curfews" an oxymoron.

Third, juveniles appear to have an ethical "deficit" when it comes to computer crimes. In one study, 34 percent of university undergraduates admitted to illegally pirating copyrighted software, and 16 percent admitted to gaining illegal access to a computer system to browse or exchange information. See Bowker, *Juveniles and Computers*, at 41 (citing surveys). Moreover, a recent poll of 47,235 elementary and middle school students conducted by Scholastic, Inc. revealed that 48% of juveniles do not consider hacking to be

a crime. This ethical deficit increases the likelihood that even "good kids" who are ordinarily unlikely to commit crimes such as robbery, burglary, or assault, may not be as disinclined to commit online crimes.

III. Prosecuting Juveniles in Federal Court

Against this backdrop, Federal prosecutors bringing computer delinquents to justice must master the provisions of the criminal code applicable to those actions. Specifically, they must understand the Juvenile Justice and Delinquency Prevention Act (the "Act"), codified at 18 U.S.C. §§ 5031 to 5042 of Title 18, which governs both the criminal prosecution and the delinquent adjudication of minors in federal court. While a complete analysis of the Act is beyond the scope of this article, certain of its provisions bear discussion, for proceedings against juveniles in federal court differs in significant respects from the prosecution of adults, and the prosecution of computer delinquents presents special considerations different from juveniles involved in other delinquencies. Specifically, as described below, the Act creates a unique procedure for delinquency proceedings against juveniles -- a process quasi-criminal and quasi-civil in nature, replete with its own procedural complexities and particular rules. In their totality, these unique provisions seek to take account not only of the special protections provided to minors but also of the fact that even persons under 18 can commit "adult" crimes.

As a threshold matter, it is important to note that a juvenile proceeding is not the same as a criminal prosecution. Rather it is a proceeding in which the issue to be determined is whether the minor is a "juvenile delinquent" as a matter of status, not whether he or she is guilty of committing a crime. Thus, a finding against the juvenile does not result in a criminal conviction; instead, it results in a finding of "delinquency." Indeed, the juvenile proceeding is specifically designed to *lessen* the amount of stigma that attaches to the act of delinquency compared to a criminal conviction, and to emphasize the rehabilitation, rather than punishment, of the juvenile. See, e.g., *United States v. Hill*, 538 F.2d 1072, 1074 (4th Cir. 1976). With that background in mind, several aspects of the Act can be examined.

1. Why is Matthew Broderick's character wrong?

A: Computer crimes are illegal for minors as well as adults.

B: Minors cannot commit computer crimes.

C: Computer crimes are more common today.

D: Juvenile proceedings can result in a criminal conviction for minors.

2. According to the *Newsweek* survey, what do 80% of American children do regularly?

A: Play video games

B: Commit computer crimes

C: Hack

D: Go on-line

3. Which technological advance allows minors to impersonate adults?

A: Internet

B: ATM machines

C: Improvements in computing power

D: Video games

4. What does a juvenile proceeding determine?

A: Whether a minor can be tried as an adult

B: Whether a minor has a chance at rehabilitation

C: Whether a minor is a juvenile delinquent

D: Whether criminal charges can be brought forward

5. Which computer crime do almost half of students believe is legal?

A: Credit card fraud

B: Hacking

C: Extortion

D: Web surfing

6. What point is the author trying to make by giving the four examples of computer crime?
A: Computer crime is not very common
B: Computer crime by minors is becoming more common and can be very serious.
C: Minors can do some interesting things with computers.
D: Computer crime is the biggest problem in America today.
7. Why might some people be more likely to commit computer crime than crimes like assault or burglary?
A: Computer crime is more anonymous, and does not always have a clear victim.
B: Computer crime is more lucrative.
C: Computer crime is not really illegal.
D: Computer crime requires little technical expertise.
8. What general statement is supported by this passage?
A: Computer crime is easy to commit.
B: The children of today have no morals.
C: The law must adapt to advances in technology.
D: "War Games" is a terrible movie.
9. Who is the likely audience for this passage?
A: Prosecutors
B: Juvenile delinquents
C: Parents
D: Hackers
10. What is the main idea of this passage?
A: Computer crimes are the biggest problem among America's youth.
B: Computer crime among minors is on the rise, and requires special prosecution.
C: Matthew Broderick is wrong.
D: Computer crimes are less common now than five years ago.

Answer Key for Technical Reading Comprehension:

1. A
2. D
3. A
4. C
5. B
6. B
7. A
8. C
9. A
10. B

Technical Reasoning Questions

There are 6 spaces along a wall, numbered 1-6 from left to right. Five people line up against the wall, each in one space their names are Bobby, Newton, David, Calvin and Geoff. The following are the conditions regarding their positions:

One of the spaces remains empty.
Calvin is not standing in an odd-numbered space.
Geoff's position is the third person from the right.
Newton is to Bobby's immediate right.

1. In which of the spaces can Calvin be standing?
 - A. 1
 - B. 2
 - C. 3
 - D. 4
 - E. 5
2. Which of the spaces along the wall cannot be left empty?
 - A. 1 & 3
 - B. 2 & 5
 - C. 2 & 6
 - D. 4 & 5
 - E. 5 & 6

It is the first day of school, and the class has been divided into groups of 6, in order to get to know each other. Within one group are Alicia, Brian, Chris, Dustin, Emma and Frank. During the time in the group, the children get to know one another and some have come to like certain other members of their group.

Alicia is pleased to discover that she likes everyone in her group.
Brian is liked by everyone in the group, but finds that he doesn't like anyone in return.
Chris only likes two group-mates, one of them is Dustin
Dustin likes three members of the group, though Chris and Frank are not among them.
Emma likes only one group member.
Frank doesn't like Alicia.

3. A "friendship" is a group consisting of two or more students who like each other. How many friendships have formed among the students in this group?
 - A. 0
 - B. 1
 - C. 2
 - D. 3
 - E. 4
4. How many of the members of this group like at least one other member of the group who does not like him/her in return?
 - A. 2
 - B. 3
 - C. 4
 - D. 5
 - E. 6

When the goalie has been chosen, the Smalltown Bluebirds hockey team has a starting line-up that is selected from two groups:

First Group: John, Dexter, Bart, Erwin

Second Group: Leanne, Roger, George, Marlene, Patricia

When deciding on the players in the line-up, the coach considers the following requirements:

Two players are always chosen from the first group, while three are chosen from the second group.

George will only start if Bart also starts.

Dexter and Bart will not start together.

If George starts, Marlene won't start.

The 4 fastest players are: John, Bart, George and Patricia. 3 of the 4 fastest players will always be chosen.

5. If George is in the starting line-up, who must also start?

- A. Leanne or John
- B. Dexter or Patricia
- C. Roger or John
- D. John or Patricia
- E. Erwin or Roger

Technical Reasoning Answers:

1) (B)

Calvin cannot stand in an odd-numbered space or in space 4 because Geoff is there so he must stand in either 2 or 6.

2) (C)

If Calvin stands in space 2, then Bobby and Newton are in spaces 5 & 6. If Calvin stands in space 6, then Bobby and Newton are either in spaces 1 & 2 or 2 & 3. Either way, spaces 2 & 6 must be occupied.

3) (B)

The only friendship is formed between Alicia and Dustin.

4) (D)

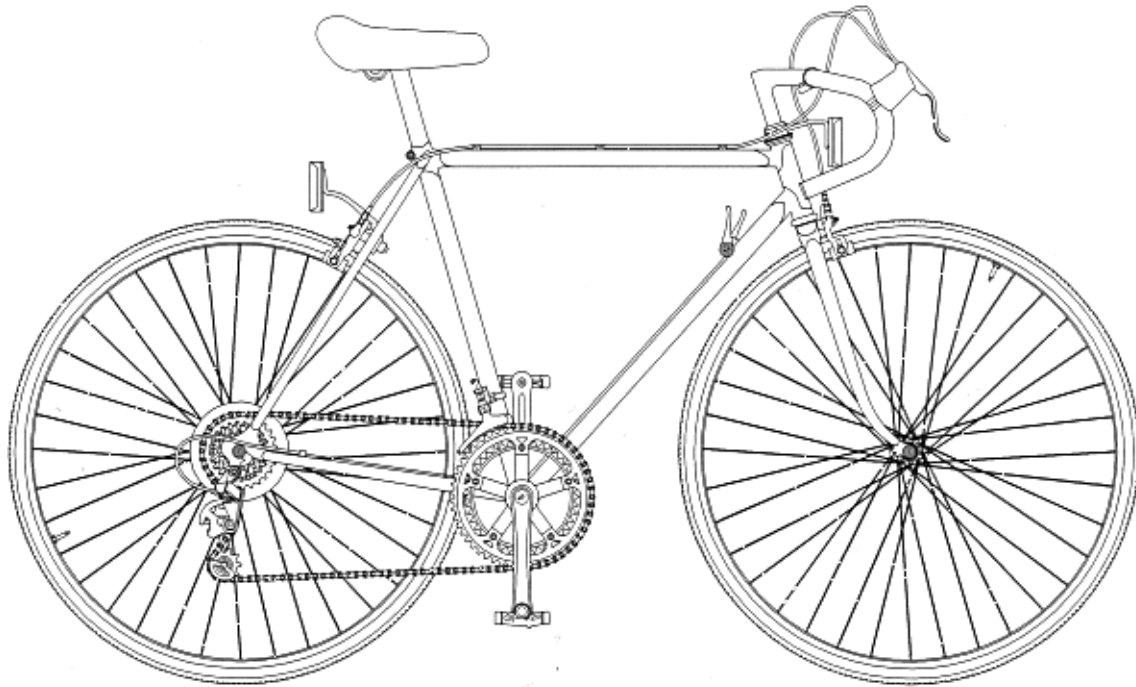
All of the members of the group like Brian, but he doesn't like anyone in return. Since he doesn't like anyone, he is not counted.

5) (D)

One more of the 4 fastest players must be chosen.

Technical Essay Questions

Technical Analysis and Description Task



Describe the components and functionality of the bicycle shown. Each major component should be thoroughly described, with a description of its physical characteristics (size, weight, etc.) and with an explanation of its function. In addition, the bicycle should be described in its entirety.

This writing task may seem deliberately underspecified and vague- this is to test your ability to make reasonable assumptions about assignments without micromanagement.

Technical Summary Task

Read the article below and create an approximately 500 word summary. Each critical aspect covered in the article should be preserved in the written summary. The summary must closely conform to the 500 word length and be easily understood by a general audience of college educated readers.

This writing task may seem deliberately underspecified and vague- this is to test your ability to make reasonable assumptions about assignments without micromanagement.

Medical Passage

Mouth and throat diseases, which range from cavities to cancer, cause pain and disability for millions of Americans. This fact is disturbing because almost all oral diseases can be prevented.

For children, cavities are a common problem that begins at an early age. Tooth decay affects more than one-fourth of U.S. children aged 2–5 and half of those aged 12–15. Low-income children are hardest hit: about half of those aged 6–19 years have untreated decay. Untreated cavities may cause pain, dysfunction, absence from school, underweight, and poor appearance—problems that can greatly reduce a child's capacity to succeed in life.

Tooth decay is also a problem for U.S. adults, especially for the increasing number of older adults who have retained most of their teeth. Despite this increase in tooth retention, tooth loss remains a problem among older adults. One fourth of adults over age 60 years have lost all of their teeth—primarily because of tooth decay, which affects more than 90% of adults over age 40 years, and advanced gum disease, which affects 5%–15% of adults. Tooth loss can affect self-esteem, and it may contribute to nutrition problems by limiting the types of food that a person can eat.

In addition, oral cancers pose a threat to the health of U.S. adults. Each year, about 28,000 people learn that they have mouth and throat cancers, and nearly 7,200 die of these diseases.

In 2005, Americans made about 500 million visits to dentists, and an estimated \$84 billion was spent on dental services. Yet many children and adults still go without measures that have been proven effective in preventing oral diseases and reducing dental care costs. For example, over 100 million Americans still do not have access to water that contains enough fluoride to protect their teeth, even though the per capita cost of water fluoridation over a person's lifetime is less than the cost of one dental filling.

The Center for Disease Control (CDC) is committed to ensuring that all people, especially those at greater risk for health disparities, will achieve their optimal lifespan with the best possible quality of health in every stage of life. With new health protection goals that support healthy people in healthy places across all life stages, CDC is setting the agenda to enable people to enjoy a healthy life by delaying death and the onset of illness and disability by accelerating improvements in public health.

In addition, CDC is the lead federal agency responsible for promoting oral health through public health interventions. With fiscal year 2006 funding of about \$11.7 million, CDC

- Helps states strengthen their oral health programs, reach people hardest hit by oral diseases, and expand the use of measures proven effective in preventing oral diseases.
- Promotes oral health in communities, schools, and health care settings nationwide.
- Supports research to strengthen prevention efforts in communities.
- Evaluates the cost-effectiveness of prevention strategies.

CDC provides 12 states with funds, technical assistance, and training to build strong oral health programs. With CDC support, states can better promote oral health, monitor oral health behaviors and problems, and conduct and evaluate prevention programs. In addition, 7 of the 12 states receive funding to develop and coordinate community water fluoridation programs or school-based dental sealant programs. CDC also works with the Association of State and Territorial Dental Directors to guide states on oral health issues,

improve state oral health program standards, and help states develop the expertise to assess oral health needs and conduct effective prevention programs.

CDC provides national leadership in assessing the appropriate use of various forms of fluoride. CDC also works with state and national partners to improve the quality of water fluoridation and to implement water fluoridation in new communities. Over the past 60 years, the damage caused by tooth decay has been drastically reduced, primarily through the use of fluoride. The most cost-effective way to deliver the benefits of fluoride to all residents of a community is through water fluoridation—that is, adjusting the fluoride in the public water supply to the right level for decay prevention.

A peer-reviewed CDC study found that, in communities with more than 20,000 residents, every \$1 that is invested in community water fluoridation yields about \$38 in savings each year from fewer cavities treated. The Task Force on Community Preventive Services, which strongly recommends community water fluoridation, concluded that tooth decay in American children has decreased by 30%–50% because of fluoridation.

CDC activities for promoting fluoride include the following:

- Issuing Recommendations for Using Fluoride to Prevent and Control Dental Caries in the United States.
- Providing fluoridation training to state drinking water system engineers, dental directors, and other public health staff members.
- Managing a Web-based system that helps states monitor the quality of fluoridated water systems.
- Educating people throughout the country on the appropriate use of fluoride products.

Dental sealants—a plastic coating applied to the chewing surfaces of the back teeth—are a safe, effective way to prevent cavities among schoolchildren. In some cases, sealants can even stop tooth decay that has already started. Sealants significantly reduce a child's risk for having untreated cavities.

Although progress has been made toward the national Healthy People 2010 objective, which calls for half of all U.S. children to have dental sealants, only about one-third of children aged 6–19 do. Children in some racial and ethnic groups and who live in low-income households are less likely to have sealants. For example, fewer than 1 in 4 African American and Mexican American children have sealants.

The Task Force on Community Preventive Services strongly recommends school-based or school-linked sealant programs as an effective way to prevent and control cavities. In addition, CDC researchers evaluated several strategies and found that delivering sealants to all children attending low-income schools was a cost-effective strategy for reducing disparities in sealant use. By offering school-based or school-linked programs, some communities have already reached the Healthy People 2010 objective for dental sealants. CDC currently is working with experts to revise the guidelines for school-based dental sealant programs.

CDC continues to expand activities that support a range of community approaches to promote adult oral health and reduce oral disease. These approaches include monitoring oral health status, expanding partnerships, supporting prevention research, and increasing public and professional awareness of common oral conditions, risk factors, and healthy behaviors. CDC provides resources to expand partnerships among the aging services network and key stakeholders, such as state dental directors, dental professionals, nurses, home health aides, and members of schools of dentistry and dental hygiene. CDC funds Arizona, Rhode Island, and Iowa for State-based Examples of Network, Innovation, Opportunity, and Replication (SENIOR) grants to implement pilot oral health projects for selected groups of older adults.

Infection control in dental offices is essential to ensuring the public's safety and retaining its confidence. To help minimize the risk of transmitting infectious diseases in the dental environment, CDC published an updated Guidelines for Infection Control in Dental Health-Care Settings. CDC recommendations guide infection control practices in dental offices nationally and globally and provide direction for the public, policy makers, and dental practitioners. These recommendations also affect technology development in the dental

industry. In addition, CDC investigates disease outbreaks and environmental hazards in dental offices and identifies emerging problems.

Through the Prevention Research Centers, CDC supports research to examine the effectiveness of innovative strategies to promote oral health in predominantly low-income, ethnically diverse communities. For example, one project is testing whether the Activities of Daily Living tool that home care workers use to assess health care support and service needs can be used to address the oral health needs of the homebound elderly. Another program trains elderly adults to teach oral health to children—an approach that benefits both age groups. Partners in these efforts include schools of public health and dentistry, professional groups, and state health departments.

Routine surveys provide a wealth of information about the oral health of Americans—for instance, what are the most serious oral health problems, how many people are receiving preventive services, which oral diseases are on the rise, and which groups of people are most at risk. CDC supports Web-based systems that bring together oral health data from many sources and make this information widely available to public health professionals and consumers.

For example, the National Oral Health Surveillance System links data from various state-based systems, including state oral health surveys and the Behavioral Risk Factor Surveillance System. In addition, the annual State Dental Program Synopses present state population demographics and information about the activities and funding levels of state dental programs.

Currently, CDC is leading a panel of experts in developing self-reported measures of gum (periodontal) status. CDC also is working to improve the accuracy of oral cancer data collected by state cancer registries in order to improve our understanding of patterns of oral cancer detection in states. In addition, CDC helps health departments collect, interpret, and share oral health data specific to their areas. States and communities use the data to monitor their progress in meeting Healthy People 2010 goals for oral health, target limited resources to people with the greatest needs, and compare their oral health problems with those of other states and the nation as a whole.

CDC will continue to help states strengthen their oral health programs and develop effective interventions. CDC also will continue to seek opportunities to work with partners in oral health research, surveillance, education, and evaluation in order to develop and extend prevention interventions to additional communities.

Certification Process Policies

Exam Registration

Exam candidates must register for the CTWS exam either through the online registration process or through the mail using the CTWS downloadable registration form. Upon registering for the exam, candidates will be sent the examination, which may be taken at their convenience.

The CTWS exam fee is \$99.00.

Results Notification

All candidates will receive email notification upon return receipt of the examination and completion of scoring. Please note that the essay portions of the exam require additional time to be hand graded, which should occur within 1 to 2 weeks. This also provides time to ensure that all procedures were followed in order to protect the integrity of the exam and protect the individual examinees.

- To protect the confidentiality of your test results, no results will be given over the phone.
- Candidates successful in passing the exam will be mailed their certificate by CTS within an additional 1 to 2 weeks.
- Certification will not be granted and scores will not be reported if the confidentiality of the exam is broken.

Cancellation Policy

After registration and receiving the examination, candidates have 30 days to take the examination.

Withdrawal From or Non-Completion of Process

- If initially unsuccessful, the examination may be repeated once within 90 days of the initial exam date; if unsuccessful on the second try, for all subsequent retakes candidates must wait a period of at least six months from the last retake.
- The retake fee is \$49.00.

Study Resources

Much of the test is based on knowledge that is gained from experience. The list of our recommended study resources includes:

Critical Reading for College and Beyond by Deborah Daiek, Deborah Daiek, and Nancy Anter (Paperback - Oct. 7, 2003)

Exercise Your College Reading Skills: Developing More Powerful Comprehension by Janet Elder (Paperback - June 25, 2007)

Introduction to Logic by Harry J. Gensler (Paperback - Jan. 21, 2010)

Logical Reasoning: A First Course by R Nederpelt and F Kamareddine (Paperback - Apr. 2, 2004)

Critical Thinking by Alec Fisher (Paperback - Nov. 1, 2001)

Thinking Critically: Techniques for Logical Reasoning by James H. Kiersky and Nicholas J. Caste

(Paperback - Mar. 9, 2004)

The Art of Reasoning: Readings for Logical Analysis (Paperback)
~ David Kelley (Author, Editor), Stephen Ronald Craig Hicks (Author, Editor)

Kaplan Technical Writing: A Resource for Technical Writers at All Levels by Carrie Hannigan, Carrie Wells, Carolyn Stevenson, and Tanya Peterson

The Elements of Technical Writing by Gary Blake and Robert W. Bly

Handbook of Technical Writing, Ninth Edition by Gerald J. Alred, Charles T. Brusaw, and Walter E. Oliu

Developing Quality Technical Information: A Handbook for Writers and Editors (2nd Edition) by Gretchen Hargis, Michelle Carey, Ann Kilty Hernandez, and Polly Hughes (Hardcover - Apr. 16, 2004)

General Information

Confidentiality

- A system of safeguarding confidential information provided by certification applicants/candidates will be maintained.
- No outside agency or persons shall have access to individual certification files/records unless permission is granted in writing by the applicant/candidate. In the event of legal proceedings, records will have to be requested in writing by the court or the applicant/candidate's legal counsel.

Verification

- Information on applications may be verified. Information may be verified by telephone and/or letter. All information gained through verification procedures will be confidential except in instances where the law demands disclosure of facts. Should any information on the application be found false, the applicant will be notified and declared ineligible to continue in the certification process.

Use of CTWS

- CTWS is the designation recognizing the writer who has been certified in technical writing. Written together, the letters constitute a visual recognition resembling a logo.
- In writing, proper usage is without punctuation and is as follows: Jane A. Doe, CTWS

Revocation of CTWS

- CTS reserves the right to revoke the certified status conferred by them through this program. Revocation may occur upon receipt of information verifying that a technical writer has:
 - Violated the CTS Standards of Conduct
 - Falsified information on the certification application.
 - Not paid all outstanding debts to CTS.
- Certified Technical Writers will be informed by letter of CTS's decision to revoke the CTWS status.
- There will be no refund if, for any reason, the CTWS status is revoked.

Publicity

- CTS reserves the right to designate and approve national publicity concerning the certification program.
- National publicity may be authorized by CTS for purposes of marketing the program.

Replacement of Certificates

- A replacement certificate will be issued, if available, at a nominal cost, upon submission of a request to CTS.

CTS HAS THE PREROGATIVE TO ESTABLISH AND REVISE POLICIES AND PROCEDURES FOR CERTIFICATION AS DEEMED APPROPRIATE.