



Application and Guidelines for Obtaining Continuing Education Units (CEUs) for Delivering High Quality Educational Opportunities

Our Expectations for all Trainers

- The focus of every education program CEU'd 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 effectiveness of the program is evaluated.
- Effective July 1, 2008, AICI members must hold CIP or CIM level of certification in order to qualify as a CEU Provider. Non-members must submit proof of credentials in their area of expertise. This will not effect programs already approved, but will take effect as programs are Re-Approved on their 3rd anniversary or new programs being submitted for approval. Please contact CEU Chair for more information.
- 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 trainer, who submits an application, is responsible for sending a complete packet of the required information: a completed "Application for Trainers to Offer CEU'd Programs"; a Training Plan; a bio; three testimonials for each instructor; a sample of marketing materials and a "Statement of Proprietary Interest".
- Trainers take advantage of the Train the Trainer development opportunities offered through AICI by the CEU Administrator.

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 is an IACET Authorized CEU Provider. IACET is the International Association for Continuing Education and Training. Its primary purpose is to promote and enhance quality in continuing education through its standards and procedures for certifying organizations. Because AICI can issue CEUs through IACET, AICI must meet certain criteria to ensure training programs are of a high quality. Qualified trainers who successfully complete this application process are approved by AICI to offer CEU'd 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 from IACET (also available on Amazon.com). This not only provides information for meeting IACET criteria, but is also helpful for effective training design and development. The American Society of Training and Development (ASTD) also offers valuable resources for educators.

Please note that this application process has been reviewed and upgraded to focus on the learner and provide consistent, quality training. Instead of listing two learning outcomes for each hour of training, you will list several learning outcomes for the whole training and develop a training plan, as described on pages 8-11.

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.
- Interfacing with IACET and making sure its requirements are met.
- Working closely with the CEU Administrator to address any issues that arise from the application, training delivery, or evaluation processes.

CEU Chair: Bev Dwane, AICI, CIP, (919) 544-2251 or email bev@bevdwane.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'd. Please be assured that all application and evaluation information is held in strict confidence.
- Reviewing participant evaluations, participant information for CEU verification and the completed Trainer Self Evaluation.
- Sending out an email to participants in CEU'd training programs four weeks after the training to gain their feedback.
- Discussing training sessions with trainer approximately four weeks after the training.
- Ensuring that members adhere to the application guidelines and timelines for quality training development and delivery.

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

Important Timelines

Prior to submitting a training program to be CEU'd

- Schedule a pilot training session to “test” your training program delivery. Allow sufficient time to make application to CEU your training program.

Submitting an application to have your training program CEU'd.

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

Once training program is approved for CEUs


- Send information about your training schedule to the CEU Chair, Bev Dwane, who will include details about your program through all AICI communication channels.

After the CEU'd training program is delivered

- Submit the list of participants who attended the training for CEUs and the evaluations (compilation of participant evaluations and completed Trainer Self Evaluation) **2 weeks after the training** to CEU Administrator.
- Submit details of all future training sessions with dates, times and location to CEU Chair **six weeks before the training** for promotion through AICI communication channels.
- Expect contact with the CEU Administrator, **approximately 4 weeks** after your training, to discuss your training design and delivery.

Application and Training Delivery Checklist

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

		Please check when completed 
1.	Identified a need for this training. (pp. 3-7)	
2.	Identified learning outcomes. (p. 8)	
3.	Identified main content areas in response to need. (p. 9)	
4.	Developed a training plan that includes learning outcomes, content, participant activities and resources required to deliver. Also identified appropriate training location and schedule and implemented promotion activities. (p. 9-12)	
5.	Delivered the training at least once prior to submitting an application. (p. 13)	
6.	Decided to submit application to have training program CEU'd. (p. 13)	
7.	Contacted CEU Chair with questions about the application. (pp. 14-15)	
8.	Completed all application requirements and submitted to CEU Administrator. (pp. 14-15)	
9.	Sent payment for CEU Certification, when approved. (p. 16)	
10.	Promoted training program through AICI communication channels and local media. (p. 16)	
11.	Delivered the training. (p. 16)	
12.	Offered participants support after the training by giving trainer email addresses and phone numbers, and inviting their questions and concerns. (p. 17)	
13.	Collected participant information for CEU verification, and participant evaluations. (pp. 17-18)	
14.	Compiled participant evaluations into one document. (p. 19)	
15.	Completed Trainer Self Evaluation form. (pp. 20-21)	
16.	Sent participant information for CEU verification, compiled participant evaluations, completed Trainer Self Evaluation form and sent everything to CEU Administrator. (p. 22)	
17.	Had discussion with CEU Administrator regarding training delivery and opportunities for improvement. (p. 22)	

Application and Training Delivery Steps

(The Step numbers align with those in the Application and Training Delivery Checklist on page 3)

Step 1. Identify a Need for this Training

The AICI Core Competencies (included below) identify the knowledge, skills, abilities and behaviors required for success as an image consultant. They are divided into three broad areas of study: Technical Knowledge, Professional Preparation & Development, and Business Management. Within each of these broad areas, you will see more specific subjects listed that could be suitable for training. You can also conduct your own survey to determine what your potential trainees' needs are. Please indicate the Core Competency or need your training will meet.

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

AICI Core Competencies

Technical Knowledge

A. Psychological Aspects of Image

- Effects of Image
- Self Concept Theory/Individual Identity
- General Values & Clothing Value Theory
- Personality Theory
- Defense Mechanisms

B. Social Aspects of Image

- Origins, Motives & Function of Apparel & Grooming
- Non-Verbal Communication via Image
- Cultural Patterns & Diversity
- Roles, Status & Stratification/Rank
- Historic Costume
- Fashion Industry & Fashion Trends
- Etiquette & Protocol

C. Physical Aspects of Image

- Physical Body Perception & Presentation
- Body Language
- Nutrition/Diet
- Exercise/Fitness
- Cosmetic Surgery
- Grooming

(continued)

D. Artistic Aspects of Image/Visual Design in Apparel

- Art in Dress & Image (including Accessories)
- Design Principles (Goals)
 - Balance Scale Emphasis Unity
 - Proportion Rhythm Harmony
- Design Elements (Tools)
 - Line Color Pattern
 - Shape Texture
- Personal Style in the Elements of Design
- Wardrobe Management

Professional Preparation & Development — Application of Technical Knowledge

A. Clientele/Target Market

- Potential Clientele

B. Programs (Working with Groups)

- Presentation Topics (*refer to 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

(continued)

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

Outline adapted with permission from the work of Judith Rasband, AICI CIM, Conselle LC, for use by AICI

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. Also, make sure the delivery mode you have selected is the most suitable for the learning outcomes you hope to achieve.

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? 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. The method of this delivery is Step 11 (p.15).

Step 3. Identify Main Content Areas

Once you have identified what you want your participants to learn in your training program, you will 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 main content areas could 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
- 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 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 restraints).
- Am I thinking of a two hour, half day, day long or several days of training?
- 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 4. Develop a Training Plan

Completing the Training Plan template on page 10 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 is located on page 11.

Instructional Strategies

Instructional strategies/methods are the ways you are going to share the content information with participants. 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 helps to keep participants stimulated and eager to learn. Different learning outcomes require different instructional strategies. When using training delivery systems other than face-to-face, in a classroom setting, different instructional strategies must be employed. In developing the training plan, the trainer must explain specifically how the training content will be shared with participants, if the delivery method is on-line, by video conferencing, through a webinar, by home study or other nontraditional format.

Examples of Instructional Strategies:

- Makeup ***demonstration*** by Instructor
- Class ***discussion*** on business opportunities
- ***Simulation*** of a wardrobe evaluation
- ***Lecture*** on body type analysis
- ***Case studies*** of corporate clients

In addition, you will want your 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 behavior that they have learned certain knowledge, skills or attitudes. In the example of the communication training mentioned in Step 3, a learner demonstration might be:

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

Association of Image Consultants International Template of Training Plan for CEU Certified Trainers

Title of Training:

Trainer:

<p>Learning Outcomes By the end of the session participants will be able to:</p> <ul style="list-style-type: none"> - - - - - 			<p>Location (please check when complete)</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	Purpose	Content	Instructional Strategies	Resources/Technology Needed

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

Association of Image Consultants International Sample of Partial Training Plan for CEU Certified Trainers

Title of Training: Put on Your Facilitator Hat

Trainer: Elizabeth Weinstein, Ph.D.

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 listing skills. 			Location (please check when complete)		✓
			<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	Purpose	Content	Instructional Strategies	Resources/Technology Needed	
8:00	To create a warm environment conducive to learning.	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	To share the importance of good facilitation skills in today's work place.	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	To verify what an effective facilitator does and does not do.	What is the Facilitator's Role?	<ul style="list-style-type: none"> • Share information on role and give two examples of personal facilitation experiences 		
8:45	To determine the perceived facilitator skill level of participation.	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 5. Deliver the Pilot Training at Least Once Prior to Submitting an Application

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

Step 6. Decide to Submit Application to have Training Program CEU'd

Once you have designed and delivered a quality training program, offering the training for CEUs is a possibility if you can meet all the application criteria. Separate applications for each training program being CEU'd are required if different training delivery methods are used. A sample application form is on the following page (p. 13). Use the training plan you developed for your original training delivery. Make changes to the plan based on the first delivery feedback you received, so that the training experience can be improved for learners.

Please note: If you are preparing a longer program, participants are not able to earn CEUs for less than the full program approval. 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 longer program, you can apply to have each module of the training CEU'd. 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.

Please see page 15 for the fee structure involved in awarding CEUs through your training program.



Application for Trainers to Offer CEU'd 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 can attest to your skills as a trainer, with their names, their titles and companies (if applicable). *[Three testimonials per instructor]*
- A description of any technology required to participate e.g. computer, headset, telephone etc.
- A sample of marketing materials indicating expectations of participants who wish to earn CEUs
- Statement of Proprietary Interest *(see Step 8f. for explanation).*

<p>Send application and attachments to the CEU Administrator:</p> <p>Elizabeth Weinstein, Ph.D. Elizabeth Weinstein and Associates 7901 Maple Dr. Urbandale, IA 50322, USA</p> <p>or email Elizabeth (Liz) at llizzer@msn.com</p> <p><i>(Complete packets are much appreciated!)</i></p>	<p>For questions regarding the application process, please call the CEU Chair:</p> <p>Bev Dwane, AICI, CIP +1 (919) 544-2251 or email bev@bevdwane.com</p>
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Date of Application	Pilot Program Delivery Date			
Company Delivering Training				
Contact Person	Phone	Fax		
Mailing Address	Email Address			
Program Title				
Instructors for Program				
Delivery Medium <i>(check all that are appropriate for this course)</i> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> Synchronous <i>(real time)</i> <input type="checkbox"/> Classroom <input type="checkbox"/> Video <input type="checkbox"/> Webinar <input type="checkbox"/> Other _____ </td> <td style="width: 50%; vertical-align: top;"> Asynchronous <i>(access to training materials anytime)</i> <input type="checkbox"/> Home Study <input type="checkbox"/> Online <input type="checkbox"/> Other _____ </td> </tr> </table>			Synchronous <i>(real time)</i> <input type="checkbox"/> Classroom <input type="checkbox"/> Video <input type="checkbox"/> Webinar <input type="checkbox"/> Other _____	Asynchronous <i>(access to training materials anytime)</i> <input type="checkbox"/> Home Study <input type="checkbox"/> Online <input type="checkbox"/> Other _____
Synchronous <i>(real time)</i> <input type="checkbox"/> Classroom <input type="checkbox"/> Video <input type="checkbox"/> Webinar <input type="checkbox"/> Other _____	Asynchronous <i>(access to training materials anytime)</i> <input type="checkbox"/> Home Study <input type="checkbox"/> Online <input type="checkbox"/> Other _____			
Duration of Program <i>(number of full days or number of sessions, and number of hours per session)</i>				
Intended Date, Time and Location of First CEU'd Training Program				

Step 7. Contact CEU Chair with Questions

If you have any questions about the Application for Trainers to Offer CEU'd Programs, please contact the CEU Chair, Bev Dwane, at (919) 544-2251 or bev@bevdwane.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 8. Complete Application and Submit to CEU Administrator

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

- a. **The completed application form**
- b. **Your training plan**
- c. **Your bio**
- d. **Three testimonials from participants who can attest to your skills as a trainer with name, title and company (if applicable) for each person.** If there are multiple trainers, three testimonials per trainer must be submitted.
- e. **A sample of marketing materials that indicate 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 learning outcomes will be assessed, and in what manner they will be assessed. You must specify method(s) of assessment and evaluation, and what constitutes satisfactory completion of the course. Examples of statements to be used in promotional materials are:
 - Participants will be completing an end of course evaluation and listing what they have learned to do as a result of the course (learning outcomes)
 - Participants will be completing an end of course evaluation and a written or oral exam. (If an oral exam is used, the instructor must submit the written evaluation of the oral exam.)
 - Participants will be completing an end of course evaluation and a project, or a written self-assessment.

Copies of promotional materials for each event/program must be submitted with this application and remain on file with AICI.

- f. **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."

Step 9. When Approved for CEU Certification, Send Payment to AICI Headquarters

Once your program is approved, you will be invoiced the appropriate **Initial Application Fee** and a pro-rated **CEU Provider Annual Fee**. Payment of these fees entitles your program to be listed as an approved CEU Provider on AICI’s website. Program dates will be published in our *Connections* publication. There is an **Annual Renewal Fee** for each approved program. All programs must go through a re-approval process on the 4th year anniversary of the original application. *(Please refer to the table below for fee structure)*

CEUs	Approximate Number of Class Days	Initial Application Fee	CEU Provider 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	1hr – 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 10. Promote the CEU’d Training Program

Submit information about your training program to the CEU Chair, Bev Dwane, at Bev@bevdwane.com. Bev will ensure that all AICI communication channels, including *Connections*, are utilized to promote your program.

Step 11. Deliver the Training ... Remember to Focus on the Learner!

You can use the following speech to explain the process for earning CEUs through your program:

CEU Speech
<p>As an authorized CEU Provider, AICI has approved this program/course for ____ CEUs.</p> <p>Earning CEUs is not a requirement of general membership with AICI.</p> <p>However, if you are currently certified with AICI, (have passed the FLC exam, or hold the status CIP or CIM) you have the opportunity to earn ____ CEUs towards maintaining your Certification status with AICI. Please follow this procedure:</p> <p>At the end of this program/session, please complete the Training Evaluation form. You will notice that included is 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.</p> <p>Hand in the Training Evaluation form to the trainer at the end of this program. You may not submit this form at a later date.</p> <p>You will receive a CEU certificate from AICI, and your CEUs will be added to your permanent record. You may request a copy of your CEU record by contacting AICI Headquarters.</p>

Please note that, approximately four weeks after the training, each participant will receive an email from the CEU Administrator requesting feedback on the training program.

Step 12. Your Support of Participants After the Training

The instructor(s) will provide contact information so that participants can follow up with any questions, concerns or comments after the training. It is important that participants can contact you after the training session if they have any questions or concerns that relate to your training program. Our goal is to help participants make positive changes in their lives, i.e. learn new ways of behaving. Making behavior changes requires encouragement and reinforcement.

Step 13. Collect Participant Evaluations and Information

Participant Training Evaluations

Each participant will also complete an evaluation after the training that must be collected. (The template for the training evaluation is on page 17). You will list the learning outcomes for your training program in the spaces provided. Please add or delete the number of spaces to align with the number of learning outcomes for your training.

CEU Verification

In order for participants to receive CEUs for attending your training program, you must submit the following information to the CEU Administrator within two weeks of the training's completion:

- i. Evaluation Forms for each participant
- ii. Evaluation Summary
- iii. A **typed** list of program participants, in alphabetical order by last name, and their email addresses

CEUs will be recorded in each participants CEU Record maintained by AICI HQ. An annual CEU Report will be sent to each AICI member annually. Please note: *Effective January 2008, AICI will not be issuing CEU Certificates for each participant.* AICI Members may request a copy of their CEU Record by contacting AICI HQ. If a participant wishes to receive a CEU Certificate, please indicate on your typed list of participants. There will be a fee charged to issue CEU Certificates: \$10 for AICI Members, and \$25 for non-members. Payment must be received by AICI HQ prior to certificates being issued.

As the Trainer/Chapter VP Education, you will be notified by the CEU Chair when CEUs have been recorded by AICI HQ. We recommend you contact participants to confirm their CEUs have been recorded.



Participant Training Evaluation

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

Title _____ Date of Training _____

Presenter _____

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. An additional opportunity to provide feedback on the training will be available electronically a week or so after the training.

Please circle the appropriate number rating

Please rate your level of agreement on whether the learning outcomes for the training were attained.	Strongly Agree		Agree		Strongly Disagree	
	5	4	3	2	1	
1.	5	4	3	2	1	
2.	5	4	3	2	1	
3.	5	4	3	2	1	
4.	5	4	3	2	1	
5.	5	4	3	2	1	
6.	5	4	3	2	1	
7. Training content was valuable.	5	4	3	2	1	
8. I can use the information in my work.	5	4	3	2	1	
9. Training format was effective (small group, lecture, etc.)	5	4	3	2	1	
10. Training materials were helpful.	5	4	3	2	1	
11. Instructor was knowledgeable about topic.	5	4	3	2	1	
12. Instructor presentation style was effective.	5	4	3	2	1	
13. Instructor involved participants in learning activities.	5	4	3	2	1	
14. The room and amenities were conducive to learning (if applicable).	5	4	3	2	1	
15. The training delivery method (in the classroom, via the Internet etc.) was appropriate	5	4	3	2	1	
16. The training was cost effective (good value for money)	5	4	3	2	1	
17. What was the most valuable thing you learned and why?						
18. What was of least value to you and why?						
19. Additional Comments						

Step 14. Compile Participant Evaluations

After the training, the participant evaluations will be compiled into one document. The instructor will record each participant comment without editing. A sample of a partially completed form is provided for your assistance.

Participant Training Evaluation

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

Presenter Elizabeth Weinstein, Ph.D.

Please complete this evaluation at the conclusion of the training session . . . etc.

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 (17, 18 and 19), 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 for the training were attained.	Strongly Agree		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 listing skills.	5 (5)	4 (3)	3	2	1	
5.	5	4	3	2	1	
6.	5	4	3	2	1	
7. Training content was valuable.	5 (4)	4 (4)	3	2	1	
8. I can use the information in my work.	5 (4)	4 (3)	3 (1)	2	1	
9. Training format was effective (small group, lecture, etc.)	5 (4)	4 (4)	3	2	1	
10. Training materials were helpful.	5 (8)	4	3	2	1	
11. Instructor was knowledgeable about topic.	5 (8)	4	3	2	1	
12. Instructor presentation style was effective.	5 (6)	4 (2)	3	2	1	
13. Instructor involved participants in learning activities.	5 (8)	4	3	2	1	
14. The room and amenities were conducive to learning.(if applicable)	5 (2)	4 (4)	3 (2)	2	1	
15. The training delivery method (in the classroom, via the Internet etc.) was appropriate	5	4 (4)	3 (3)	2 (1)	1	
16. The training was cost effective (good value for money).	5	4 (6)	3 (2)	2	1	
17. 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. 						
18. 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. 						
19. 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? 						

Step 15. Trainer Self Evaluation

After the training delivery, the instructor reflects on the training experience and completes the Trainer Self Evaluation form. The purpose of this form is exclusively for trainer self-development. Through a thoughtful, introspective process, it is intended that the trainer identifies both successful and not-so-successful training content areas and instructional strategies. The fundamental question is, “Did the participants learn what we intended?” The information in this form is treated with the utmost confidentiality and will only be shared with the CEU Administrator for the purpose of trainer growth and development.



Trainer Self-Evaluation

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

Trainer _____ Date of Delivery _____

Course Title _____


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

Step 16. Send Evaluations and CEU Information to CEU Administrator

The CEU verification information (described on page 16), the compiled Participant Training Evaluation (described on page 18) and the completed Trainer Self Evaluation (described on pages 19-20) are sent to the CEU Administrator within two weeks of the training event. The cover sheet for these documents must include:

- a. The name of the training program
- b. The name of the presenter(s)
- c. The date and location (if appropriate) of the program

The following checklist helps to ensure that you have a complete packet of materials to send to the CEU Administrator.

After-the-Training Packet of Materials for CEU Administrator		Check off 
1.	CEU verification information including name, email and postal addresses, and whether AICI member.	
2.	Document of compiled Participant Training Evaluations.	
3.	Completed Trainer Self Evaluation.	
4.	Cover sheet with name of training program, number of CEUs, name of presenter(s) and date and location of the program	

Step 17. Trainer/CEU Administrator Discussion

Approximately two weeks after the training, the CEU Administrator will email participants asking for their feedback about the training. Please be sure that you have provided the CEU Administrator with each participant's current email address. The questions will be open-ended and few in number. The information from this evaluation, the evaluations completed by participants individually following the training, and the Trainer Self Evaluation will be used as a basis for an informal discussion between the trainer and CEU Administrator. The purpose of this discussion is to seek opportunities for reinforcement and improvement. By this strategy, every effort is made to ensure that the quality of the programs CEU'd through AICI is maintained.