AIA
Continuing
Education

Standards for Continuing Education Programs

October 2018

Version 2018.10.15

"Education is the kindling of a flame, not the filling of a vessel."
–Socrates

Table of contents

Introduction

Continuing education is crucial to advancing and improving the profession of architecture. For this reason, members of The American Institute of Architects (AIA) are required to complete a minimum number of hours of continuing education annually. Additionally, many licensing and registration jurisdictions require some level of continuing education, typically in topics addressing public health, safety, and welfare. Architects need continuing education to maintain competency and to prepare for the future beyond any requirements licensing and registration boards have for protecting the public. AIA's continuing education requirement is one element of AIA membership that differentiates an AIA member from someone who simply holds a license to practice architecture, and it strengthens the credibility that comes with AIA membership.

To support the demand for quality continuing education across a wide domain of topics and delivery modalities, AIA established the Continuing Education Services (CES) program in 1995. The AIA CES program leverages a network of providers to design, develop, deliver, and administer high-quality, relevant learning programs to satisfy AIA requirements for continuing education related to the field of architecture and architectural practice as well as the mandatory continuing education requirements for state license registration and renewal.

The Standards for Continuing Education Programs ("Standards") document is maintained by AIA and provides a framework for the development, presentation, measurement, and reporting of continuing education programs. These Standards were updated in 2018 (based on program requirements and subsequent revisions since the program's inception in 1995) by the AIA Continuing Education Committee (CE Committee). The Standards will be reviewed periodically by AIA staff to determine if modifications are required. Recommendations for changes will be presented to the AIA CE Committee for consideration with modifications reviewed by the AIA Board Knowledge Committee (BoKnoCo) and posted to the AIA website for comment. At a minimum, the AIA CE Committee will review the full set of standards at least every other year. To the extent possible, these Standards are kept consistent with the National Council of Architectural Registration Boards (NCARB) Legislative Guidelines and Model Law/Regulations to ensure consistency with AIA definitions and standards, and standards used by licensing and registration boards.

The Standards for Continuing Education Programs document is intended for use by AIA CES Providers and others delivering continuing education for AIA members, other architects, design professionals, and allied industries. It is a "living" document that will undergo periodic review and revision. Questions of interpretation and meaning will be reviewed by AIA staff and the AIA CE Committee (when necessary) as they arise, communicated to the AIA CES Provider, and posted to the AIA website (as appropriate). The AIA CES Provider Manual provides "best practices" and practical guidance for implementing the standards. Further, the AIA CES learning portal provides online instruction and greater depth on topics related to administration, design, development, and delivery of learning activities.

Acknowledgement

AIA CES and the AIA CE Committee acknowledges the National Association of State Boards of Accountancy (NASBA) and the American Institute of Certified Public Accounts (AICPA), whose Statement on Standards for Continuing Professional Education (CPE) Programs served as a model for this document.

Preamble

Significance of an architect

The right to use the title "architect" is regulated by each jurisdiction's board in the public interest and imposes a duty to maintain public confidence by enhancing current professional competence in all areas in which architects provide services. Architects must accept and fulfill their ethical responsibilities to the public and the profession regardless of their fields of employment.

Evolution of knowledge

The profession of architecture is characterized by constant expansion of relevant knowledge, ongoing changes, and increasing complexity. Advancing technology, globalization of commerce, increasing specialization, proliferating regulations, and the complex nature of business transactions have created a dynamic environment that requires architects to maintain and enhance their professional competence continuously.

Need for continuing education

The continuing development of professional competence involves a program of lifelong educational activities. Continuing Education (CE) is the term used in these Standards to describe the educational activities that assist architects in achieving and maintaining quality in professional services. AIA has adopted a continuing Education requirement that applies to Architect Members and International Associates. Further, most jurisdictions have adopted mandatory continuing education requirements for license/registration renewal.

Diversity of practice and the Standards framework

The following Standards have been broadly stated in recognition of the diversity of practice and experience among architects, and establish a framework for the development, presentation, measurement, and reporting of CE programs to help ensure that architects receive the quality CE necessary to satisfy their obligations to serve the public interest. The spirit of the Standards is to encourage meaningful, measurable, and memorable high-quality learning programs by providing baseline requirements. These Standards may also apply to other professionals by employment or membership. While completion of AIA-approved programs will satisfy AIA membership requirements and meet the standards for mandatory continuing education in many US states and territories, licensing and registration boards have final authority on the acceptance of individual programs for mandatory continuing education credit for licensing and registration under their jurisdiction. Adherence to these Standards will help ensure continued recognition of AIA approval.

The Standards and evolving learning techniques

Advances in technology, delivery, and workplace arrangements lead to innovative learning techniques. Learning theory is evolving to include more emphasis on outcome-based learning. These Standards anticipate innovation in continuing education in response to these advances. AIA CES Providers must ensure effective learning techniques that meet the Standards. AIA CES Providers are encouraged to consult with AIA CES regarding questions related to compliance with the Standards when utilizing innovative techniques.

Evaluation of AIA CES Providers

These Standards create a foundation for sound educational programs. As such, the Standards form the basic framework for evaluating new AIA CES Provider applications and accrediting existing CES Providers on a regular basis. As these Standards are revised, AIA CES Providers are expected to keep current on the Standards and conform to their guidance

Glossary

Adult Learning Theory The specialized pursuit of effective curricular design and instruction delivery for adults based on research on how adults collect, collate, and synthesize new information (learning).

AIA Continuing Education Services (CES) AIA's program for managing, regulating, and supporting AIA-approved continuing education for architects and design professionals through a network of AIA CES Providers.

AIA CES Provider An individual or organization authorized to offer AIA-approved continuing education programs. To maintain good standing, AIA CES Providers must comply with these Standards and have a current AIA CES Provider subscription in one of the following categories based on organization type and delivery method. Providers can deliver content from their own organization only and are not allowed to share their provider number with other agencies, firms, companies, organizations, or individuals except wholly owned subsidiary organizations.

> **Architect Firm provider** Architect Firm providers are authorized to offer all delivery types (live in-person and online, on-demand e-learning, print/other, Nano learning, and blended learning) anywhere in the world. Architect Firm subscriptions are reserved for architecture firms in which a principal or owner is an AIA member in good standing. A single firm provider subscription may be shared across geographically dispersed offices of the same firm.

> **Basic provider** Basic providers are authorized to offer only live in-person learning activities (excluding Nano learning) in one AIA-designated region. Basic provider subscriptions are open to any organization or individual.

> **Component provider** AIA state and local components and chapters are authorized to offer all delivery types (live in-person and online, on-demand e-learning, print/other, Nano learning, and blended learning) within their geographic region. Component providers may partner with other AIA CES providers to host and record learning programs on their behalf. Component provider subscriptions are limited to any recognized AIA component or chapter.

> **Passport provider** Passport providers are authorized to offer all delivery types (live in-person and online, on-demand e-learning, print/other, Nano learning, and blended learning) anywhere in the world. Passport provider subscriptions are open to any organization or individual.

> **Platform provider** Platform providers are authorized to offer all delivery types (live in-person and online, on-demand e-learning, print/other, Nano learning, and blended learning) anywhere in the world. Platform providers may also host content for other approved AIA CES Providers. A Platform provider may not allow another organization to use its AIA CES Provider Number in lieu of its own provider subscription. Platform provider subscriptions are open to any organization or individual.

> **Professional provider** Professional providers are authorized to offer all delivery types (live in-person and online, on-demand e-learning, print/other, Nano learning, and blended learning) anywhere in the world. Professional subscriptions are reserved for accredited academic institutions, government agencies, and nonprofits.

Subscription	Live in-person	Live online/ On-demand e-learning / On-demand print/other	Nano learning	Number of regions	Host content for others
Architect Firm	Yes	Yes	Yes	Any	No
Basic	Yes	No	No	One	No
Component	Yes	Yes	Yes	Any	Yes
Passport	Yes	Yes	Yes	Any	No
Platform	Yes	Yes	Yes	Any	Yes
Professional	Yes	Yes	Yes	Any	No

AIA CES transcript The official record of attendance for determining compliance with AIA continuing education requirements for membership which serves as the member record of AIA CES learning programs attended and successfully completed. The AIA CES transcript is also accepted by most US jurisdictions as an official record of attendance for continuing education needed for licensure or registration renewal; however, members should confirm documentation requirements with their jurisdiction's licensing or registration board.

Assessment The wide variety of methods or tools that are used to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of learning program participants.

> **Pre-program assessment** A method of measuring prior knowledge that is given before the learner has access to the course content of the program. Pre-program assessments may be used to tailor content more appropriately to a learner's needs and gaps.

> **Formative assessment** Methods used to conduct in-process evaluations of learner comprehension, learning needs, and academic progress during a lesson, unit, course, or learning program. Formative assessments help instructors and learners identify concepts they are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support. Review questions are a formative assessment tool.

> **Summative assessment** Test, portfolio, or other tool used to evaluate participant learning, skill acquisition, and achievement after a learning program. Outcomes of summative assessments are used to determine successful completion of a learning program.

Continuing Education (CE) An integral part of the lifelong learning required to provide competent service to the public. The set of activities that enables architects to maintain and improve their professional competence.

Evaluation A means to produce feedback which the provider and instructor/facilitator can use to assess their quality of instruction. Evaluation is the process of gathering information about the impact of learning and of teaching practice on participant learning, analyzing and interpreting this information, and responding to (and acting on) the results.

Feedback Specific responses to review and summative assessment questions that give the learner remediation for incorrect responses or reinforcement for correct responses.

>   **Evaluative feedback** Specific responses to incorrect answers to questions that provide correction and remediation.

>   **Reinforcement feedback** Specific responses to correct answers to questions that provide support and strengthen understanding.

Instructional methods Delivery strategies such as case studies, computer-assisted learning, lectures, group participation, programmed instruction, use of audiovisual aids, or work groups employed in learning programs.

Learning activity A structured educational endeavor that maintains or improves professional competence. Learning programs are comprised of learning activities.

Learning plan Dynamic instruments used to evaluate and document learning and professional competence development, and structured processes that help members guide their professional development. Members should review their learning plans regularly and modify their plans as professional competence needs change. Learning plans include a self-assessment of the gap between current and needed professional competence; a set of learning objectives arising from this assessment; and learning programs to be undertaken to fulfill the learning plan.

Learning program A collection of learning activities that are designed and intended as continuing education and that comply with these Standards. Learning programs may be live in-person, live online, on-demand e-learning, on-demand print/other, Nano learning, or blended learning.

>   **Live in-person program** Group participation in live learning with real-time interaction of an instructor or subject-matter expert and built-in processes for attendance and interactivity. Learners are together in one or more groups with an instructor or subject-matter expert.

>   **Live online program** Live learning with real-time, two-way interaction between an instructor or subject-matter expert and learners that provides the required elements of attendance monitoring and engagement where learners are in a solitary rather than group environment.

>   **On-demand e-learning program** An educational program completed at any time or in any place that best suits the learner online, or via computer or other device individually without the assistance or interaction of a real-time instructor.

>   **On-demand print/other program** An educational program completed individually by reading materials in print or online and completing a summative assessment.

>   **Nano learning program** A tutorial program designed to permit a participant to learn a given subject in a 15-minute or 30-minute time frame using electronic media (including technology applications and processes and computer-based or web-based technology) or in person. A Nano learning program differs from a longer program in that it is typically focused on a single learning objective. Nano learning is not a substitute for

comprehensive programs addressing complex issues but is typically highly targeted and needs-based. Nano learning programs are excellent for just-in-time tutorials.

Blended learning program An educational program incorporating multiple learning formats.

Learning objectives Intended accomplishments/goals that learners should realize upon completion of a learning activity. Learning objectives are useful to program developers in determining appropriate instructional methods and allocating time relating to the subjects.

Learning outcomes Results that learners have achieved and can reliably demonstrate at the end of a learning activity. In other words, learning outcomes identify what the learner knows and can do by the end of a learning activity.

Learning Unit (LU) Unit of measure for AIA Continuing Education Programs. One Learning Unit (LU) is equivalent to one hour of continuing education and participation in a learning program. Learning Units are categorized by type: HSW or Elective

LU|HSW Learning programs with at least 75 percent of the content intended to protect the health, safety, and welfare of the occupants of the built environment as defined below:

Health Those aspects of professional practice that improve the physical, emotional, and social well-being of occupants, users, and any others affected by buildings and sites.

Safety Those aspects of professional practice that protect occupants, users, and any others affected by buildings or sites from harm.

Welfare Those aspects of professional practice that enable equitable access, elevate the human experience, encourage social interaction, and benefit the environment.

LU|Elective Learning program topics related to the core competencies of the discipline or practice of architecture but not within the realm of health, safety, and welfare. Learning programs that address professional practice and other aspects of professional development within the field and practice of architecture are still valuable for continuing professional development and education.

Pilot test A method to determine the recommended AIA CES Learning Units (LUs) for on-demand programs that involves sampling of at least three individuals independent of the development team and at least one representative of the intended learners to measure the representative completion time for the program.

Professional competence Having requisite technical competence, professional skills, values, ethics, and attitudes to provide quality services, as defined by the technical and ethical standards of the profession. The expertise needed to undertake professional responsibilities and to serve the public interest. Jurisdictions may maintain a standard of professional competence required for licensure and renewal.

Program knowledge level The relative level of program knowledge covered by a learning program. AIA CES learning programs may be classified as Introductory, Intermediate, Advanced, or Update.

Introductory Program knowledge level most beneficial to learners new to a knowledge area, skill, or attribute. No assumption is made that learners have a specific baseline knowledge.

Intermediate Program knowledge level that builds on an introductory program, most appropriate for learners with general knowledge about the topic. It is assumed that learners have at least a cursory understanding of the topic and may possess some direct experience.

Advanced Program knowledge level most useful for individuals with significant knowledge of the topic. This level focuses on the development of in-depth knowledge, a variety of skills, or a broader range of applications. At the advanced level, it is assumed that learners have extensive prior knowledge of the topic and have direct experience (where applicable).

Update Program knowledge level that provides a general review of new developments. This level is for learners with a background in the subject area who desire to keep current. Annual courses on building code changes, for instance, would be update courses that assume learners understand the codes and are most interested, and where and how the codes have changed.

Self-reported learning programs Learning programs completed outside the AIA CES program that may include courses from government agencies, colleges, universities, providers outside the AIA CES provider network, and self-directed activities. These programs are submitted to AIA CES for review and approval for credit (typically LU|Elective only).

Session A distinct offering of a learning program. All learning programs will have at least one session. Each time a learning program is offered, a new session must be registered.

Social learning Learning from one's peers in a community of practice through observation, modeling, and application.

Tutorial A method of transferring knowledge that is more interactive and specific than a book, lecture, or article. A tutorial seeks to teach by example and supply the information to complete a certain task.

Word count formula A method that uses a formula to determine the recommended Learning Units (LUs) for programs by calculating LUs based on word count of learning material, number of questions and exercises, and duration of audio and video segments.

General guidelines for AIA members

The requirements and standards for AIA member continuing education are established by the AIA Bylaws and Rules of the Board as well as administrative policy.

Professional competence

All AIA members should participate in learning activities that maintain and/or improve their professional competence and the profession of architecture in general.

Selection of learning programs should be a thoughtful, reflective process addressing the individual member's current and future professional plans, current knowledge and skill level, and desired or needed additional competence to meet future opportunities and professional responsibilities. To help guide their professional development, members may find it useful to develop a learning plan.

While AIA and many jurisdictions have set mandatory continuing education requirements, the objective of continuing education should be maintenance and enhancement of professional competence, not attainment of credits.

A member's fields of employment do not limit the need for continuing education. Members performing professional services need to have a broad range of professional competence. Thus, the concept of professional competence may be interpreted broadly. Accordingly, acceptable AIA continuing education encompasses programs contributing to the development and maintenance of professional skills and is approved in two categories: HSW and Elective.

Continuing education compliance

AIA members are responsible for compliance with all applicable AIA continuing education requirements as well as requirements, rules, and regulations of state licensing bodies, other government entities, membership associations, and other professional organizations or bodies.

Some licensing jurisdictions require specific types of continuing education (accessibility, sustainable design, state building codes, ethics, etc.) not tracked by AIA CES. Members should contact each appropriate entity to which they report to determine its specific requirements or any exceptions that body may have to these Standards.

---

[1]The terms "should" and "must" are intended to convey specific meanings within the context of these Standards. The term "must" is used in the Standards and applies to AIA members and AIA Continuing Education System (CES) Providers to convey that they are not permitted any departure from those specific standards. The term "should" is used in the Standards and is intended to convey that members and AIA CES Providers are encouraged to follow such standards as written. The term "may" is used in the Standards and is intended to convey that members and AIA CES Providers are permitted to follow such standards as written.

Minimum AIA continuing education requirements		
Membership category	Total Learning Units (LUs) (LU|HSW + LU|Elective)	LU|HSW
Architect member	18	12
International associate	12 (2019) 18 (2020 and after)	8 (2019) 12 (2020 and after)
Associate	Recommended, but not required	
Allied	Recommended, but not required	
Emeritus	1 LU (either HSW or Elective)	

AIA members are not required to meet AIA continuing education requirements until their first full year as a member. Credits earned during a member's partial first year are not credited to the following year.

Continuing education record documentation

While the AIA CES transcript is AIA's official member education record, some jurisdictions may not accept the AIA CES transcript alone; members should retain appropriate documentation of their participation in learning programs, especially for requirements not tracked by AIA CES. Members should contact each appropriate entity to which they report to determine its specific requirements for documentation and reporting.

Participants should document their claims of continuing education credit. In the absence of legal or other requirements, a reasonable policy is to retain documentation for a minimum of six (6) years from the end of the year in which the learning programs were completed. The AIA continuing education transcript will maintain a record of continuing education attendance and credits for as long as an individual remains an active AIA member in good standing.

Examples of acceptable evidence of completion include the following:

- AIA CES transcript
- A certificate or other verification supplied by the learning program provider
- For a college or university course that is successfully completed for credit, a record or transcript of the grade the learner received
- For college or university noncredit courses, a certificate of attendance issued by a representative of the university or college

Generally, a printed program agenda, program marketing materials, or an event program are considered insufficient evidence of participation in that program.

Reporting continuing education credits

Members who complete learning programs that maintain or improve their professional competence must claim no more than the continuing education credits approved by AIA CES for the program. Applicable Learning Units (LUs) will automatically be determined and recorded on the AIA CES transcript for AIA members and on learning program completion certificates (when requested) for AIA-approved programs.

Members may participate in a variety of learning programs. Although continuing education credits are determined by the AIA CES Provider and AIA at the time a course is approved, members must claim credit only for activities through which they maintained or improved their professional competence. Members who participate in only part of a program cannot claim any credit for the program. Full attendance is required. Members may repeat the same course, but no additional credit will be granted or recorded.

Self-reporting

Members may participate in structured and self-directed learning programs outside the AIA CES Provider network that will not automatically be reported to AIA CES by a provider. These programs may be self-reported by the member for review and approval by AIA CES. Members shall not self-report learning programs offered by AIA CES Providers. If a provider is delinquent in reporting attendance or attendance is missing from a member transcript, members should contact the AIA CES Provider and/or AIA CES Support.

In general, self-reported activities will be approved only for LU|Elective credit because there is no prior review by AIA CES course reviewers nor is the provider held accountable for meeting AIA's standards for Heath, Safety, and Welfare (HSW) credit. However, programs offered by a government agency (including registration boards) or credit courses completed at a NAAB-accredited college or university may be submitted for LU|HSW consideration. Self-reported activities must be educational activities that cover knowledge that can be applied toward the member's practice of architecture. To determine which activities qualify for self-reporting, the following questions should all have an affirmative response:

- Is this learning activity directly applicable to the field of architecture?
- Is this activity intended to be educational?
- Is new knowledge acquired from or shared with others?
- Can this new knowledge be applied to the member's practice?

Community outreach and engagement including serving on boards and commissions may be self-reported but will qualify only for LU|Elective credits. Self-directed learning activities (research projects, self-guided tours, etc.) may also be submitted but must include a detailed statement that explains the educational value and outcomes of the exercise.

Members self-reporting learning activities must submit:

- Date(s) of the learning activity
- Title of the activity
- Length of the activity (in hours)
- Description of the activity
- Learning statement that describes the educational value of the activity

For learning activities offered by a government agency where LU|HSW credit is sought, members must submit:

- All the above plus an outline of the course (that includes content covered in the program) provided by the agency conducting the course
- Certificate of completion showing the agency conducting the course and successful completion

For credit courses from a NAAB-accredited college or university where LU|HSW credit is sought, members must submit:

- All the above plus the published course description from the college or university course catalog or website
- Course syllabus
- Proof of successful completion with a passing grade

For college or university credit courses that meet these standards, each unit of college credit shall be awarded the following LUs:

- Semester system: 15 LUs
- Quarter system: 10 LUs

All self-reported learning activity submissions are reviewed by AIA CES for final determination as to the number of units and type of credit (if any) awarded and recorded on the member's AIA CES transcript. These requirements apply to AIA recognition of structured and unstructured learning outside of the AIA CES Provider program. Acceptance of self-reported activities by individual jurisdictions is subject to their rules and policies. Not all self-reported credits awarded by AIA CES may be acceptable in every jurisdiction.

Carryover credit

If a member completes more than the minimum required continuing education credits in a calendar year, those credits over and above the minimum may be applied to the following year, but only if the member does not meet the continuing education requirement the following year. Carryover credit is applied at the end of the year only if there is a deficiency and only up to the number of credits needed to fill any gap. Carryover credits may be applied from only the immediately preceding year.

Member audits

Each year AIA CES audits a percentage of the eligible membership for compliance with AIA continuing education requirements. Members who fail to meet the requirements for the audited year are notified and given a grace period to make up any deficiencies in continuing education hours. Members who do not earn enough credits by the end of the grace period will not be allowed to renew their AIA membership and will have their membership terminated. Terminated members may apply for reinstatement according to the process outlined in the Bylaws and Rules of the Board.

Standards for AIA Continuing Education Services (CES) Providers

The AIA CES program and network of continuing education providers sets the bar for continuing education for architects. In addition to meeting AIA continuing education requirements for membership, AIA-approved courses are accepted to meet mandatory continuing education requirements for most jurisdictions in the United States as well as many other countries. The trust in the excellence of the program is built on meaningful, measurable, and memorable high-quality continuing education offerings. These Standards reinforce AIA's dedication to promoting and providing high-quality continuing education to support AIA members and others in the profession. AIA CES Providers are expected to comply with the letter and spirit of the Standards and are held accountable to the Standards through periodic review, provider audits, and other programs.

General Standards

Standard 1. Compliance with standards and requirements

AIA CES Providers must comply with all applicable AIA CES standards contained herein and published by AIA CES. AIA CES Providers failing to comply with all applicable AIA CES standards may be audited for compliance and may have their AIA CES Provider status suspended or revoked for violations.

S1-01. Continuing education requirements of licensing/registration bodies and others

AIA CES Providers may have to meet specific continuing education requirements of state licensing and registration bodies, other governmental entities, membership associations, and other professional organizations or bodies in addition to the Standards. Professional guidance for AIA CES Providers is available from AIA CES while jurisdiction-specific guidance is available from the respective jurisdictions' registration or licensing boards. AIA CES Providers should contact the appropriate entity to determine specific requirements outside the purview of the AIA CES Program.

S1-02. Prior review and approval of all AIA CES learning programs

All AIA CES learning programs must be reviewed and approved by AIA CES prior to being delivered for AIA continuing education credit. Programs must be submitted for review no fewer than 10 business days[2] before a scheduled program or session. AIA CES review typically takes 3–7 business days. Incomplete submissions or programs requiring additional information may take longer. Prior review and approval is required to ensure a learning program is eligible for AIA CES credit and meets applicable AIA CES standards. Learning programs must not be advertised as eligible for AIA CES credit until the learning program has been approved. Learning programs may, however, be advertised as "submitted for AIA CES approval" without any reference to the number of Learning Units (LUs) and type of AIA CES credit (HSW or Elective) to be awarded while a learning program is under review.

---

[2]Business days include normal working days (typically Monday through Friday) for AIA CES staff and do not include holidays or other times AIA offices are not open for normal business.

S1-03. Learning program approval term and expiration

Any learning program approved for AIA Learning Units (LUs) may award LUs for the approved program for up to three (3) years from the date of approval so long as the AIA CES Provider is in good standing and the learning program materials are still accurate and germane. Learning programs must be resubmitted for review as a new course to be offered for credit after expiration and will not have expiration dates extended.

S1-04. AIA CES Provider audits

At their discretion, AIA CES staff may initiate an audit of any AIA CES Provider for adherence to these Standards and other AIA CES program requirements. Outcomes of an audit may include suspension of an individual learning program or collection of programs, suspension or barring of an instructor/facilitator from leading learning programs, and/or suspension or revocation of AIA CES Provider status. At their discretion, AIA CES staff may initiate an audit of any AIA CES Provider for adherence to these Standards and other AIA CES program requirements. Outcomes of an audit may include suspension of an individual learning program or collection of programs, suspension or barring of an instructor/facilitator from leading learning programs, and/or suspension or revocation of AIA CES Provider status. Suspension of a learning program, instructor/facilitator, or AIA CES Provider shall include remediation steps for restoration to good standing.

Suspended courses may not be offered or advertised for AIA CES credit while in suspended status. Suspended instructors/facilitators may not teach or facilitate any course for which they have been suspended. Suspended providers may not teach, advertise, or offer any courses for AIA CES credit while in suspended status.

Revocation of AIA CES Provider status forfeits all fees paid and bars an organization from being an AIA CES Provider for a period of not less than two (2) years. AIA CES audit findings and determinations may be appealed to the AIA Continuing Education Committee (CE Committee) for further review. The AIA CE Committee's decisions are final.

Standard 2. Eligibility to award AIA CES credit

AIA continuing education credit may only be awarded by authorized AIA CES Providers in good standing or through self-reported learning programs subject to AIA CES review and approval.

S2-01. AIA CES provider subscriptions

Approved providers must have an active AIA CES Provider subscription. Subscriptions must be renewed annually and typically expire on December 31. Providers will be granted a 15-day grace period after their subscription expires to report member attendance earned prior to the subscription expiration. Providers must have the appropriate subscription for their organization and learning program delivery type. Subscriptions are non-transferable.

S2-02. Learning program registration

All learning programs carrying AIA CES Learning Units (LUs) must be registered with and approved by AIA CES prior to being delivered for AIA CES credit (except pilot tests [Standard 19-01] which will be awarded LUs post-approval). For live courses and Nano learning delivered live, each delivery session should be registered with AIA CES prior to learning program session delivery.

Standards for AIA Continuing Education Program development

Standard 3. Learning objectives and outcomes

AIA CES learning programs must be based on relevant, well-formed learning objectives and outcomes that clearly articulate the professional competence that should be achieved by learners.

S3-01. Program knowledge level

Learning programs for the benefit of architects and design professionals must specify knowledge level, content, and learning objectives so that potential participants can determine if the learning outcomes are appropriate to their professional development needs. Knowledge levels consist of introductory, intermediate, advanced, and update.

S3-02. Well-formed learning objectives and outcomes

Learning objectives and outcomes must be developed consistent with sound learning theory and must accurately reflect the outcomes of the learning program. Effective learning objectives use action verbs to describe what learners should be able to do by the end of the program. Learning objectives typically have three parts:

- Behavior: What participants will be able to do upon successful completion of the learning program
- Condition: The condition under which the participant will be able to perform the behavior
- Criteria: The evaluation metric that will determine how well the behavior is performed under the correct conditions

All learning program must have at least four (4) learning objectives (except Nano learning programs which must have at least one [1] learning objective).

Standard 4. Prerequisites, prior knowledge, and advanced preparation

AIA CES Providers must develop and execute learning programs in a manner consistent with the prerequisite education, experience, and advance preparation of learners.

S4-01. Prerequisite education and experience

AIA CES Providers should make every attempt to equate learning program content and level with the backgrounds of intended participants. All learning programs identified as intermediate, advanced, or update must clearly identify prerequisite education, experience, and/or advance preparation in precise language so that learners can determine if they qualify for the program. While learning programs with a knowledge level of "introductory" typically do not have any prerequisite education, experience, or advance preparation requirements, when such requirements exist they should be clearly stated; otherwise, state "none" in program announcements, marketing, and/or descriptive materials.

Standard 5. Learning program currency and accuracy

Programs, activities, materials, and delivery systems must be current, factual, technically accurate, and effectively designed.

S5-01. Publication, revision, and review dates

Learning program documentation must contain the most recent publication, revision, or review date. Programs must be revised as soon as feasible following changes to relative codes, laws, rulings, decisions, interpretations, etc. Learning programs must be reviewed at least every three (3) years. Learning program documentation must include a record of reviews and any subsequent changes.

S5-02. Learning program revision and retirement

If a learning program needs to be revised significantly, the existing learning program must be retired with a replacement learning program submitted for AIA CES review and approval. What constitutes "significant" will be at the discretion of the AIA CES Provider. As a guide, if more than 10–20 percent of the learning program content is revised, a new learning program should be considered.

S5-03. Developed by a subject-matter expert

Learning programs must be developed by individuals or teams having demonstrated and verifiable expertise in the subject matter. Expertise may be demonstrated through practical experience and/or education. When appropriate, an architect should be consulted in the development of AIA CES learning programs.

S5-04. Developed according to sound adult learning theory

Learning programs must be developed according to accepted and sound adult learning theory. AIA CES Providers are encouraged to stay current on emerging trends and best practices in adult education and, to the extent possible, develop learning programs with these principles and practices in mind. AIA CES can provide references and resources on best practices and emerging trends, but providers are also expected to maintain their own resources and tools.

S5-05. Materials support instruction

Materials used in or offered as supplements to learning programs must support the program's instruction and desired learning outcomes. These materials may include (but are not limited to):

- Slide decks
- Handouts
- Publications
- Models
- Videos
- Simulations
- Online resources

When other materials are incorporated into the learning program, they must contribute directly to the program. The use of publications and reference materials in learning programs as supplements to the instructional materials is encouraged. While reference materials may be included in program materials, they should not be used in calculating learning program credit.

Materials must not include:

- Marketing or other promotional materials
- Materials that endorse specific products, brands, organizations, or individuals
- Materials that disparage specific products, brands, organizations, or individuals
- Materials that are misleading, false, or factually inaccurate

Hands-on demonstrations or illustrations may use a vendor's products or tools, but the intent of the demonstration, illustration, or exercise must support the program learning objectives and desired outcomes. Extreme care should be used to avoid demonstrations, illustrations, or exercises that appear to be more marketing and branding than education. When in doubt, AIA CES Providers may consult AIA CES staff for guidance. The use of materials (such as, but not limited to, videos, documents, software, or publications) owned by parties other than the AIA CES Provider may be done so only with the content owner's express permission. Learning programs should be focused on learning and professional development.

For courses dependent on specific software applications or tools, learners must be provided with a properly licensed working copy of any software or tools required for the learning program for the duration of the activity at no additional cost.

Standard 6. Learning program review

AIA CES Providers must ensure that learning programs are reviewed by qualified persons other than those who developed the programs to assure that the learning program is technically accurate, current, and addresses the stated learning objectives. Reviews must occur before the first presentation of these materials and again after each significant revision of the learning program.

S6-01. Licensed architect participation

AIA CES Providers should consult with at least one licensed architect (in good standing and holding an active license or the equivalent of an "active" license in a US jurisdiction) in the development or review of every program submitted for Health, Safety, and Welfare (HSW) credit and are encouraged to consult a licensed architect in Elective learning program development or review.

S6-02. Course reviewer qualifications

Individuals or teams qualified in the subject matter must review programs. When it is impractical for an AIA CES Provider to review certain programs in advance (such as lectures given only once), greater reliance should be placed on the recognized professional competence of the instructors or presenters. Review by a qualified subject-matter expert is still encouraged prior to submitting a learning program for AIA CES review.

S6-03. Review responsibilities for purchased content

AIA CES Providers may purchase course content or course development services from other entities and developers. The organization that submits the course for AIA review and approval, issues the certificate of completion under its name to the participants, and/or submits attendance records to the AIA is responsible for compliance with the Standards and other AIA CES requirements. The AIA CES Provider must independently review the content to ensure compliance with the Standards. The AIA CES Provider must maintain appropriate documentation regarding the credentials and experience of both the course author/developer(s) and reviewer(s) as prescribed in Standards 5-03, 6-01, and 6-02.

S6-04. Learning programs hosted by AIA CES Platform Providers

AIA CES Platform Providers may host approved content developed and maintained by other AIA CES Providers. For hosted content, the entity providing subject-matter expertise and content must be a current AIA CES Provider. The content provider (not the content host) is responsible for submitting the course for review by AIA CES and will be the provider of record for the content of the course. The AIA CES Platform Provider is responsible for hosting the course, reporting attendance and successful completion of the course, and issuing course certificates (as requested). If the Platform Provider is also providing course content or other development services to the content provider, Standard S6-03 applies to the content developed by the Platform Provider.

Standard 7. Learning programs must employ sound instructional methods

Learning programs must employ instructional methods that clearly define learning objectives and outcomes, guide the learner through a program of learning, and include elements of engagement within the program at regular intervals.

S7-01. Content

Learning program content must be unbiased, evidence-based, and focused on developing knowledge. Learning programs are not sales or marketing events and must not promote or market products or services. Learning programs should contain only material relevant to the program learning objectives and desired outcomes during the instructional portion of the program (see Standard S5-05). When learning programs are offered in conjunction with other activities, the beginning and end of the instructional portion of the program must be clearly identified. At no time may marketing or other promotional materials be incorporated into the instructional portion of any program.

S7-02. Expiration date

Learning program documentation must include an expiration date (the time by which the participant must complete the learning program, including any summative assessment). Learning programs must be completed before that learning program's AIA CES approval has expired.

Standard 8. Live learning programs

Live in-person and online learning programs are determined by how the learner participates, not the technology used. When learners are present in groups, the program is considered a live in-person program regardless of the technology used to deliver the course. In-person examples include (but are not limited to):

- Classroom setting with an instructor or facilitator present (traditional face-to-face sessions)
- Participation in a group setting calling in to a teleconference (for example, a group gathered together in a conference room or classroom to participate in a program via phone or video)
- Participation in a group setting watching a rebroadcast of a program with a real-time subject-matter expert facilitator present (for example, a group gathered together in a conference room or classroom to view a pre-recorded session and participate in a facilitated discussion during or after the pre-recorded content)

When learners participate individually with little or no interaction with other learners in the program, the program is considered a live online program. Live online program examples include (but are not limited to):

- Teleconferences in which learners each call in individually (most learners use their own phones, and there is little direct interaction between learners)
- Webinars in which learners are not in a group setting and log in to the event individually (most learners log in to the webinar from their own computer, and there is little direct interaction between participants)

S8-01. Real-time instructor during program presentation

Live activities must have a real-time instructor while the program is being presented. Learners must be able to interact with the instructor while the program is in progress (including the opportunity to ask questions and receive answers during the presentation). If a live program is recorded for future presentation, it will be considered as a separate on-demand e-learning program when presented without an instructor or facilitator present.

S8-02. Required elements of engagement

Live learning programs must include at least one element of engagement related to program content for each Learning Unit (LU) to be awarded. Examples of engagement include (but are not limited to):

- Group discussion (including question and answer session)
- Polling questions
- Instructor-posed questions with time for learner reflection and response
- Use of a case study with different engagement elements throughout the program

S8-03. No real-time instructor during recorded program presentation

A live program that is recorded for future presentation that does not include a real-time subject-matter facilitator is no longer a live program and will be classified as an on-demand e-learning program submitted for review as a new learning program. LUs for a recorded program not facilitated by a real-time subject-matter facilitator will be equal to the LUs awarded to the original presentation (when presented without editing or additional content added), or it may be determined by either of the two on-demand credit determination methodologies described in Standard 19.

Standard 9. On-demand e-learning programs

On-demand e-learning programs must use instructional methods that clearly define learning objectives, guide the participant through a program of learning, and provide evidence of a learner's satisfactory completion of the program.

S9-01. Learner guidance

On-demand e-learning programs must provide a navigable structure and must test for understanding of the material with appropriate feedback provided.

S9-02. Review questions and other content reinforcement tools

Review questions must be placed at the end of each logical unit throughout the program in sufficient intervals to allow the learner the opportunity to evaluate material that needs to be restudied. Review questions are to help learners determine their understanding of content presented and any need for additional review. Review questions are not summative assessments to determine whether a learner has successfully completed a learning activity. Learners should be able to repeat activity units as needed for additional reinforcement and review.

S9-03. Evaluative and reinforcement feedback on review questions

Evaluative feedback for each incorrect review question response must explain specifically why each response is wrong, and reinforcement feedback must be provided for correct responses. Simulations and other innovative tools that guide learners through structured decisions may provide feedback at irregular intervals or at the end of the learning experience. "True or false" questions, or review questions that do not meet the evaluative and reinforcement feedback requirements, are discouraged as review questions. There is no minimum passing rate required for review questions.

S9-04. Summative assessment requirement

On-demand e-learning programs must require learners to successfully complete a summative assessment (separate from review questions) during or after the program with a cumulative minimum passing grade of at least 70 percent before issuing LUs for successful completion the program. The summative assessment grade may be reported with the attendance record.

S9-05. Based on materials developed for instructional use

Instructional materials for on-demand e-learning include teaching materials that are written for instructional purposes. These materials must demonstrate the expertise of the author(s). At a minimum, instructional materials should include the following items:

- An overview of topics
- Review questions with feedback
- Summative assessment

Standard 10. On-demand print/other learning activities

On-demand print/other programs must use instructional methods that clearly define learning objectives, guide the participant through a program of learning, and provide evidence of a learner's satisfactory completion of the program.

S10-01. Learner guidance

On-demand print/other learning programs must elicit learner responses to test for understanding of the material. Print/other materials must be well-structured with a logical method of progression through the materials.

S10-02. Summative assessment requirement

On-demand print/other programs must require learners to successfully complete a summative assessment during or after the program with a cumulative minimum passing grade of at least 70 percent before issuing LU credit for successful completion of the program. The summative assessment grade may be reported with the attendance record.

S10-03. Based on materials developed for instructional use

On-demand print/other programs must be based on materials specifically developed for instructional use and not solely third-party materials. On-demand programs requiring the reading of only general professional literature, laws or statutes, building codes, or reference manuals followed by a test are not acceptable. However, the use of these publications and reference materials in learning programs as supplements to the instructional materials could qualify if the remainder of the program complies with applicable standards.

Standard 11. Nano learning programs

Nano learning programs are designed to permit a participant to learn a given subject in 15–45 minutes. Nano learning programs differ from traditional live and online programs in that they are typically more narrowly focused on topic. Nano learning programs must use instructional methods that clearly define learning objectives, guide the learner through a program of learning, and provide evidence of a learner's satisfactory completion of the program. Nano learning programs may be delivered live in-person, live online, or as on-demand e-learning. Note that Nano learning programs carry less than one (1) LU each. Some jurisdictions may not accept Nano learning programs for compliance with mandatory continuing education requirements for license/registration renewal.

S11-01. Learner guidance

Nano learning programs must use instructional methods that clearly define a minimum of one (1) learning objective, guide the participant through a program of learning, and provide evidence of a learner's satisfactory completion of the program.

S11-02. Summative assessment requirement

On-demand Nano learning programs must require learners to successfully complete a summative assessment with a passing grade of 100 percent before issuing LUs for successful completion of the course. At least three (3) questions must be included on the summative assessment. Nano learning programs delivered live in-person or live online do not require a summative assessment.

S11-03. Based on materials developed for instructional use

Nano learning programs must be based on materials specifically developed for instructional use and not on third-party materials. Nano learning programs requiring only the reading of general professional literature, laws or statutes, building codes, or reference manuals followed by a test are not acceptable.

Acceptable instructional materials for a Nano learning activity include intentional, engaged learning activities developed for focused content delivery. Nano learning programs may incorporate techniques such as visuals, slide reinforcements, role play, demonstrations, or use of a whiteboard. The intent of a Nano learning program is to transfer knowledge that is interactive—seeking to teach by example—to supply information to understand a specific concept, complete a certain task or computation, or to problem-solve or make decisions through role play or demonstration. At a minimum, Nano learning programs must include the following items:

- The learning objective of the program
- Any instructions that learners need to navigate through the program
- A summative assessment (for on-demand programs)

Standard 12. Blended learning programs

Blended learning programs combine different teaching modalities and delivery methods in one learning program. They are hybrid courses. Blended learning programs must use instructional methods that clearly define learning objectives and guide the participant through a program of learning. Pre-program, post-program, and homework assignments should enhance the learning program experience and must relate to the defined learning objectives of the program.

S12-01. Learner guidance

The blended learning program includes any combination of the following:

- Different learning or instructional methods (for example, lectures, discussion, guided practice, reading, games, case studies, and simulation)
- Different delivery methods (in-person, online, e-learning, Nano learning, or self-study)
- Different scheduling (live or on-demand)
- Different levels of guidance (for example, individual, instructor- or subject-matter expert–led, or group and social earning)

AIA CES Providers must provide clear instructions and information to learners that summarize the different activities that comprise the program and what must be completed or achieved during each activity to successfully complete the learning program as a whole. AIA CES Providers must document the process and components of the course progression and completion of activities by the learners.

S12-02. Determining primary classification

If the primary components of the blended learning program are live in-person or online activities, then the learning program should be classified as a live course. LUs for pre-program, post-program, and homework assignments cannot constitute more than 25 percent of the total LUs available for the blended learning program. Blended learning programs with live in-person or online components as the primary delivery modality are not required to have a summative assessment.

If the primary components of the blended learning program are on-demand learning activities, then the blended learning program should be classified as an on-demand e-learning program and must incorporate a summative assessment in which learners demonstrate achievement of the learning objectives of the program as a whole (not just individual activities within the program).

For example, if a blended learning program includes four hours of in-person classroom education supplemented by two hours of on-demand e-learning, the primary classification would be "live in-person," If the blended learning program is primarily on-demand modules with an in-person capstone, the program would be classified as "on-demand e-learning." Each component of a blended learning program must meet the Standards for that type of activity regardless of the primary classification of the overall program. For example, if the blended learning program includes live classroom instruction as well as computer-based modules, the live classroom components must conform to the standards for live in-person programs while the computer-based modules must conform to the standards for on-demand e-learning.

Standard 13. Summative assessments

All on-demand learning programs (including blending learning programs categorized as on-demand) require a summative assessment. Live (and blended-learning activities categorized as live) may incorporate summative assessments at the discretion of the provider.

S13-01. Summative assessment requirements

On-demand programs must require learners to successfully complete a summative assessment during or after the program with a cumulative minimum passing grade of at least 70 percent (100 percent for Nano learning programs) before issuing LUs for successful completion of the course. Assessments may contain questions of varying format (for example, multiple choice, essay, and simulations). Summative assessment questions should focus on measuring the outcomes as outlined in the course learning objectives. "True or false" questions are not allowed in the summative assessment.

For the first full Learning Unit (LU) of a program (not including any LU credit based on the number of summative assessment questions), a minimum of 10 assessment questions and scored responses are required. After the first LU and the minimum of 10 questions and scored responses, additional summative assessment questions and scored responses are required based on the additional LUs of the instructional program (not including LUs awarded based on question count) as follows:

Additional credit:	Additional questions/ scored
0.25	1
0.5	2
0.75	3
Next full credit	4

Three (3) assessment questions and scored responses are required for on-demand Nano learning programs.

Assessment items must be written to test the achievement of the stated learning objectives of the learning program.

S13-02. Summative assessment feedback

Providing feedback on the summative assessment is at the discretion of the AIA CES Provider but is encouraged.

If the AIA CES Provider chooses to provide feedback, feedback must comply with the feedback for review questions, as described in S9-03, or take the form of identifying correct and incorrect answers.

S13-03. Summative assessment retakes

Learners who fail to meet the minimum passing grade for a summative assessment must be provided the opportunity to retake the assessment. Learners must be permitted to retake assessments for at least 30 days after a failed attempt or until the learning program approval expiration (whichever is earlier).

Standards for Continuing Education Program presentation

Standard 14. Marketing and other descriptive materials

AIA CES Providers must provide marketing and descriptive materials that enable learners to assess the appropriateness of learning programs, identify the program as an approved AIA CES program, and state the number and type of Learning Units (LUs) to be awarded.

S14-01. Disclose significant features of program in advance

AIA CES Providers must disclose the significant features of the program in advance. When AIA CES programs are offered in conjunction with non-educational activities, or when several AIA CES programs are offered concurrently, learners must receive an appropriate schedule of events indicating those components that are approved for AIA CES credit. The AIA CES Provider registration and attendance policies and procedures must be formalized, published, and made available to learners and include refund and cancellation policies as well as complaint resolution policies.

For AIA CES Providers whose programs are developed for sale or for external audiences or both (that is, not internal training), AIA CES Providers must make the following information available in advance:

- Learning objectives
- Instructional delivery method(s)
- Approved LUs and type (LU|Elective or LU|HSW)
- AIA CES program approval expiration date
- Prerequisites (if none, state "none")
- Program level
- Advance learner preparation
- Program description
- Course registration and, where applicable, attendance requirements
- Refund policy for learning programs sold for a fee
- Cancellation policy
- Complaint resolution policy
- Official AIA CES Provider statement (explaining final authority of acceptance of LU credits)

For AIA CES Providers whose programs are purchased or developed for internal training only, AIA CES Providers must make the following information available in advance:

- Learning objectives
- Instructional delivery methods
- Approved LUs and type (LU|Elective or LU|HSW)
- AIA CES program approval expiration date
- Prerequisites (if none, state "none")
- Advance learner preparation
- Program level
- Program description
- Official AIA CES Provider statement (explaining final authority of acceptance of LU credits)

AIA CES Provider statement

[AIA CES Provider name] is a registered provider of AIA-approved continuing education under Provider Number [assigned AIA CES Provider number]. All registered AIA CES Providers must comply with the AIA Standards for Continuing Education Programs. Any questions or concerns about this provider or this learning program may be sent to AIA CES (cessupport@aia.org or (800) AIA 3837, Option 3).

This learning program is registered with AIA CES for continuing professional education. As such, it does not include content that may be deemed or construed to be an approval or endorsement by the AIA of any material of construction or any method or manner of handling, using, distributing, or dealing in any material or product.

AIA continuing education credit has been reviewed and approved by AIA CES. Learners must complete the entire learning program to receive continuing education credit. AIA continuing education Learning Units earned upon completion of this course will be reported to AIA CES for AIA members. Certificates of Completion for both AIA members and non-AIA members are available upon request.

S14-02. Disclose preparation and prerequisites

AIA CES Providers must distribute program materials in a timely manner and encourage learners to complete any advance preparation requirements. All programs must clearly identify prerequisite education, experience, and advance preparation requirements (if any) in the descriptive materials. Prerequisites, if any, must be written in precise language so that potential participants can readily ascertain whether they qualify for the program.

S14-03. Stating AIA credit and approval

All AIA CES-approved courses must display the AIA CES logo, AIA CES Provider number, Learning Units and type to be awarded, and contact information for the AIA CES Provider offering the program.

AIA CES Providers may advertise AIA CE credit only after a learning program has been reviewed and approved. Marketing and other materials may state "submitted for AIA CES approval" or similar language but may not indicate the number and type of credit for which the program is being reviewed. For example, a course submitted for approval may be advertised as "Submitted for AIA CES credit" but cannot be advertised as "Submitted for 1.5 LU|HSW AIA CES credit." Approved learning programs should be listed as "AIA CES approved," and AIA CES Providers may advertise themselves as "AIA CES registered." Learning activities and AIA CES Providers may not be advertised as "AIA endorsed", "AIA accredited", or "AIA certified", and may not use the AIA logo or language that implies implicit or explicit endorsement of the AIA CES Provider or its product or services by AIA. Additionally, AIA CES Providers are not AIA members and should not market themselves as such. AIA members are individuals not organizations.

Standard 15. Qualified instructors/facilitators

AIA CES Providers must ensure that instructors/facilitators are qualified with respect to both program content and instructional methods used.

S15-01. Qualifications

Instructors and facilitators are essential parts of the learning process for any live in-person or online program or blended learning program. AIA CES Providers must select qualified instructors for all live or blended learning programs. Qualified instructors are capable (through training, education, or experience) of communicating effectively and providing an environment conducive to learning. They must be:

- Competent and current in the subject matter
- Skilled in the use of the appropriate instructional methods and technology
- Prepared in advance
- Able to facilitate engaging learning programs

AIA CES Providers must have a signed AIA CES Speaker Agreement or an equivalent consent form on file for each instructor/facilitator used for any AIA CES learning program. AIA CES Providers must be able to provide a current roster of instructors as well as individual instructor qualifications to AIA CES upon request.

S15-02. Consistency of instruction

When several instructors/facilitators teach or facilitate different sessions of the same learning program for an AIA CES Provider, delivery must be uniform and consistent among all instructors/facilitators of the program. Instructors/facilitators are to deliver the learning program as approved without significant modification, endorsement, bias, marketing, or sales orientation.

S15-03. Instructor/facilitator evaluation

AIA CES Providers must evaluate instructor performance through program evaluation after each program delivery to determine instructors' suitability to serve in the future. AIA CES Providers must maintain records of these evaluations and make them available to AIA CES upon request.

Standard 16. Learning program evaluation

AIA CES Providers must employ an effective means for evaluating learning program quality with respect to content and presentation as well as provide a mechanism for learners to assess whether learning objectives and outcomes were met.

S16-01. Required elements

The objectives of evaluation are to assess learner satisfaction with specific programs and to increase subsequent program effectiveness. Evaluations, whether written or electronic, must be solicited from participants for each program session to determine whether:

- Stated learning objectives and outcomes were met
- Stated prerequisite requirements were appropriate and sufficient
- Program materials (including the summative assessment, if any) were relevant and contributed to the achievement of the learning objective
- Time allotted to the learning program was appropriate
- Individual instructors were effective (Note: This topic does not need to be included in evaluations for on-demand online, print/other, and on-demand Nano learning programs where no live instructor/facilitator is present.)

S16–02. Evaluation results

AIA CES Providers must periodically review evaluation results to assess program effectiveness and should inform developers and instructors of evaluation results. Where evaluations indicate a problem with the learning program or instructors/facilitators, AIA CES Providers must take adequate action to correct problems before future sessions of the learning program are delivered. AIA CES Providers must maintain a record of evaluations until the course expiration and make evaluations available to AIA CES upon request.

Standard 17. Appropriate instructional methods

AIA CES Providers must ensure that in–class and online instructional methods employed are appropriate for the learning programs.

S17–01. Assess instructional method in context of program presentation

AIA CES Providers must assess the instructional methods employed for the learning programs to determine if the delivery is appropriate and effective. Instructional methods should reflect best practices in adult learning theory.

S17–02. Facilities and technology appropriateness

Learning programs must be presented in a manner consistent with the descriptive and technical materials provided. Integral aspects in the learning environment that should be carefully monitored include:

- Number of learners (for live in-person and online programs)
- Facilities employed in the delivery of learning programs
- Technologies used to support learning programs
- Availability of online services required for learning programs

Standards for Continuing Education Program measurement

Standard 18. Determining Learning Units (LUs) for programs

AIA CES Provider learning programs are measured by actual program length, with one Learning Unit (LU) equivalent to one contact hour. A contact hour must be at least 50 minutes. AIA CES credit should be referred to as Learning Units (LUs) and written as either LU|HSW or LU|Elective depending on the credit designation. Do not use "CEU," "PDH," or other designations to describe AIA CES credits. When learning programs are eligible for other types of continuing education credit (i.e., GBCI, RIBA, CSI), list those units and designations separately.

S18-01. Calculating LUs for live programs

AIA CES Providers may submit for LU approval under the following scenarios:

- In-person, online, e-learning, print/other, and blended learning activities: A minimum of one (1) full LU must be awarded initially, but after the first LU has been earned LUs may be awarded in 0.25 LU increments (1.0, x.25, x.5, and x.75)
- Nano learning: LUs must be awarded only as 0.25 LU or 0.5 LU

AIA CES Providers may round down LUs awarded to the nearest quarter or whole LU at their discretion and as appropriate for the instructional delivery method; however, the architect claiming continuing education credits should refer to respective state board requirements regarding acceptability of partial LUs. For programs longer than one hour, calculate the number of whole units based on full hours, then add additional fractional LUs for any remaining instructional time added as follows:

Additional minutes	Additional Learning Units
1–14	0
15–29	0.25
30–44	0.5
45–50	0.75
51–59	1.0

Only instructional content portions of programs (including pre-program, post-program, and homework assignments for blended learning programs) qualify toward eligible LU amounts. Time for activities outside of actual learning content (for example, excessive welcome and introductions, housekeeping instructions, breaks, post-program evaluation) must not be included when calculating LUs.

For example, a program scheduled from 9 a.m. to 5 p.m. with one hour for lunch, two 15-minute breaks, and 15 minutes for post-program evaluation would qualify for 6.25 LUs (8 hours – 1-hour lunch – 0.5 hours for breaks – 0.25 hours for evaluation = 6.25 instructional hours).

S18-02. Learning programs with individual segments

For learning programs with individual segments, the sum of the segments is considered one total program. For example, five 30-minute presentations would equal five 0.5 LU segments and would be counted as 2.5 LUs. Calculate the LUs for individual segments first, then add the segment values together to determine the overall LUs. Individual segments of programs must be topically related and not combined simply to make shorter programs qualify for AIA CE credit. For shorter unrelated segments, consider Nano learning. Combined segments must comply with Standards S18-06 and S25-04.

S18-03. Monitoring attendance

AIA CES Providers must maintain a process to monitor individual attendance to report to AIA CES (for example, sign-in sheets, check-in software, or badge scanning). A learner's self-certification of attendance is not sufficient. Learners must attend the entire session to be awarded credit for completing the program.

S18-04. Small-group viewing of live online programs

When small groups view a live online program such that one person logs into the program and asks questions on behalf of the group, documentation of attendance is required to award LUs to other individuals in the group of participants. Participation in the group must be documented and verified by the small-group facilitator or administrator to authenticate attendance for program duration.

S18-05. College or university courses

For college or university credit courses that meet these Standards, each unit of college credit shall equal the following LUs:

- Semester system: 15 LUs
- Quarter system: 10 LUs

For college or university non-credit courses, LUs must be based on actual program time as defined in Standard S18-01.

Standard 19. Determining Learning Units (LUs) for on-demand programs

Learning Units (LUs) for on-demand learning activities must be based on educationally sound and defensible methods:

- Method 1: Pilot test of the representative completion time (Standard S19-02)
- Method 2: Computation using the prescribed word count formula (Standard S19-03)

If a pre-program assessment is used, the pre-program assessment is not included in the LU computation.

S19-01. Method 1–Sample group of pilot testers

A sample of intended professional participants must be selected to test program materials in an environment and manner like that in which the program is to be presented. Each pilot tester completes the learning program under normal conditions while being timed.
The sample group must have at least three qualified individuals who are independent of the program development group:

- For learning programs whose target audience is primarily architects, the sample group must be licensed architects and possess the appropriate level of knowledge before taking the program.
- For learning programs whose target audience includes architects and non-architects, the sample group must be representative of the target audience and contain both architects and other representatives of the target audience who possess the appropriate level of knowledge before taking the program.

S19-01a. Method 1–Representative completion time

The individual completion times for each pilot participant are averaged to determine the LUs awarded. The sample does not have to ensure statistical validity. However, if the results of pilot testing are inconsistent, then the sample must be expanded. If the inconsistent results are outliers, the inconsistent results must be eliminated. At least three valid results must be included in the calculation. LUs must be recommended based on the representative completion time for the sample. Completion time includes the time spent taking the final examination but does not include the time spent completing the program evaluation or pre-program assessment. Pilot testers must not be informed about the length of time the program is expected to take to complete. If substantive changes are subsequently made to program materials, further pilot tests of the revised program materials must be conducted to affirm or amend, as appropriate, the representative completion time.

S19-01b. Method 1–Requirement for re-pilot testing

After a program has been approved, AIA CES Providers may continue to track learner completion times. If actual learner completion times warrant a change in LUs awarded, re-pilot testing is required to substantiate a change in LUs awarded. For programs where retesting indicates that additional LUs should be awarded, adjustments will be made retroactively for all prior participants who successfully completed the program. For programs where retesting indicates fewer LUs should be awarded, the original program will be retired, with the original number of LUs awarded per learner and a new program registered with the adjusted LUs.

S19-02. Method 2–Prescribed word count formula

The prescribed word count formula begins with a word count of the number of words contained in the text of the required reading of the on-demand program and should exclude any material not critical to the achievement of the stated learning objectives for the program. Examples of information material that is not critical and, therefore, excluded from the word count include:

- Course introduction
- Instructions to the learner
- Author/course developer biographies
- Table of contents
- Glossary
- Pre-program assessment
- Appendices containing supplementary reference materials that are not directly referenced or used in the program materials

Again, only program content text that is critical to the achievement of stated learning objectives should be included in the word count formula. If an author/course developer determines, for example, that including the entire building code or other regulation is beneficial to the learner, the code or regulation should be included as an appendix to the program as supplemental reference material and excluded from the word count formula. Only pertinent paragraphs or sections of the code or regulation required for the achievement of stated learning objectives should be included in the actual text of the learning program and, therefore, be included in the word count formula.

Review questions, exercises, and summative assessment questions are considered separately in the calculation and should not be included in the word count.

S19–02a. Method 2–Calculation of LUs

The word count for the text of the required reading of the program is divided by 180, the average reading speed of adults in words per minute. The total number of review questions, exercises, and summative assessment questions is multiplied by 1.85, which is the estimated average completion time per question in minutes. These two numbers plus actual audio/ video duration time (not narration of the text), if any, are then added together and the result divided by 50 to calculate the LUs to be awarded. When the total minutes of a program are not equally divisible by 50, the LUs granted must be rounded down to the nearest quarter or whole Learning Unit using the guidelines in Standard S18-01.

Formula:

[(# of words/180) + actual audio/video duration time + (# of questions × 1.85)] /50 = LUs awarded

Example:

Article with 5,710 words and a 10-question summative assessment.

5,710/180 + (10 x 1.85) = 50.2

50.2/50 = 1.0 LUs

S19–02b. Method 2–Audio and video segments

If audio and video segments of a program constitute additional learning for the participant (that is, not narration of the text already included in the word count), then the actual audio/ video duration time may be added to the time calculation as provided in the prescribed word count formula. If the entire self-study program constitutes a video, then the prescribed word count formula in Standard S19-03a would consist of the actual video time plus the total number of review questions, exercises, and summative assessment questions multiplied by 1.85, divided by 50 (that is, there would be no word count for text used in the formula).

Formula:

[actual audio/video duration time + (# of questions × 1.85)] /50 = LUs awarded

Example:

53-minute video with 10 summative assessment questions

53 + 18.5 = 71.5

71.5/50 = 1.43

1.43 rounds down to 1.25 LUs.

S19–03. Testing for purchased courses

AIA CES Providers may purchase courses from other vendors or course developers. For purchased courses in which pilot tests (Method 1) were conducted and provided, AIA CES Providers must review results of the course developer's pilot test results to ensure that the results are appropriate.

For purchased programs in which the word count formula was calculated (Method 2), AIA CES Providers must review the results of the program developer's word count formula calculation to ensure that results are appropriate.

For purchased courses in which no pilot tests or word count formulas were conducted or provided, AIA CES Providers must conduct pilot testing or perform the word count formula.

Standard 20. Nano learning program Learning Units (LUs)

LUs for Nano learning programs must be based on duration of the program plus the summative assessment (if any), which, when combined, should be a minimum of 15 minutes and no more than 45 minutes. Nano learning may award only 0.25 LUs or 0.5 LUs. Programs 15–29 minutes will be awarded 0.25 LUs. Programs more than 30 minutes but less than 45 minutes will be awarded 0.5 LUs.

Standard 21. Blended learning program credits

LUs for blended learning programs must equal the sum of the LU determinations for the various completed activities of the program. LUs may be determined by actual duration time (for example, audio/video duration time or learning content delivery time in a synchronous program), by a pilot test of the representative completion time (Standard S19–01), or word count formula (Standard S19–02). The LUs for each component piece of a blended program are calculated, then the sum of the component parts is the total LUs awarded for the program. AIA CES Providers must maintain a record of the method used to calculate the LUs awarded for blended learning programs.

Standard 22. Instructor, facilitator, and technical reviewer Learning Units (LUs)

Instructors and discussion leaders of learning programs may receive LUs for their preparation, review, and presentation time to the extent the activities maintain or improve their professional competence and meet the requirements of these Standards. Technical reviewers of learning activities may receive LUs for actual review time up to the actual number of LUs for the program.

S22–01. Instructor LU parameters

Instructors, discussion leaders, or speakers who present a learning activity for the first time may receive LUs for actual preparation time up to two (2) times the number of LUs to which learners would be entitled, in addition to the time for presentation. For example, for learning programs in which learners could receive 1 LU, instructors may receive up to 3 LUs (2 for preparation plus 1 for presentation). For repeat presentations, LUs can be claimed only if it can be demonstrated that the learning program content was substantially changed to require significant additional study or research.

Instructors/facilitators can report these credits through self-report and must note the program and session taught as part of their submission. LUs awarded for instruction will be of the same type (HSW or Elective) as the approved program.

S22-02. Technical reviewer LU parameters

Technical reviewers who review a learning program for the first time (Standard 6) may receive LUs for actual review time up to the actual number of LUs awarded for the program once approved. Technical reviewers can report these credits through self-report and must note the program reviewed as part of their submission. LUs awarded for instruction will be of the same type (HSW or Elective) as the approved program.

Standard 23. Health, Safety, and Welfare (HSW) designation

Learning programs directly covering Health, Safety, and Welfare topics will receive LU|HSW credit. For a learning activity to qualify as HSW, it must meet the following criteria:

1. Content must directly support the HSW definition
2. Content must include one of more of the AIA CES acceptable HSW topics
3. At least 75 percent of the content must be on HSW topics

S23-01. HSW definition

Licensed architects and affiliated design professionals have, in their professional practice, a positive duty to protect the public's health, safety, and welfare. Learning programs must address knowledge intended to protect the health, safety, and welfare of the occupants of the built environment, as defined below:

- **Health** Those aspects of professional practice that improve the physical, emotional, and social well-being of occupants, users, and any others affected by buildings and sites.
- **Safety** Those aspects of professional practice that protect occupants, users, and any others affected by buildings or sites from harm.
- **Welfare** Those aspects of professional practice that enable equitable access, elevate the human experience, encourage social interaction, and benefit the environment

S23-02. Acceptable HSW topics

Technical and professional subjects related to the practice of architecture that safeguard the public and that are within the following continuing education subject areas necessary for the proper evaluation, design, construction, and utilization of buildings and the built environment are considered Health, Safety, and Welfare (HSW) subjects.
Learning programs must address one or more of the following HSW topics to be approved for LU|HSW credit:

- **Practice management** This category focuses on areas related to the management of architectural practice and the details of running a business.
- **Project management** This category focuses on areas related to the management of architectural projects through execution.
- **Programming and analysis** This category focuses on areas related to the evaluation of project requirements, constraints, and opportunities.
- **Project planning and design** This category focuses on areas related to the preliminary design of sites and buildings.
- **Project development and documentation** This category focuses on areas related to the integration and documentation of building systems, material selection, and material assemblies into a project.
- **Construction and evaluation** This category focuses on areas related to construction contract administration and post-occupancy evaluation of projects.

S23-03. Majority of content must be HSW

To qualify for HSW credit, 75 percent of a learning program content and instructional time must be on acceptable HSW topics as outlined above. Using whichever method was used to determine overall program LUs awarded, at least 75 percent of the program content must address HSW topics for a learning program to qualify for HSW credit. In addition, when submitting a learning program for approval, at least 75 percent of the learning objectives must relate to HSW topics to qualify for HSW designation.

For blended learning programs, the 75 percent requirement applies to the program as a whole.

Standard 24. Elective designation

Learning program topics related to the practice of architecture but not within the realm of health, safety, and welfare will receive LU|Elective credit.

Learning programs that address professional practice and other aspects of professional development within the field and practice of architecture are still valuable for continuing professional development and education. These programs will be awarded LU|Elective credits.

To determine which programs qualify for Elective designation, the following questions should have an affirmative response:

- Is the learning activity directly applicable to the field or practice of architecture?
- Is the activity intended to be educational.

Standards for AIA CES Program reporting

Standard 25. Attendance and completion reporting

AIA CES Providers must report participant attendance and successful learning program completion to AIA CES within 10 business days of learning program completion. Failure to report attendance consistently in a timely manner may trigger an audit.

S25-01. Documentation of learning program completion

Upon participant request, AIA CES Providers must provide program participants with documentation (electronic or paper certificate of completion) of their participation. Documentation must include the following elements:

- AIA CES Provider name, contact information (including mailing address), and provider number
- Participant's name
- Learning program title
- Registered course and session numbers
- Date completed
- Location (if applicable)
- Type of instructional and delivery method used
- Summative assessment score (if applicable)
- Number and type (HSW or Elective) of LUs awarded

Requested documentation should be provided as soon as possible and should not exceed 20 business days from the date of request.

S25-02. Awarding LUs and acceptable documentation

The AIA CES Provider is the individual or organization responsible for issuing the certificate of completion and maintaining the documentation required by these Standards. The entity whose name appears on the certificate of completion is responsible for validating and reporting Learning Units claimed by a participant. For learning programs hosted by an AIA CES Platform Provider, the program attendance and certificate must clearly state the AIA CES Provider responsible for program content as well as the AIA CES Platform Provider host. AIA CES Providers must provide participants with documentation (electronic or paper) to support their claims of LUs awarded. Acceptable evidence of completion includes the following:

- Submission of AIA member attendance and successful course completion to AIA CES
- A certificate or other verification supplied by the AIA CES Provider (see Standard 25-01)

S25-03. Documentation for simultaneous delivery

When an AIA CES Provider is delivering a live in-person and online program simultaneously (i.e., an in-person class is live-streamed to online learners), the AIA CES Provider, at its discretion, may issue the certificate of completion to all program participants by awarding LUs under the instructional delivery method attended by most of the participants. The delivery and attendance monitoring requirements of the respective instructional delivery methods still apply.

Standard 26. Record retention

AIA CES Providers must retain adequate documentation (electronic or paper) for a minimum of six (6) years to support their compliance with these Standards and the reports that may be required by or for participants. The retention requirement applies even if an AIA CES Provider allows its provider subscription to lapse or is no longer an AIA CES Provider for any reason. Digital copies or scans of hard-copy materials are acceptable for records retention.

S26-01. Required documentation elements

Evidence of compliance with responsibilities set forth under these Standards that is to be retained by AIA CES Providers includes the following:

- Records of participation
- Dates and location
- Author/instructor, author/developer, and reviewer, as applicable, names and credentials.
- Number and type of LUs earned by learners
- Results of program evaluations
- Program descriptive materials (course announcement information)

Information to be retained by AIA CES Providers also includes copies of program materials (digital or paper), evidence that the program materials were developed and reviewed by qualified parties, and a record of how LUs were determined.

AIA CES may request any or all this information at any time. AIA CES Providers must be able to provide requested information and documentation within 15 business days of any valid AIA CES request.

S26-02. Documentation for on-demand learning programs

For AIA CES Providers using Method 1 (pilot tests) as the basis for LUs, appropriate pilot test records must be retained regarding the following:

- When the pilot test was conducted
- Intended learner population
- How the sample of pilot testers was selected
- Names, credentials, and relevant experience of sample pilot test participants
- For architect pilot testers, the state of licensure, license number, and status of license
- Summary of pilot test participants' actual completion time
- Statement from each pilot tester confirming that the pilot tester was independent

from the course development group and that the pilot tester was not informed in advance of the expected completion time.

For AIA CES Providers using Method 2 (word count formula) as the basis for LUs, the word count formula calculation as well as the supporting documentation for the data used in the word count formula (for example, word count; number of review questions, exercises, and final examination questions; duration of audio or video segments, or both, if applicable; and actual calculation) must be retained.

S26-03. Documentation for live programs

In addition to the requirements in Standard S26-01, AIA CES Providers must retain program material such as the program outline, agenda, speaker notes, and other documentation that evidences the element of engagement related to course content during each LU planned for synchronous programs.

S26-04. Documentation for blended learning programs

In addition to the requirements in Standard S26-01, AIA CES Providers must retain clear instructions and information that summarizes the different components of the blended learning program and what must be completed or achieved during each activity to qualify for LUs. The AIA CES Provider must also retain documentation of the program progression and what LUs were earned by learners upon the completion of the components.

AIA