



**CEU
PROVIDER
PROGRAM
APPLICATION**

September, 2010

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Application Guidelines

Expectations for Trainers

- The focus of every education program CEU-approved through AICI is on the learner. Assurance must be given that the needs of learners have been identified, that content and instructional methods are designed specifically for the learners, and that the learning outcomes are effectively evaluated.
- AICI CEU providers (those trainers who are approved by AICI to provide CEU-approved courses), in nearly every instance, will have earned the designation of either Certified Image Master (CIM) or Certified Image Professional (CIP). Sometimes, chapters invite speakers outside AICI to present at their education days. If these programs are to be CEU-approved, evidence of the presenter's expertise must be submitted to the CEU Administrator. Such evidence might be advanced education and years of experience in the subject area. In situations where a presenter makes application to have a course CEU-approved and does not have a CIM or CIP, the CEU Chair and CEU Committee will review the presenter's credentials and determine whether the application can proceed.
- Trainers continually seek ways to improve their skills in training design, delivery and evaluation.
- Every effort is made, every time, to deliver high quality training for members of AICI.
- Each person, who submits an application, is responsible for sending a complete packet of the required information:
 - A completed "CEU Provider Application"
 - A Training Plan
 - A sample of participant materials and PowerPoint slides, if used
 - A Participant Training Evaluation form
 - A bio and three testimonials (for each instructor, if multiple instructors)
 - A description of technology
 - A sample of marketing materials, which includes how CEUs are earned
 - A "Statement of Proprietary Interest"
- Trainers take advantage of the trainer development opportunities offered through AICI by the CEU Administrator following training deliveries and AICI Conference presentations.

Background

AICI is proud to offer training programs for CEUs to its members and is committed to ensuring these programs are of the highest caliber. AICI has created its standards based on the International Association for Continuing Education and Training (IACET) guidelines. Its primary purpose is to promote and enhance quality continuing education through its standards and stringent guidelines. AICI wants to ensure that training programs are of a high quality. Qualified trainers, who successfully complete this application process, are approved by AICI to offer CEU-approved programs/courses. AICI confers CEUs to participants who successfully complete approved courses.

We recommend that trainers purchase a copy of *The Continuing Education Guide* by Louis Phillips (http://www.amazon.com/Continuing-Education-Guide-Professional-Development/dp/0615294510/ref=sr_1_1?ie=UTF8&s=books&qid=1279551731&sr=8-1). This provides a framework for effective training design and development. The American Society of Training and Development (ASTD) also offers valuable resources for educators.

You might find these additional resources of help, as you complete the application:

For an individual trainer application – “CEU Application Process Map for Individual Trainers” (a visual aid of the application) and “CEU Application Process Narrative for Individual Trainers” (a narrative that accompanies the process map).

For a chapter application – “CEU Application Process Map for Chapters” (a visual aid of the application) and the “CEU Application Process Narrative for Chapters” (a narrative that accompanies the process map).

These resources are available to download on the AICI website, in addition to the application document and forms that have to be completed. These documents are all “fillable” Word documents i.e. can be filled out in Word.

Please note that this application requires a thoughtful process that focuses on the learner with the primary goal of providing consistent, quality training. **Instead of listing two learning outcomes for each hour of training, as was previously required, you will list several learning outcomes for the whole training (pages 9-10) and develop a training plan to achieve those learning outcomes, as described on pages 14-17.**

Roles of the CEU Chair and CEU Administrator

The CEU Chair is an AICI volunteer with oversight responsibilities for:

- Making sure the CEU Application process for trainers to offer CEUs for their courses is in place and functioning effectively.
- Answering any questions trainers may have about the application process.

CEU Provider Program

- Reviewing pre-approval applications of individuals who are seeking AICI CEUs through classes not part of the AICI system.
- Making decisions about whether trainers, who submit applications but who do not have a CIM or CIP, are eligible to be an AICI CEU provider.
- Working closely with the CEU Administrator and CEU Committee to address any issues that arise from the application, training delivery, or evaluation processes.

**CEU Chair: Karen Brunger, AICI, CIP, 1-905-303-8636 or email
karenbrunger@imageinstitute.com**

The CEU Administrator is an AICI staff member with responsibilities for:

- Processing all applications by AICI members who want to have their training programs CEU-approved. **All application and evaluation information is held in strict confidence.**
- Working with the CEU Committee to address issues that arise from the process, such as verifying credentials, guidelines for new training delivery methods, etc.
- Reviewing participant evaluations, participant information for CEU verification, and the completed Trainer Self Evaluations.
- Discussing training sessions periodically with trainers with the goal of continuous improvement.
- Ensuring that members adhere to the application guidelines and timelines for quality training development and delivery.
- Working with the CEU Providers to develop a strong collaboration of trainers who support each other and are committed to lifelong learning.

CEU Administrator: Elizabeth (Liz) Weinstein, Ph.D., Elizabeth Weinstein and Associates, Inc. 1-515-278-9053; llizzer@msn.com

Important Timelines

Prior to submitting a training program to be CEU-approved

- If you are not a CIM or CIP, you must submit proof of your special credentials for teaching your course. The CEU Chair and Committee will determine whether you are eligible to be an AICI CEU Provider. Usually, for a chapter event, this will entail submitting to the CEU Administrator, a bio and three testimonials, for each presenter.
- Schedule a pilot training session to “test” your training program delivery. Be sure to schedule the pilot far enough in advance so that you have time to meet the application deadline. At least 5 people must participate in a pilot before an application may be submitted. You must indicate on your application the date of this pilot session.

Submitting an application to have your training program CEU-approved.

- Submit application and supporting materials to have your training program CEU-approved, to the CEU Administrator, at least **6 weeks before intended training delivery.**

Once training program is approved for CEUs

- You will be invoiced by head office.
- Your program information will be submitted to head office to be listed on the website.

After the CEU-approved training program is delivered

- Submit a CEU-approved Training Delivery Report form, a typed list of participants who attended the training and qualify to receive CEUs (in an Excel spreadsheet), the postal and email addresses of attendees, actual participant evaluations (a compilation of participant evaluations is strongly recommended, but is optional), and a completed Trainer Self Evaluation) **2 weeks after the training** to CEU Administrator.
- Expect contact with the CEU Administrator, periodically after your training sessions, to discuss your training design and delivery.
- Failure to complete these steps will result in a delay in updating participant CEU records.

Application and Training Delivery Checklist

Page numbers in parentheses denote the pages following that provide detailed instructions.

<p>These are the steps to follow as the trainer develops a training program. Step 11 lists the documents you will need to submit to the CEU Administrator.</p> <ul style="list-style-type: none"> • Classroom training must be a minimum of two hours. • Teleclasses must be from sixty to ninety minutes long. 		<p>Please check when completed</p>
1.	Identified a need for this training. (p. 6-9)	<input type="checkbox"/>
2.	Identified learning outcomes. (p. 9-10)	<input type="checkbox"/>
3.	Determined delivery method (p. 10-13)	<input type="checkbox"/>
4.	Identified main content areas in response to need. (p. 13-14)	<input type="checkbox"/>
5.	Developed a training plan that includes learning outcomes, content, delivery method, participant activities and resources required to deliver. Also identified appropriate training location and schedule and implemented promotion activities. (p. 14-17)	<input type="checkbox"/>
6.	Develop participant materials and PowerPoint Slides. (p. 18)	<input type="checkbox"/>
7.	Developed the Participant Training Evaluation Form. (p.18)	<input type="checkbox"/>
8.	Delivered the training at least once for a minimum of five people prior to submitting an application (pilot). (p. 18-19)	<input type="checkbox"/>
9.	Decided to submit application to have training program CEU-approved. (p. 19-22)	<input type="checkbox"/>
10.	Contacted CEU Chair with questions about the application. (p. 23)	<input type="checkbox"/>
11.	Completed application requirements, submitted to CEU Administrator.(p. 23-24)	<input type="checkbox"/>
12.	Once approved, sent payment to HQ, as instructed in email notification. (p. 24-25)	<input type="checkbox"/>
13.	Gave the CEU speech, delivered the training and collected evaluation forms from each participant (p. 25)	<input type="checkbox"/>
14.	Offered participants support after the training by sharing trainer email address and phone number, and inviting their questions and concerns. (p. 26)	<input type="checkbox"/>
15.	Completed CEU Training Delivery Report Form and names and addresses of participants in Excel spreadsheet. Compiled participant training evaluations. (optional) (p. 26-29)	<input type="checkbox"/>
16.	Completed Trainer Self Evaluation form. (p. 30-31)	<input type="checkbox"/>
17.	Sent completed Participant Training Evaluations and compilation (optional), Trainer Self Evaluation, CEU Training Delivery Report Form and participant list with email and postal addresses to CEU Administrator. (p. 32)	<input type="checkbox"/>
18.	Had discussion with CEU Administrator regarding training delivery and opportunities for improvement. (p. 32)	<input type="checkbox"/>

Application and Training Delivery Steps

(The Step numbers align with those in the Application and Training Delivery Checklist on page 5)

Step 1. Identify a Need for this Training

After extensive research and development, AICI has identified Core Competencies that include many topic areas that will help to meet the training needs of members. Core Competencies are divided into two broad areas of study: technical image consulting and business management. Within each of these broad areas, you will see more specific subjects listed.

You can use that information to design your training program or, alternatively, conduct your own survey to determine what your potential trainee needs are. This might be accomplished through an on-line, telephone, or paper survey. From time-to-time, AICI conducts member surveys that also help to identify member needs for training and development.

In this step you must also determine whether your training delivery medium will be face-to-face, on-line, by video conference, telephone, home study, or other means. The appropriateness of the medium must be explained.

AICI Core Competencies

I. Technical Knowledge

A. Psychological Aspects of Image

- Effects of Image
 - Cognitive
 - Emotional
 - Spiritual
 - Behavioral
- Self Concept Theory/Individual Identity
 - Body image
 - Self-image
 - Self-esteem
 - Self-confidence
 - Self-actualization
- General Values & Clothing Value Theory
 - Economic
 - Aesthetic
 - Social
 - Political
 - Theoretical
 - Religious

- Sensory
- Exploratory
- Personality Theory
 - Yin & Yang
- Defense Mechanisms
- B. Social Aspects of Image**
 - Origins, Motives & Function of Apparel & Grooming
 - Protection
 - Modesty
 - Status
 - Adornment
 - Verbal and Non-Verbal Communication
 - Symbols, cues, clues
 - Halo effect
 - Roles, Status & Stratification/Rank
 - Familial
 - Marital
 - Religious
 - Educational
 - Professional
 - Political
 - Physical (gender, age)
 - Fashion Industry & Fashion Trends
 - Fashion cycle
 - Fashion forecasting
 - Fashion forces
 - Etiquette & Protocol
 - Introductions
 - Greetings
 - Social / Entertaining
 - Business
 - Dining
- C. Physical Aspects of Image**
 - Body/figure characteristics & types
 - Somatotypes (ectomorph, mesomorph, endomorph)
 - Body Language
 - Posture
 - Walk
 - Gestures
 - Facial expressions
 - Grooming & Hygiene
 - Hair
 - Skin and body care
 - Nail care
 - Dental

Makeup

D. Artistic Aspects of Image/Visual Design in Apparel

- Design Elements (Tools)
 - Line
 - Shape
 - Color
 - Texture
 - Pattern
- Design Principles (Goals)
 - Balance
 - Proportion
 - Scale
 - Rhythm
 - Emphasis
 - Harmony
 - Unity
- Design Process & Personal Style
 - Physical characteristics
 - Personality characteristics
 - Clothing characteristics
- Wardrobe Management
 - Lifestyle analysis
 - Wardrobe evaluation
 - Wardrobe planning
 - Fitting standards
 - Construction standards
 - Personal shopping
 - Care and maintenance of clothing

II. Developmental Knowledge

A. Psychological Aspects of Image

- Potential Clientele

B. Programs (Working with Groups)

- Presentation Topics (refer to I. Technical Knowledge, above)
- Program Presentation Skills
- Types of / Formats for Programs/Presentations
- Teaching/Facilitation Techniques
- Teaching Aids & Materials
- Program Preparation Materials

C. Services (Working with Individuals)

- Potential Services (Women, Men, Children)
- Service Preparation Materials
- Coaching/Facilitation Techniques

D. Products

- Potential Products/Product Development
- Distribution

E. Marketing/Marketing Techniques

- Public Relations
- Promotions/Promotional Materials
- Graphics
- Fee Structure
- Selling Skills

III. Business Management

A. Organizational Aspects

- Business Forms
- Official/Business Location
- Financing
- In-Office Staff
- Resources/Related Professionals
- Associations to Join/Conferences to Attend
- Publications to Subscribe to

B. Management Aspects

- AICI Code of Ethics
- Strategic Planning/Business Plan
- Equipment & Supplies
- Legal Issues
- Management Style & Skills
- Accounting and Record Keeping
- Travel

Step 2. Identify Learning Outcomes

Identifying appropriate learning outcomes for your training is fundamental to its success. By determining what you want your attendees to know and be able to do as a result of your program, you can focus the training design on what is important. In other words, you design your program around the results you hope to achieve – begin with the end in mind.

Make sure the delivery mode you have selected is the most suitable for the learning outcomes you hope to achieve. *(Please note that the requirement of two learning outcomes per hour of instruction is no longer valid. The number of learning outcomes for your program will be determined by the key results you want, not by each content segment.)*

Learning outcomes are:

- What the participant will be able to **do** by the end of the program
- Focused on the learner's behavior, and are clear and measurable

The verbs used in writing learning outcomes **MUST BE measurable** or **observable action verbs**.

Examples of **clear and measurable action verbs** to be used are:

describe	write	produce	analyze
identify	discuss	illustrate	compare
outline	give examples	practice	develop
define	demonstrate	modify	categorize
name	select	prepare	evaluate

Examples of **vague verbs** that are not measurable (therefore, **not to be used in stating Learning Outcomes**) are:

know	comprehend	show knowledge of
grasp	learn	
understand	appreciate	

Examples of Learning Outcomes:

- Each participant will ***list*** five women's garment details and silhouettes
- Given 10 models, participants will ***identify*** the garment details that accentuate, balance or camouflage the body shape of each model.
- Participants will ***name*** the details and silhouettes with 80% accuracy.

The length and the goals of a program determine how complex or simple the learning outcomes should be. Is it a basic overview or an in-depth skill development program? A lengthier, more detailed course requires more learning outcomes. *Participants of your training program must be informed of the intended learning outcomes prior to and during the learning event.*

Step 3. Determine Delivery Method

Early on in the training development process you will want to identify what method you are going to use to deliver the information to participants. You might opt for any of the following: classroom, teleclass or webinar, home study or online. A description of each of the distance learning delivery approaches follows:

AICI Teleclasses/Webinars for CEUs

Description: Students attend a live class via telephone and/or computer, usually organized in multiple sessions for shorter amounts of time than a face-to-face class.

Advantages of Teleclasses/Webinars

1. More affordable solution than classroom presentations.
2. Presented in smaller segments of time, so easier for attendees to manage their time
3. Encourages participation from around the world, which reinforces AICI as a global learning community.

Standards (Must Follow)

1. Pilot a teleclass/webinar, at least once, with a minimum of five people before you make application to have your class CEU-approved. Participant evaluations must be completed at the conclusion of the course to verify that it is appropriate as a teleclass/webinar.
2. When your program is approved, have a maximum of 10 people in your class and a minimum of two. For chapter programs that are one-time events, there is no limit to the number of attendees. As stated, the application for such an event is approved for one time only. If another chapter would like a similar webinar/teleclass another application must be submitted for approval for CEUs.
3. Organize each class for 60 minutes to a maximum of 90 minutes. Extra time you take to wait for students who are late to class, or any other delays, does not count as contact time for CEUs.
4. Students are expected to be present for all classes. In the event that a circumstance beyond a participant's control results in absence, the following standards have been established so that the participant can still earn CEUs for the course
 - a. The trainer determines the nature of the makeup work, if a student misses a class. Proof of the makeup work must be included with the individual's completed *Participant Training Evaluation*. A suggested approach for helping make up work is to have the participant listen to a recording of that class and summarize what was learned in at least three paragraphs. The summary must be submitted to the trainer. The participant must also complete the homework assignments for the missed class.
 - b. No more than 15% of classes can be missed. In order to earn CEUs, if more than 15% of the class is missed, the student must make up the class the next time it is offered.

Guidelines (Suggested Approach)

1. Make a list of participants and take attendance at the beginning of the class.
2. Check off on your participant list each time an individual contributes to the class, so that you can track participation.

3. Set homework assignments between sessions and have participants report on the actions they took at the beginning of the next session.
4. Develop handouts and send to participants via email prior to each class. Alternatively, develop a workbook that is sent to participants ahead of the class and can be used for each session.
5. Record your class sessions to have available for participants who were not on a call, within the standards listed above. (Freeconferencecall.com is a useful resource for recording and allows up to 96 callers at a time. Over that number, basementventures.com is another resource to consider.)

AICI Home Study Program for CEUs

Description: Students receive course materials from the instructor and complete all course requirements at their own pace, usually within a certain timeframe. (e.g. six months, a year). Materials can be on-line, in print form, on CDs and videos. Communication between instructor and student occurs by phone and/or on-line.

Advantages of a Home Study Program

1. Convenient and accessible for people who cannot attend onsite classes to earn CEUs
2. Able to develop skills over a longer period of time than in a classroom setting, where time is condensed. This gives students opportunities to reinforce their learning and to put their knowledge into practice.
3. Self-paced
4. Can enter program at any time
5. Can include more content than can be delivered within the structured time of classroom

Standards (Must Follow)

1. Pilot the course with at least 5 students prior to making application to AICI to have the program CEU-approved. Participant evaluations must be completed at the conclusion of the course to verify that it is appropriate as a home study program.
2. Participants must be given AICI CEU requirements at the beginning of the course.
3. Trainer communicates with student every two weeks, at a minimum, and a record is kept of all contact.
4. Accurate records of each student's work must be retained.

5. Set a time frame for course completion. The maximum time for course completion is a year from start date.
6. Trainer reviews student's first assignment and gives feedback before the student begins the next assignment.
7. All participant materials must include clear instructions on what content to cover, how to study it, and how assignments must be completed.

Guidelines (Suggested Approach)

1. Keep a log of student progress in the course and of every communication between the trainer and student
2. The trainer takes on the role of coach, as the trainer/participant relationship develops. The participant has access to the trainer as questions or concerns surface.
3. The trainer seeks ongoing feedback from each participant to verify that the course is meeting the participant needs.

Step 4. Identify Main Content Areas

Once you have identified what your participants will learn in your training program, identify the major "chunks" of information that you want to share. For example, if your training program is, "How to Effectively Communicate with Your Customers," the learning outcomes might be:

- Name the major parts of the communication process
- Practice what you say when you first meet a client
- Identify three strategies for communicating with an upset client
- List three reasons why listening is so important to good communication

The main content areas might be:

- What effective communication is all about
- Why it is important
- Forms of communication, e.g. face-to-face, print material, email
- Behavior that encourages good communication
- The art of listening
- Meeting your client for the first time
- Communication challenges

By asking yourself the following questions, you can list the main content areas for your course:

- What topics will address the training needs of AICI members for effective communication and achieve the learning outcomes I have already identified?
- What are the “must cover” topics and “would be nice to cover” topics? (You might have to drop some of the “would be nice to cover” topics, because of time constraints).
- What method of delivery have I chosen and how will I use the selected approach to its best advantage?
- What should be the length of the training? Should it be offered in one session or in a series of sessions?
- What does research tell me about the latest information on the topic areas?
- What kind of unique perspective can I bring to the selected topics?

The list of main content areas will provide a framework as you develop the specifics of the training plan.

Step 5. Develop a Training Plan

Completing the *Training Plan* template on page 18 will help you think through very carefully the purpose for each content section, the timing, the content specifics, the method of delivery, participant activities, and the transitions between content sections that are needed for your training.

A partially completed sample *Training Plan* for “Put on Your Facilitator Hat” is located on page 17.

The *Training Plan* Template is available on the AICI website as a Word-fillable document.

Instructional Strategies

Instructional strategies/methods are the ways you are going to share the content information with participants to help them learn. You have to devise a variety of means to help participants learn the things you think are important for them to know (the learning outcomes).

Using a wide range of instructional strategies such as lecture, small group discussion, trainer and learner demonstrations, exercises and games, helps to keep participants stimulated and eager to learn. It helps them to view the content from a variety of perspectives. Different learning outcomes require different instructional strategies.

In addition, when using different training delivery systems, instructional strategies must be employed that are appropriate to that delivery method. In developing the training plan, the trainer must explain specifically how the training content will be shared with participants,

whether the delivery is in the classroom, on-line, by video conferencing, by telephone, through a webinar, by home study or other method.

Examples of Instructional Strategies:

- Makeup **demonstration** by instructor
- Class **discussion** on business opportunities for image consultants
- **Simulation** of a wardrobe evaluation
- **Lecture** on body type analysis
- **Case studies** of situations in working with corporate clients

In addition, you will want participants to demonstrate that they have attained the learning outcomes you set. Consequently, you must include instructional strategies that allow participants opportunities to demonstrate through their actions that they have learned certain knowledge, skills or behaviors. In the example of the communication training mentioned in Step 4, a learner demonstration might be:

- Using the guidelines for the art of listening, the participants will select and discuss a topic of interest with a partner. A third person will observe the two in their communication and record instances when the art of listening was applied.

Technology

For webinars, teleclasses and online programs, the applicant must state what specific technology is required. Potential attendees must be notified of the required technology prior to the event so that they are appropriately equipped to help ensure successful learning outcomes.

Training Plan Template for CEU Certified Trainers

Title of Training:

Trainer:

Delivery Method:

<p>Learning Outcomes By the end of the session participants will be able to:</p> <ul style="list-style-type: none"> • • • • 		<p>For classroom location, (please check when completed)</p> <ul style="list-style-type: none"> • Will comfortably accommodate participants • Has appropriate lighting, sound system, and furniture • Has the necessary technology • Meets American Disabilities Act requirements (USA) 	
Approximate Time	Content (Topic being covered)	Instructional Strategies and Learner Demonstrations (How the topic is taught and what the learner will do)	Resources/Technology Needed

This template is available as a fillable Word document on the AICI website: www.aici.org

Sample of Partial Training Plan for CEU Certified Trainers

Title of Training: Put on Your Facilitator Hat **Trainer:** Elizabeth Weinstein, Ph.D.

Delivery Method: Classroom

Learning Outcomes By the end of the session participants will be able to: <ul style="list-style-type: none"> • Define the two main roles of a facilitator. • Identify six reasons for using a facilitator. • Demonstrate four recognizable facilitator skills through a facilitator practice exercise. • Identify five listening skills. 		Location (please check when completed) <ul style="list-style-type: none"> • Will comfortably accommodate participants ✓ • Has appropriate lighting, sound system, and furniture ✓ • Has the necessary technology ✓ • Meets American Disabilities Act requirements (USA) ✓ 	
Approximate Time	Content	Instructional Strategies/ Learner Demonstrations	Resources/Technology Needed
8:00	Welcome and Introductions; Purpose and Learning Outcomes.	<ul style="list-style-type: none"> • The participants introduce themselves; share why they brought their particular hat and their expectations for the training. • State purpose of session and what participants are expected to learn • Explain purpose of Parking Lot. 	<ul style="list-style-type: none"> • Tent cards • Hat • Flip Chart • Welcome Sign • Notebook • Parking Lot sheet
8:20	What is Facilitation and Why do we Need it?	<ul style="list-style-type: none"> • Share definition on slide. • Explain factors contributing to need for facilitation <ul style="list-style-type: none"> ○ Complex work environments ○ Interdependence between workers ○ Increase in customer demands ○ More teams ○ Facilitator helps get work done 	<ul style="list-style-type: none"> • PowerPoint slides • Laptop and Projector
8:30	What is the Facilitator's Role?	<ul style="list-style-type: none"> • Share information on role and give two examples of personal facilitation experiences • Ask participants if they have facilitation experiences and ask two members to share. 	
8:45	Pre-Assessment of Facilitation Skills.	<ul style="list-style-type: none"> • Participants complete a Pre-Assessment. <ul style="list-style-type: none"> ○ Compile Pre-Assessments during morning break. 	<ul style="list-style-type: none"> • Pre-Assessment Copies

Step 6. Develop Participant Materials and PowerPoint Slides

The next task is to prepare materials for the participants. This might take the form of handouts, worksheets, quizzes, models, PowerPoint slides or whatever you need to support your presentation.

When you submit your application to have your program CEU-approved you are now required to include a sample of the materials you use with participants. Approximately ten written pages or ten slides are recommended as a sample, but this may vary depending on the length of your course.

Please note that once your course is approved these materials will be discarded by the CEU Administrator. This action will be taken to protect your intellectual property.

Step 7. Develop Participant Training Evaluation Form

The template for the training evaluation form is on page 22. A Word-fillable template of this document is on the AICI website.

Please list the learning outcomes for your training program in the spaces provided at the top of the form. Retain the “generic” statements (Items 5-18 on the sample form page 22) that are used for all AICI training programs that are CEU-approved. Delete any lines on the form that are not used or add more lines as needed to accommodate your learning outcome statements.

If your program takes more than one day, it is suggested that a participant evaluation form be developed for each day listing the learning outcomes for that day. The generic statements required on the *Participant Training Evaluation* form can be used in the template for the final day of training.

Step 8. Deliver a Pilot Training at Least Once Prior to Submitting an Application

You must deliver the training program you want to have CEU-approved at least once before you submit an application (pilot) There must be at least five participants. You must use the same delivery method i.e. classroom, webinar etc. in the pilot as for the program you want to have CEU-approved.

You should view your first delivery of the training, whether it is in the classroom, on-line or other method, as an opportunity to test whether

- learning outcomes were met
- participants were satisfied with the training
- the content was useful

- the activities achieved the training goals
- the pacing was appropriate.

Once you have evaluated the level of learning outcome attainment, reviewed participant feedback and your own performance, you can make adjustments to your design and delivery, so that you can improve your next training session.

If you are piloting a home study program, ask the participants to track how long they spend on the assignments on a time sheet that you can supply. Then ask them to let you know the number of hours for each assignment. After a few people submit their hours you will get the range of how long it takes. (You will want to complete the assignments you give to students yourself so that you know approximately how long each assignment will take.) Use the minimum number of hours for the people that completed the assignment thoroughly, properly, and competently to calculate the hours for CEUs.

For all delivery methods, ask at least three participants to write a testimonial for you about your pilot training and submit them as the three testimonials required with the application.

Step 9. Decide to Submit Application to have Training Program CEU-Approved

Once you have designed and delivered a quality training program at least once, offering the training for CEUs is a possibility, if you can meet all the application criteria.

Separate applications for each training program being CEU-approved are required if different training delivery methods are used. i.e. classroom, home study, etc. An application form is shown on page 21. A Word-fillable template of this document is on the AICI website.

Use the training plan you developed for your original training delivery. Make changes to the plan based on the pilot training feedback you received, so that the training experience can be improved for learners.

Please note: If you are presenting a lengthy program, participants are not able to earn any CEUs for partial attendance. For example, if your program is approved to offer CEUs as a five-day program, AICI is not able to award CEUs to a participant who attends only two days of the program. If you want to offer CEUs to participants for part of your long program, you can apply to have each module of that training CEU-approved separately.

If you use additional trainers in your program the following guidelines must be followed:

It is expected that, if you delegate your presentation to other trainers, that they have proven training skills and ability and also have strong knowledge and understanding of the course content. Individuals involved in program planning and instruction must be:

- Competent in the learning content.
- Credentialed and/or trained in planning and/or facilitating the learning event.

- Knowledgeable in instructional methods and learning processes

Each additional trainer will be required to submit a bio that outlines the trainer's expertise and indicates his/her qualifications to be a trainer of this material. In addition, each trainer will need to submit three testimonial letters, which identify abilities and experience to teach the course.

- a. The CEU Administrator must be notified if other trainers (other than the CEU Provider) are presenting the training.
- b. Information must be provided about how the additional trainers will be ready to present your materials i.e. how will you help them be prepared to conduct the training?
- c. The CEU Provider must use close oversight of the additional trainers as they prepare for, conduct, and evaluate the training. The CEU Provider will act as a mentor/coach to the other trainers. A description of how this oversight will occur must be sent to the CEU Administrator prior to the training delivery.

In calculating the number of CEUs for your training program, you take the number of contact hours (those hours you are with participants) and divide by ten. For example, 17 contact hours equate to 1.7 CEUs and three contact hours equate to 0.3 CEUs. Time for meals and breaks is not counted as contact time. For home study programs the hours are calculated based on the estimated number of hours to complete the independent work. The trainer must be able to prove how she/he has determined the home study program takes so many hours to complete.

Please see page 25 for the fee structure for having your course CEU-approved through AICI.

In the following pages you will see the application form and a sample of the Participant Training Evaluation form.

Application for Trainers to Offer CEU-Approved Programs

(Use fillable Word document, available on AICI website: www.aici.org)

Please complete this application form and attach:

- The Training Plan
- Your bio, which focuses on why you are qualified to give this training (including Certification level with AICI) and describes your training experience.
- Three testimonials from participants who attended your pilot program and can attest to your skills as a trainer, written on letterhead with their signature if possible. *[Three testimonials per trainer]*
- A description of any technology required to participate e.g. computer, headset, telephone etc.
- A sample of marketing materials indicating what participants are expected to do to earn CEUs (e.g. attend all sessions, complete a final project, take a test etc.)
- Statement of Proprietary Interest *(see Step 10 g. for explanation).*
- Participant Training Evaluation form
- Sample of participant materials and PowerPoint slides , if used

<p>Send application and supporting documents to the CEU Administrator: email Elizabeth (Liz) at llizzer@msn.com or send by postal mail to Elizabeth Weinstein, Ph.D. , Elizabeth Weinstein and Associates, Inc. 7901 Maple Dr., Urbandale, IA 50322, USA <i>(Complete packets are much appreciated!)</i></p>	<p>For questions regarding the application process, please contact the CEU Chair: Karen Brunger, AICI CIP 1-905-303-8636 or email karenbrunger@imageinstitute.com</p>
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Application on behalf of : (Check which is appropriate and indicate name)		<input type="checkbox"/> Chapter	<input type="checkbox"/> Individual
<input type="checkbox"/> First Time Application <input type="checkbox"/> Renewal Application – Original Program Title:			
Date of Application		Pilot Program Delivery Date	
Company delivering training			
Contact Person			
Email			
Phone		Fax	
Mailing Address			
Program Title			
Instructor(s)			
Delivery Medium <i>(check all that are appropriate for this course)</i>			
<input type="checkbox"/> Synchronous <i>(real time)</i> <input type="checkbox"/> Classroom <input type="checkbox"/> Teleclass <input type="checkbox"/> Webinar <input type="checkbox"/> Other		<input type="checkbox"/> Asynchronous <i>(access to training materials anytime)</i> <input type="checkbox"/> Home Study <input type="checkbox"/> Video <input type="checkbox"/> Online <input type="checkbox"/> Other	
Duration of Program <i>(number of full days or number of sessions, and number of hours of contact time with participants)</i>			
Intended Upcoming CEU'd Training Program			
Date	Time	Location	

Participant Training Evaluation

(Use fillable Word document, available on AICI website: www.aici.org)

Title _____ Date of Training _____

Trainer _____ Location (if appropriate) _____

Please complete this evaluation at the conclusion of the training session. It is important to complete this in detail and to be frank in your observations. As a trainer, I'm always seeking ways to improve my training design and delivery. In addition, completion of this form is necessary for earning CEUs.

Please circle the appropriate number rating

Please rate your level of agreement on whether the learning outcomes and other elements of the training were attained.	Strongly Agree		Agree		Strongly Disagree	
	5	4	3	2	1	
1. Define the two main roles of a facilitator.	5	4	3	2	1	
2. Identify six reasons for using a facilitator.	5	4	3	2	1	
3. Demonstrate four recognizable facilitator skills through a practice exercise.	5	4	3	2	1	
4. Identify five listening skills.	5	4	3	2	1	
5. The trainer explained how CEUs are earned.	5	4	3	2	1	
6. Training content was valuable.	5	4	3	2	1	
7. I can use the information in my work.	5	4	3	2	1	
8. Training format was effective (small group, lecture, etc.)	5	4	3	2	1	
9. Training materials were helpful.	5	4	3	2	1	
10. Instructor was knowledgeable about topic.	5	4	3	2	1	
11. Instructor presentation style was effective.	5	4	3	2	1	
12. Instructor involved participants in learning activities.	5	4	3	2	1	
13. The room and amenities were conducive to learning (if applicable).	5	4	3	2	1	
14. The training delivery method (in the classroom, via the Internet etc.) was appropriate.	5	4	3	2	1	
15. The training was cost effective (good value for money).	5	4	3	2	1	
16. What was the most valuable thing you learned and why?						
17. What was of least value to you and why?						
18. Additional Comments						

Step 10. Contact CEU Chair with Questions

If you have any questions about the CEU Provider Program Application, please contact the CEU Chair

Karen Brunger, at 1-905-303-8636 or karenbrunger@imageinstitute.com.

It saves a lot of your time and the time it takes to process your application if questions are asked as you complete the application, rather than after the application is submitted. *The CEU Chair does not review the application.* That task is completed by the CEU Administrator.

Step 11. Complete Application and Submit to CEU Administrator

The application packet is sent to the CEU Administrator, Liz Weinstein, **six weeks ahead of the training** and includes:

- a. **The completed application form**
- b. **Your training plan**
- c. **Participant Training Evaluation form**
- d. **Your bio**
- e. **Three testimonials from participants who can attest to your skills as a trainer of the course with a signature on letterhead, if possible.**

Include a testimonial from someone who attended your pilot training. If there are multiple trainers, three testimonials and a bio per trainer must be submitted.

- f. **A sample of marketing materials that indicates what is expected of participants who wish to earn CEUs.**

Promotional materials must indicate that AICI CEUs may be earned by attending your course/program. Learners must be informed in advance (i.e. in your promotional materials) that they will have to assess whether the learning outcomes for the session were achieved. You must specify how participants will be evaluated, and what constitutes satisfactory completion of the course in order to earn CEUs. Examples of statements to use in promotional materials are:

- Participants will have to complete an end-of-course evaluation and list how they will apply the learning in their business.
- Participants will have to complete an end-of-course evaluation and pass a written exam.
- Participants will have to complete an end-of-course evaluation and successfully complete a project.

Copies of promotional materials for each event/program must be submitted with this application.

g. A statement of proprietary interest.

Individuals who participate in a training event for which AICI offers CEUs have the right to know of any commercial interest an instructor may have in a product or service mentioned during the event.

You are required to disclose each instructor's proprietary interest in any product, instrument, device, service, or materials discussed in the event. Please provide a copy of the statement that will be used to advise program participants of any proprietary interest.

Examples of such statements are: "The instructor holds patent rights to this instrument" and "As a consultant to the company, the instructor has a financial interest in this instrument."

Trainers are discouraged from promoting the exclusive use of any commercial product in published instructional materials or during instruction. The focus is on the learner and not on selling products or services.

h. Technology requirements

Please include a description of the technology that is required for your course. In your marketing materials you must list what technology is needed so that participants are appropriately prepared for the learning event.

i. Samples of participant materials and PowerPoint slides

Please note, when submitting your application, you might have to send the application and supporting documents attached to several email messages to ensure delivery, because of the size of the files. You may send large files through www.yousendit.com. If you receive no acknowledgement of your application, after a few days, please follow up with the CEU Administrator to verify that the documents have been received. (llizzer@msn.com)

Step 12. When Your Program is Approved for CEUs, Send Payment to AICI Headquarters

Once your program is approved, you will be invoiced the appropriate **Initial Application Fee** and a pro-rated **CEU Program Annual Fee** by AICI Headquarters. Payment of these fees entitles your program to be listed as an approved CEU Provider on AICI's website. There is an **Annual Renewal Fee** for each approved program. Every three years, every program must go through a re-approval process by September of that re-approval year. *(Please refer to the table below for fee structure)*

CEUs	Approximate Number of Class Days	Initial Application Fee	CEU Program Annual Fee <i>(to be pro-rated at time of initial application)</i>	3 rd Year Re-Approval Fee <i>(on 3rd anniversary of original application)</i>
.1 – 3.5	1 hour – 5 days	\$95	\$96 (\$8/mo.)	\$95
3.6 – 8.5	4 – 14 days	\$145	\$144 (\$12/mo.)	\$145
8.6 – 13.5	10 – 22 days	\$195	\$192 (\$16/mo.)	\$195
13.6 – 20.0	22+ days	\$245	\$240 (\$20/mo.)	\$245

Step 13. Deliver the Training, Remember to Focus on the Learner, and Collect Evaluations.

You must use the following speech at the beginning of your presentation to explain the process for earning CEUs through your program:

CEU Speech

As an authorized CEU Provider, AICI has approved this program/course for _____ CEUs. Earning CEUs is not a requirement of general membership with AICI.

However, if you are currently certified through AICI with FLC, CIP or CIM then you must earn CEUs to retain certification. If you are working towards certification, taking this CEU-approved course will provide proof that you attended this training. Please follow this procedure:

At the end of this program/session, please complete the Participant Training Evaluation form. You will notice that included in this form are the learning outcomes for the session. Note that you will receive CEUs for this session, even if you indicate that a learning outcome was not successfully achieved.

Hand in the completed Participant Training Evaluation form to the trainer at the end of this program. You may not submit this form at a later date.

When you earn CEUs, AICI Headquarters is notified and your permanent record is updated. You may request a copy of your CEU record by contacting AICI Headquarters.

Each participant must complete an evaluation after the training. It is your responsibility, as the CEU Provider, to ensure that each participant wishing to earn CEUs submits an evaluation form at the end of the training.

Step 14. Provide Support to Participants Following the Training

The instructor(s) will provide contact information to the course participants, so that participants can follow up with any questions, concerns or comments after the training.

AICI's CEU-approved program intent is to help participants make positive changes in their lives, i.e. learn new behaviors. Making behavior changes requires encouragement and reinforcement, which the instructor should continue to provide after the training program.

Step 15. Compile Participant Evaluations and Information

Participant Training Evaluations

Prior to submitting participant evaluations to the CEU Administrator, it is strongly recommended that they be compiled into one document. This is a useful way for the trainer to review, at a glance, areas that went well and others that could be improved. In addition, the compilation provides one document for your records instead of copies of multiple participant evaluation forms and reduces paper records at HQ.

The instructor will record each participant comment without editing. For your assistance, a sample of a partially completed form is on page 28. The CEU Administrator will receive the compilation of evaluations and the original completed Participant Training Evaluation forms. The forms completed by participants can be mailed or scanned and emailed.

CEU Verification

In order for participants to receive CEUs for attending your training program, you must submit the following information:

- The program training dates, location, program title and the number of CEUs must be submitted in the CEU-Approved Training Delivery Report Form. (see Template on page 29) This document is available as a fillable Word document on the AICI website.
- An excel spread sheet which includes:
 - list of program participants who earned CEUs through your training program, first name followed by last name.
 - email and postal addresses of all attendees
 - indication of who is to receive certificates; list amount paid based on whether a member (\$10) or non-member (\$25). You will be invoiced directly for the certificates.

CEU Certificate

Members can opt to receive an AICI certificate for the course indicating the number of CEUs earned, for a cost of \$10. Non-members can receive a certificate for \$25. This request can be

CEU Provider Program

submitted, with the other documents, to the CEU Administrator. **As a CEU provider you might want to develop your own certificate, but it must not say "AICI" on it because it is not issued by AICI.**

The CEU Administrator will contact Headquarters about who has earned CEUs. You will be notified when CEUs have been recorded in the members' CEU records. It is your responsibility to notify participants when the records have been updated.

Sample Compilation of Participant Training Evaluations

(highly recommended, but optional)

Title Put On Your Facilitator Hat Date of Training 10/30/07

Presenter Elizabeth Weinstein, Ph.D. Location Urbandale, Iowa

Please complete this evaluation at the conclusion of the training session. It is important to complete this in detail and to be frank in your observations. As a trainer, I'm always seeking ways to improve my training design and delivery. In addition, completion of this form is necessary for the earning of CEUs.

Please note that the numbers in parentheses denote the number of participants at your training who gave that rating. For the three final open-ended items (16, 17 and 18), you can bullet each comment for easy reading

Please circle the appropriate number rating

Please rate your level of agreement on whether the learning outcomes and other elements of the training were attained.	Strongly Agree Agree				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree
1. Define the two main roles of a facilitator.	5 (5)	4 (2)	3 (1)	2	1
2. Identify six reasons for using a facilitator.	5 (6)	4 (2)	3	2	1
3. Demonstrate four recognizable facilitator skills through a facilitator practice exercise.	5 (7)	4 (1)	3	2	1
4. Identify five listening skills.	5 (5)	4 (3)	3	2	1
5. The trainer explained how CEUs are earned	5 (8)	4	3	2	1
6. Training content was valuable.	5 (6)	4 (2)	3	2	1
7. I can use the information in my work.	5 (4)	4 (4)	3	2	1
8. Training format was effective (small group, lecture, etc.)	5 (4)	4 (3)	3 (1)	2	1
9. Training materials were helpful.	5 (4)	4 (4)	3	2	1
10. Instructor was knowledgeable about topic.	5 (8)	4	3	2	1
11. Instructor presentation style was effective.	5 (8)	4	3	2	1
12. Instructor involved participants in learning activities.	5 (6)	4 (2)	3	2	1
13. The room and amenities were conducive to learning.(if applicable)	5 (8)	4	3	2	1
14. The training delivery method (in the classroom, via the Internet etc.) was appropriate	5 (2)	4 (4)	3 (2)	2	1
15. The training was cost effective (good value for money).	5	4 (4)	3 (3)	2 (1)	1
16. What was the most valuable thing you learned and why?					
<ul style="list-style-type: none"> • Having the opportunity to practice my facilitation skills with my peers. • I better understand the neutral role of the facilitator. 					
17. What was of least value to you and why?					
<ul style="list-style-type: none"> • There wasn't enough time to complete all the activities in depth. • Nothing. 					
18. Additional Comments					
<ul style="list-style-type: none"> • This was a worthwhile session. • I wish we could have spent more time sharing in small groups. • When are you holding your next session? 					

CEU-Approved Training Delivery Report

(Use Excel document, available on AICI website: www.aici.org)

Please complete this form after delivering a CEU-approved course. Email this form, together with the required documents, to lizzer@msn.com within two weeks of the training event, or as soon as possible.

Trainer/s	
Phone	
Email	
Company Name or Chapter	
Course Title/s	
Date/s of Training	Number of CEUs
Location	

Participant Information to be Submitted in Excel				
First Name	Last Name/ Surname	Attendee Email	Attendee Address	Certificate Required <small>Where applicable, enter \$10 for members; \$25 for non-members</small>

Step 16. Complete the Trainer Self Evaluation

After the training delivery, the instructor(s) will reflect on the training experience and complete a Trainer Self Evaluation form (page 31).

For courses where there are multiple trainers, each trainer must complete a Trainer Self Evaluation for his/her section of the course.

The purpose of this form is exclusively for trainer self-development. Through a thoughtful, introspective process, it is intended that the trainer will identify both successful and not-so-successful training content areas and instructional strategies. The fundamental question is, “Did the participants learn what we intended?” If not, such questions as: Was the content at the wrong level of complexity for the audience? Was the environment conducive to learning? Did we present the content in a compelling way? Did we encourage participants to take responsibility for their own learning?

The information in this form is treated confidentially and will only be shared with the CEU Administrator for the purpose of trainer growth and development.

A Word-fillable template of the Trainer Self Evaluation form is available on the AICI website.

Trainer Self-Evaluation

To be completed by the trainer/s who conducted the training
 (Use fillable Word document, available on AICI website: www.aici.org)

Trainer

Date/s of Delivery

Course Title

Number of CEUs

	Low High				
	1	2	3	4	5
1. Overall, I was pleased with the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. List two things that went well:					
3. List two things that could have been better:					
	Low High				
	1	2	3	4	5
4. How I rate myself in the following areas:					
Focused on the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Created a comfortable learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kept learning outcomes consistently in mind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made a good selection of the training facility (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilized the most appropriate training delivery medium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chose the most cost effective training delivery medium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Felt prepared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had mastery of the content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitated effective participant activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made adjustments in delivery to better meet participant needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managed pace of the training well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitioned well between content items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessed training content and delivery throughout the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Offered contact information to participants for follow-up questions and/or concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. One area I would like to focus on improving:					

Step 17. Send Evaluations and CEU Information to CEU Administrator

The following documents are sent to the CEU Administrator within two weeks of the training event:

- The original participant evaluations
- Compilation of Participant Training Evaluations (optional, page 27)
- The completed Trainer Self Evaluation (page 31)
- The CEU-Approved Training Delivery Report form (page 29)
- Excel spreadsheet listing participant names. Remember to include non-AICI member postal and email addresses.

The following checklist will ensure that you have a complete packet of materials to send to the **CEU Administrator. (Liz Weinstein, Ph.D., 7901 Maple Drive, Urbandale, IA 50322 USA)**

After-the-Training Packet of Materials for CEU Administrator		Check off
1.	CEU-Approved Training Delivery Report Form	<input checked="" type="checkbox"/>
2.	Excel spreadsheet of participants including membership status, non-member email and postal addresses, and CEU Certificate requirements	<input type="checkbox"/>
3.	Compilation of Participant Training Evaluations (optional) and all original Participant Training Evaluations	<input type="checkbox"/>
4.	Completed Trainer Self Evaluation	<input type="checkbox"/>

Step 18. Trainer/CEU Administrator Discussion

Periodically, the CEU Administrator will contact you. The information gained from the completed Participant Training Evaluations and the Trainer Self Evaluation will be used as a basis for an informal discussion between the trainer and CEU Administrator.

In addition, CEU providers are welcome to call the CEU Administrator about any training issues: 1-515-278-9053.

The purpose of discussion is to seek opportunities for reinforcement and improvement. These conversations are another way that AICI is making every effort to ensure that the quality of the programs CEU-approved through AICI is maintained.

QUICK REFERENCE FOR TRAINERS

PRIOR TO THE TRAINING

1. At least 6 weeks in advance of the training, submit to the CEU Administrator:
 - a) application:
 - biography
 - 3 testimonials
 - statement of proprietary interest
 - promotional material that states how CEUs are earned
 - technology required
 - b) training plan
 - c) a sample of participant materials and PowerPoint slides, if used.
 - d) Participant Training Evaluation form
2. Make copies of the approved Participant Training Evaluation form.

AT THE TRAINING

1. Distribute the Participant Training Evaluation form to participants at the beginning of the program
2. Announce the requirements for earning CEUs at the beginning of the program
3. At the completion of the program, collect Participant Training Evaluation forms, ensuring that all have been properly completed

AFTER THE TRAINING

1. Compile all evaluations into one evaluation form for submission (highly recommended)
2. Complete the Training Report form which includes the following:
 - a) Company name
 - b) Name of the trainer
 - c) Name of the program
 - d) Date and location of the program
 - e) An excel spreadsheet listing participants who completed the evaluation – in alphabetical order by last name; indicate:
 - AICI member or non-member
 - which participants have made arrangements to receive a CEU Certificate
 - Attendees' postal and email addresses
3. Complete the Trainer Self Evaluation

4. Email the compilation of evaluations (optional), the Training Report form and Trainer Self Evaluation to the CEU Administrator at llizzer@msn.com, and email or mail the original completed Participant Training Evaluation forms