Course Development Guidelines

Every AIA/CES-approved course must be carefully developed and designed according to CES policies and with the needs and learning preferences of architects in mind. This section outlines some primary things to keep in mind when developing a course.

What Qualifies as AIA/CES Education?

The AIA/CES Continuing Education Program is directed exclusively to Architect, Engineer, and Construction Industry (AEC) professionals and primarily serves AIA Architect Members.

In general, **AIA/CES-approved course content must be applicable to the architecture industry and benefit or enhance an architect's practice.**

In addition, approved courses should help architects

- Acquire new knowledge or skills
- Build upon or expand on current knowledge or skills
- Stay up to date on new developments in the field
- Learn about best practices
- Advance their careers by teaching content that will lead to additional certifications or degrees
- Think creatively and develop new ideas

Furthermore, AIA/CES-approved courses *must be* implemented and delivered with the intent to teach and must be strictly educational in nature, so product or services promotions are not permitted at any time during a course.

Effective presenters go beyond the role of simply teaching. They understand the relationship between themselves as an educator and the adult learner. They value the experience adults bring to a learning setting, and they are able to create an environment that stimulates and motivates learning.

Good presenter skills include the ability to

- *Explain information effectively.* Vary methods, use examples, and provide metaphors to emphasize points and comparison.
- *Question the learner.* Ask open-ended questions, stimulate discussion, and encourage comprehension (for example, through analysis, evaluation). Responding to questions, mentally or verbally, helps a

learner internalize the knowledge rather than just remember the information.

- *Motivate learning.* Encourage, excite, and inspire the learner about ideas and information.

- *Analyze information.* Help learners understand options and break down the information for better comprehension.

- *Manage the learning environment.* Monitor discussions, tone down strong members of a group or bring out less vocal ones, resolve disagreements, and keep discussions on track.

- *Create an environment that addresses all senses.* Support what you say with visual aids, as people learn mostly by what they see. To make the impact stronger, provide tactile stimulation (handling materials samples, keying into a computer, filling out a worksheet) to support what you said and what they saw.

- Combine style, materials, and audiovisual aids in a way that will not distract participants from the learning objectives or goals or the course. Stimulate, support, and motivate, without diverting the attention and focus of the group.

AIA/CES learning objectives course requirement

AIA/CES requires that all provider courses have learning objectives, which must be listed when registering a course. There is a minimum requirement of four learning objectives per course. If your course is being offered for Health, Safety, and Welfare (HSW) or Sustainable Design (SD) credits, then three of the four learning objectives must address these topic areas. This is due to the 75 percent course content rule for those types of courses.

What is a learning objective?

A learning objective is an explicit statement that clearly expresses what the student will learn or be able to do after taking the course. It is an observable and measurable student outcome statement. Learning objectives should be concise and concrete, so they are open to limited interpretation. Learning objectives should begin with, *"At the end of this program, participants will be able to…"*

Writing learning objectives is where design and developing an educational program begins. Learning objectives help students clarify their personal goals for a course and give them a framework against which to measure their success.

A learning objective has three parts

At the end of this program, participants will be able to

1. **BEHAVIOR**
Describes what participants will be able to do as a consequence of taking a course (for example, calculate).

2. **CONDITION**
Describes conditions under which the student will perform the behavior (for example, using the sample course residential project...).

3. **CRITERIA**
Describes the criteria you will use to evaluate student performance (for example, the total cost of materials).

Combine the behavior, condition, and criteria and you have an official learning objective.

EXAMPLE: At the end of the program participants will be able to calculate the total cost of materials using the sample course residential project.

Course P**resenter Guidelines**

AIA/CES course presenters must maintain the highest quality of educational standards. Presenters are the architects' learning resource, so it is extremely important that they have the knowledge, experience, and qualifications relevant to the course they are teaching. A presenter must thoroughly know the subject matter and be able to convey information in a clear and effective manner. In addition, presenters must understand their roles and responsibilities as AIA/CES-registered presenters and must abide by the following presenter guidelines.

AIA/CES registered course presenters must

- Deliver the course, as approved by AIA/CES, without endorsement, bias, or marketing or sales orientation
- Ensure that company logos, product name, and branding are limited to the first and last slides of any presentation and to the CES quality assurance copyright slide (referenced in the section above).
- Ensure that any information and handouts distributed reinforce the learning objectives.
- Confine product and proprietary specific questions for discussion to either **before** or **after** the course has concluded.
- Deliver the course as it relates to the learning objectives.
- Strive to make presentation and materials as accurate, appropriate, and interesting as possible.

- Ensure that the quality assurance slides are included and reviewed with participants during all PowerPoint presentations. If the class is not a PowerPoint-based course, slides must still be reviewed with participants verbally.

Health, Safety, Welfare (HSW) Guidelines

H**ealth, Safety,** W**elfare (**H**S**W**)**

AIA members, as well as other architects licensed in states with mandatory continuing education (MCE) requirements for license renewal, are required to complete a minimum number of hours of Health, Safety, and Welfare-related training. AIA members are required to take eight learning unit hours of continuing education per year in approved HSW topics. Because many architects are required to take HSW courses and these courses are in high demand by both AIA members and architects licensed in states with MCE in HSW, providers are encouraged to offer education in HSW.

The following section outlines the *three primary criteria* that AIA/CES courses must meet to be approved for HSW learning units. All three criteria must be met in order for your course to qualify for HSW.

H**EA**L**T**H**, SA**F**ETY,** W**E**LF**ARE (**H**S**W**)** D**E**F**I**N**E**D

CRITERIA 1
Course content must directly support the HSW definition.

HSW definition

Health, Safety, Welfare (HSW) in architecture is anything that relates to the structural integrity or soundness of a building or building site. Courses must intend to protect the general public.

Health
Aspects of architecture that have salutary effects among users of buildings or sites and address environmental concerns.

Examples: *Accessibility; acoustical, energy efficiency, mechanical, plumbing, and electrical systems; and materials.*

Safety
Aspects of architecture intended to limit or prevent accidental injury or death among users of the buildings or sites.

Examples: *Codes, regulations, natural hazards, life safety system—suppression, detection, alarm standards, provisions of fire-rated egress enclosures, automatic sprinkler systems, and stairs with correct rise-to-run proportions.*

Welfare
Aspects of architecture that engender demonstrable positive emotional responses among, or enable equal access by, users of buildings or sites.

Examples: *Building design and materials, methods and systems, construction,*

contracting, ethics and regulations governing the practice of architecture, preservation, adaptive reuse, and the study of environmental issues.

HSW ACCEPTABLE COURSE TOPICS

CRITERIA 2
Course content must include one or more of the AIA/CES-acceptable HSW topics.

AIA/CES ACCEPTABLE HSW TOPICS

Accessibility Acoustics Building design Code of ethics Construction administration Construction contract laws, legal aspects Construction documents, services Construction functions materials, methods, and systems Energy efficiency Environmental: asbestos, lead-based paint, toxic emissions Environmental analysis and issues of building materials and systems	Fire: building fire codes—flame spread, smoke contribution, explosives Fire safety systems: detection and alarm standards Insurance to protect the owners of property and injured parties Interior design Laws and regulations governing the practice of architecture Life safety codes Materials and systems: roofing/ waterproofing, wall systems, etc. Material use, function, and features	Mechanical, plumbing, electrical: system concepts, materials, and methods Natural hazards (earthquake, hurricane, flood) related to building design Preservation, renovation, restoration, and adaptive reuse Security of buildings, design Site and soils analysis Site design Specification writing Structural issues Surveying methods, techniques Sustainable design

CRITERIA 3
Course content must directly support the HSW definition in 75% of its content
75% of the learning objective (3 out of 4) must meet HSW definition