



REP APPLICATION

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TAPPI RECOGNIZED EDUCATION PROVIDER (REP) PROGRAM
APPLICANT HANDBOOK

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TAPPI Recognized Education Provider (REP) Program

APPLICANT HANDBOOK

I. What is the TAPPI Recognized Education Provider (REP) Program?

During 2002 and 2003, TAPPI began to explore ways to better serve the global pulp, paper, and converting industry by recognizing and encouraging high quality continuing education activities. Important research in the forest products industry indicated that there was a variation of about 30% in profitability that could be explained by human performance. These results mean that poor human performance hurts profitability and superior performance leads to the creation of highly effective profit centers. This study reinforces the importance of continuing education and training (CE&T) to the survival and prosperity of the pulp, paper, and converting industry.

In pursuing this concept further, TAPPI conducted telephone interviews with more than 80 companies representing small and large manufacturers in the US and Canada, vendors, consultants, education and training providers, degree and certificate granting college and one international labor union. The results indicated that:

- CE&T providers take many forms: training companies, suppliers, consultants, colleges and industry associations/institutes.
- CE&T provider quality varies greatly.
- There is a perceived lack of high quality content.

In response to these findings, a TAPPI Task Force was created comprised of CE&T professionals from the industry. The group came together in July 2003 to establish REP criteria and the following mission:

“Establish a new TAPPI service for the global pulp, paper, and converting industry that recognizes and encourages high quality continuing education activities”.

The criteria developed were then reviewed by a group of over 40 volunteers from 7 countries. The result was that the REP program criteria reflected the collective knowledge of the REP Task Force and Review Group (over 60 stakeholders.)

II. Why Should Your Organization Consider Becoming a TAPPI Recognized Education Provider?

Submitting an application to the TAPPI REP Program for approval is an intense commitment involving considerable time and effort. Full participation in this process will prove to be a highly worthwhile investment that will reap significant benefits to both providers of continuing education and training, and consumers.

Providers will have the opportunity to engage in a consultative and cooperative process that will lead to the ongoing improvement of their offerings and to the ongoing improvement of the industry, in general. TAPPI approval will provide applicants with a mark of excellence & distinction that will engender customer confidence in and recognition of the quality and effectiveness of their training and education services in the pulp, paper and converting industry.

For The Provider

- **Global Visibility:** Enables the Provider to demonstrate a standard of excellence in education and training practices that will be recognized nationally and internationally in the pulp, paper and converting industry;
- **Promotion** of REP Services in TAPPI Marketing Channels;
- **Permission** to Publicize Your Organization as a “TAPPI Recognized Education Provider”;
- **Enhanced Brand Value:** License to Use the Official TAPPI REP Logo Appropriately in Your Promotional and Course Materials;
- **Listing** as a TAPPI REP Provider on the TAPPI REP Web Pages;
- **Web Links** Directly to your Web site from the Searchable TAPPI REP Directory;
- **TAPPI e-Newsletter** targeted to Training Managers.

For The Consumers

- Standardizes education and training practices, leading to higher and more uniform quality;
- Provides objective, industry-accepted criteria for evaluating the effectiveness of the learning process;
- Ensures that providers have met the criteria established by TAPPI;
- Help consumers readily locate providers of continuing education and training that have made a commitment to developing and delivering high quality learning activities; and,
- Provides a directory to view available programs recognized by TAPPI.

For The Learners

- Improves the quality of the learning provided to the individual, which contributes to their increased effectiveness;
- Demonstrates to the employee that their employer cares by providing quality in the learning process; and
- Provides quality standards in the learning process throughout the industry that serves to reinforce meaningful continuing education for the learner.

III. Provider Application

General Information:

Process

To facilitate the approval process, please review all aspects of the application carefully. Complete the application and submit all of the materials that are required. Applications will be evaluated on the basis of accuracy, completeness, appropriateness of the answers to the REP criteria and the relevance of the documentation.

All information acquired and reviewed during the TAPPI REP Program process will be treated as confidential by all participating in the review. Program documents will not be reproduced or shared with individuals outside the TAPPI REP Program.

Application Overview

There are three sections plus supporting documentation noted in Appendices A and B that must be completed:

Section 1 requests Applicant Contact Information, the purpose of which is to advise TAPPI who will be the primary contact throughout the application process.

Section 2 is a profile questionnaire, the purpose of which is to provide a brief background of the Provider and types of learning products offered.

Section 3 is focused on the requirements of each of the criteria and requests information to demonstrate that the Provider meets the requirements. In addition, please provide a notebook containing any required attachments. Each attachment should have a cover page noting the criterion and requirement that is being substantiated.

Address for Submitting Application

Application and questions should be directed to:

Charles Bohanan
Director of Quality, Standards, and Press
15 Technology Parkway S
Norcross, GA 30092
Phone: 770-209-7276; Fax: 770-446-6947
E-Mail: cbohanan@tappi.org

Note: Please keep a copy of the entire application including all supporting documents for your records.

Section 1

Applicant Contact Information (Required)

Date: _____

Applicant Organization _____

Company Description (*this is what the visitor to the TAPPI REP web page will view first about your services*):

Company Mission/Goal:

What year was company founded: _____

Address: _____

City, State/Province & Zip Postal Code: _____

Primary Contact: _____

Title: _____

Address (if different from above): _____

E-mail: _____

Office Phone _____

Cell Phone: _____

Web Site: _____

FAX: _____

The individual(s) listed above agrees to be available to answer questions about this application, to receive all correspondence from TAPPI representatives, and to respond as required.

Signature of Contact Person

Declaration Statement (Required)

As an applicant for TAPPI approval, the applicant agrees to:

1. Provide accurate and truthful information to TAPPI to the best of his/her knowledge.
2. Conduct operations and learning processes and programs in an ethical manner that respects the rights of the Learner.
3. Use only the TAPPI approved language when referencing its approval status.
4. When the TAPPI approved logo is used on marketing or promotional material, the approved statement will be used.
5. Report to TAPPI within thirty days any major changes within the learning process that may impact Applicant organization's ability to meet the TAPPI REP criteria.
6. Furnish requested information and work cooperatively with TAPPI and pay fees on a timely basis.
7. Operate within the TAPPI criteria and the terms of this agreement or relinquish approval status in accordance with the TAPPI process.
8. Upon notification from TAPPI, abide by any revision of the criteria or inform TAPPI of intentions not to abide and thus relinquish approval status.

I hereby agree with all of the foregoing terms and conditions.

Applicant Organization

Applicant Signature

Title

Printed/Typed Name

Date

Section 2

Profile Questionnaire (Required)

1. Which of the following describes your organization (Please check one only)

- Continuing education facility
- Educational institution (e.g., college/university)
- Government
- Industry supplier
- Industry consultant
- Manufacturer/Converter
- Training Provider (for profit)
- Training Provider (tax exempt)
- Union or other employee representative organization
- Other (please specify) _____

2. What year did your organization begin offering training and/or education program(s)?

3. Approximately how many learners participate in your training/education activities each year?

- | | |
|----------------------------------|---|
| <input type="checkbox"/> 1-20 | <input type="checkbox"/> 201-400 |
| <input type="checkbox"/> 21-70 | <input type="checkbox"/> 401-500 |
| <input type="checkbox"/> 71-100 | <input type="checkbox"/> 501-1000 |
| <input type="checkbox"/> 101-200 | <input type="checkbox"/> More than 1000 |

4. What is the major reason for wanting to become a TAPPI Recognized Education Provider?
Select all that apply.

- Distinguish your offerings from those of other Providers
- Improve program quality
- Gain industry awareness of your offerings
- Meet regulatory requirements
- Other (please specify) _____

5. Please list all countries/regions you do training in i.e. USA; Canada; Europe; Asia etc.

6. What types of “Delivery Methods” are offered by your organization for your learning activities/products?
- a. On-site (face-to-face) at Consumer’s (mill/plant/company) Yes No
 - b. Distance Education - Training delivered by: live virtual seminars, web based self-study training programs, etc. Yes No
 - c. CD-ROM, DVD, video tapes or other self-study products Yes No
 - d. Public seminars delivered by classroom or other face-to-face means Yes No
 - e. Training at conferences/workshops Yes No
 - f. Formal, for credit academic courses Yes No

7. List all languages in which your organization is currently delivering learning activities

8. Industry Category – Please check the box next to the segment (pulp & paper, corrugated, flexible packaging, nonwovens) and next to each area of expertise in those segments indicating the training you provide:

Pulp & Paper

- Asset Management
- Buildings & Facilities
- Chemical Pulping
- Chemical Recovery
- Chemicals General
- Chemicals, Papermaking
- Coating
- Communication Skills
- Dry End Operations
- Economics
- Energy & Power
- Engineering
- Environmental Control
- Equipment
- Finishing & Converting
- Instrumentation
- Kraft Pulping
- Lean Manufacturing
- Leadership & Development
- Lubrication
- Machine Operation
- Maintenance & Reliability
- Materials Handling
- Mechanical Pulping
- Quality
- Papermaking
- Printing
- Process Control
- Project Management
- Pulp Bleaching
- Pulping
- Recycling/De-inking
- Roll Service
- Root Cause Analysis
- Safety
- Team Building
- Training - Supervisor
- Troubleshooting
- Warehouse/Shipping
- Water Treatment
- Wet End Operations
- Woodyard & Chipping

Corrugated

- Adhesives/starch
- Asset Management
- Buildings & Facilities
- Chemicals General
- Coating
- Communication Skills
- Corrugator
- Die cutting
- Dry End Operations
- Economics
- Energy & Power
- Engineering
- Environmental Control
- Equipment
- Finishing & Converting
- Folder Gluer
- Instrumentation
- Leadership & Development
- Lean Manufacturing
- Lubrication
- Machine Operation
- Maintenance & Reliability
- Materials Handling
- Printing
- Process Control
- Project Management
- Quality
- Roll Service
- Root Cause Analysis
- Safety
- Team Building
- Training - Supervisor
- Troubleshooting
- Warp
- Warehouse/Shipping
- Wet End Operations

Flexible Packaging

- Asset Management
- Buildings & Facilities
- Chemicals General
- Coating
- Communication Skills
- Economics
- Energy & Power
- Engineering
- Environmental Control
- Equipment
- Finishing & Converting
- Instrumentation
- Lean Manufacturing
- Leadership & Development
- Lubrication
- Machine Operation
- Maintenance & Reliability
- Materials Handling
- Printing
- Process Control
- Project Management
- Quality
- Roll Service
- Root Cause Analysis
- Safety
- Team Building
- Training - Supervisor
- Warehouse/Shipping

Nonwovens

- Asset Maintenance
- Buildings & Facilities
- Chemicals General
- Communication Skills
- Economics
- Energy & Power
- Engineering
- Environmental Control
- Equipment
- Finishing & Converting
- Instrumentation
- Lean Manufacturing
- Leadership & Development
- Lubrication
- Machine Operation
- Maintenance & Reliability
- Quality
- Materials Handling
- Printing
- Process Control
- Project Management
- Roll Service
- Root Cause Analysis
- Safety
- Team Building
- Training - Supervisor
- Warehouse/Shipping
- Water Treatment

Section 3

TAPPI Criteria Requirements and Documentation (Required)

Please Note: The responses you provide for the following 7 Criteria should be applicable to all learning activities the Provider develops.

Criterion 1 - The learning activity must be planned in response to identified needs of the target audience.

1.1 The Provider must determine the Client and learner's specific learning needs.

1.1.a Describe the method(s) used to determine the learner's **learning needs**¹.

1.2 Once the needs assessment is complete, the learning activities recommended by the Provider must result from a dialogue between the Provider and Client and be mutually agreed upon by the parties.

1.2.a Describe how your organization achieves mutual agreement concerning **the learning activities**².

Reference Information:

Learning needs¹ must be identified for the learner's by conducting a **needs assessment**, and may include, but is not limited to:

- Characteristics of the target audience;
- What learners are required to know or do;
- Under what conditions the trainee is to attain the learning objective or meet the criterion;
- Site-specific information that affects what learners must know and do;
- Jobholder and supervisor interviews;
- On site task and job analyses;
- Gap analyses; observations; surveys;
- Previous training and education provided to the learners;
- Applicable regulatory requirements - although providing events such as general overviews and orientation activities remain a valuable service of providers, a clear distinction should be made between these events and the planned learning **by** the Provider **to** the Client.

Learning Activity²

An activity provided to a learner for the purpose of gaining, improving, or retaining specified knowledge, skills or abilities. This endeavor strives to achieve and/or maintain professional competence and/or proficiency. Each activity should be of sufficient detail and organized in such a manner that it is suitable to attaining its particular learning objective(s).

Criterion 2 - In the learning process/plan, there must be clear and concise written statements of intended learning objectives for each learning activity.

2.1 Statements must be clear and precise, and be expressed in measurable and observable terms.

2.1a Provide examples of **learning objectives**³ for at least one (1) learning activity.

2.2 Learning objectives must be realistic, attainable, meaningful, and reasonable for the learner, and objectively measurable.

2.2.a Explain how your organization ensures that learning objectives are realistic, attainable, meaningful and reasonable for the learner.

Reference Information:

Learning Objective³

Statements of what participants should know or be able to do under defined conditions/circumstances, as a result of the learning activity. Statements must be clear and precise, and be expressed in measurable and observable terms. Learning objectives must be realistic, attainable, meaningful, reasonable for the learner, and objectively measurable.

Examples of well written learning objectives:

1. Define the role of planning and scheduling for operations and maintenance
2. Recognize basic planning systems and how to use them
3. Identify computer support systems available for planning and scheduling

Criterion 3 - Throughout the learning process, the content and instructional methods must be appropriate to the learning objectives of each activity. Opportunities to give feedback regarding the appropriateness must be provided to participants.

3.1 The methods by which content and instructional delivery are selected to achieve learning objectives must be documented.

3.1.a. Describe the process or procedures used to select the **content**⁴ and **instructional delivery methods**⁵.

3.2 Content, learning process, learning objectives, learning activities, and instructional delivery methods must be supported by a learning manual/plan or some form of a **learning design document**⁶ that has been mutually agreed upon by the respective parties.

3.2.a Provide a complete learning plan (**learning design document**) that has been mutually agreed upon by the respective parties (Client and Provider), which contains the description of the learning process, learning objectives, learning activities, content, delivery method, description of a safe and appropriate learning environment, Instructor qualifications, and evaluation plan.

***Please complete the “Design Document” – Appendix A for criteria 3.2.a**

Reference Information:

- **Content**⁴ may include, but is not limited to, specific technical knowledge, skill building and/or cognitive processes, such as critical thinking.
- **Instructional delivery methods**⁵ may include, but are not limited to, lectures, visuals, questions and answers, giving and receiving feedback, working with models, written exercises, summaries, case studies, electronic simulations, demonstrations, practical hands-on exercises, virtual reality sessions, laboratory work, and any other discussions relevant to the subject matter.
- **Learning plans/design documents**⁶ should include the following information:
 1. Description of learner’s/trainee’s/student’s needs;
 2. Learning objectives;
 3. Content or topic outline to address each objective;
 4. Learning activities;
 5. Materials and equipment;
 6. Instructor qualifications; and
 7. Evaluation tools, such as assessment exercises, tests, and evaluation.

Criterion 4 - Qualified personnel must be involved in the planning, development, implementation and delivery of the learning process.

4.1 The process for qualifying and selecting training personnel must be clearly described. Each type of personnel must have the appropriate subject matter expertise for the learning process and understand the principles of adult learning.

4.1.a Describe the processes used for selecting **qualified training personnel**⁷. Also, describe how you ensure that each trainer/instructor/professor, etc. has the expertise for providing the learning activity, applies adult learning principles to the learning process, and has effective delivery skills.

4.1.b Provide a copy of the job description and resume for **each** of the personnel involved in the planning, development, implementation and delivery of your organization’s learning process. (See Appendix C)

4.1.c Cite methods/tools used for providing constructive feedback for continuous improvement of personnel.

Reference Information:

Qualified Training Personnel⁷

Instructors, professors, instructional designers, developers and/or training managers that are individuals competent in a particular subject area who have been prepared by education, training or experience to develop, deliver and implement various or all parts of the learning process.

Criterion 5 - Throughout the learning process, each learning objective must be assessed/measured and recorded/reported for each learner.

5.1 The Provider must obtain agreement from the Client before hand as to what form of measurement will satisfy the Client’s needs.

5.1.a Provide documentation, or describe process by which agreement is reached and the form of assessment to be used.

5.2 In addition, the Client and Provider must agree upon the measurement level (e.g., has knowledge of, has capability of, or can demonstrate the skill or behavior consistently).

5.2.a Provide documentation or describe process by which agreement is reached on and the measurement level to be attained by the learner.

5.3 Observation of performance must be used when it is necessary to verify that the learner can demonstrate the targeted skills or abilities under actual work conditions.

5.3.a Provide examples of how your organization ensures learning objectives are met.

Reference Information:

Tools for Measuring Learning - assessment and measurement may be conducted prior to, during and/or after the learning activity.

The tools that measure the achievement of knowledge, skills, and abilities may take many forms, depending on the focus of the learning objectives. Some of these include:

- self-administered evaluations;
- written tests;
- pre- and post-tests only, or
- oral examinations;
- completions of an assigned project;
- demonstration of the skill in a simulated work setting;
- and on-the-job demonstration of the skill in the trainer’s/educator’s presence.
 - The **observation of performance** approach may include the pre- and post-test measures to link performance to training.
 - Performance information may be collected from supervisors, co-workers, or customers or from indirect measures such as those found in production records or reports.

Criterion 6 - An appropriate and safe learning environment must be specified for the learning process.

6.1 The Provider must prescribe the requirements for the **learning environment**⁸. The environment must be appropriate for the target audience, instructional method, stated learning objectives, and provide appropriate **resources**⁹.

6.1a Describe how your organization determines the requirements for the **learning environment**⁸ in which the **learning process**¹⁰ will take place, and that it is appropriate for the audience, **instructional method**¹¹, and learning objectives:

6.2 The environment must be conducive to learning and have sufficient and appropriate **resources**⁹ for the learners.

6.2a Describe how you determine what **resources**⁹ are needed for learning to be achieved.

6.3 The Provider must be familiar with local safety policies and procedures and include these in the requirements. * If the Provider is not responsible for arranging the learning environment and support services, the Provider must nevertheless inform the Client of learning environment needs and attempt to negotiate conditions that are as close as possible to the specifications.

6.3a. Describe how your organization ensures that local safety policies and procedures are being addressed and explain what is done to ensure that the learning environment is safe.

Reference Information:

Learning Environment⁸:

Learning Environment is the setting in which the learning activity takes place. For Example:

1. **Classroom**
2. **Field or on-the-job (OJT) training settings**
3. **Computer-based training (CBT) i.e. courses on CD**
4. **Laboratory – hands on training**
5. **Online training i.e. self paced courses available over the internet**
6. **Virtual Training Seminar**

Resources⁹ – e.g. training material, AV equipment requirements, computer needs if any, type of support needed from Client (classroom, on the floor training area, safety equipment if required for type of training requested, etc.)

Learning Process¹⁰ - A process for acquiring certain skills and abilities that frequently pertains to specific subject matter. It is made up of one or more learning activities and the sum of these component parts (activities) is known as the learning process. The learning process can be represented as a program, course, workshop, seminar, event, series of formal academic classes, on the job training, etc. and can be provided in a variety of venues (e.g. classrooms, workplace, home).

Instructional Method¹¹ – e.g. lecture, hands-on training of equipment, interactive group discussion, case studies, Question & Answer activities, power point presentations, etc.

Criterion 7 - The learning process/activities must be evaluated.

7.1 Learners must evaluate all of the parts of the learning activity. Data from the evaluation must be collected and analyzed for continuous improvement.

7.1.a. Provide a copy of the results of one evaluation used by learners to evaluate one of your learning activities. This should include the data compiled from the evaluation tool.

7.2. The Provider must seek feedback from the Client as to the quality and appropriateness of the content and delivery of the learning process.

7.2.a Describe the method or procedure by which the **“Provider” is evaluated BY the “Client”** regarding the quality and appropriateness of the content and delivery throughout the learning process.

7.3. The Provider must give feedback to the learner.

7.3.a Describe how your organization gives feedback to the learner.

Reference Information:

- Supervisors, managers, and learners may use the information for individual performance support, for job design issues, or other job-related issues.
- The Client is a source of important evaluation information who should communicate to the Provider how successful the learning process was and how the development, implementation and delivery of the learning process can be improved going forward.
- There are a wide range of variables that may be evaluated including, but not limited to the:
 1. Learner’s possession of some knowledge, skill, ability, and/or attitude;
 2. Provider’s competency in the subject matter and ability to effectively transfer knowledge, skills, abilities, or attitudes to the learner’s;
 3. Learner’s satisfaction with the training experience; and
 4. Ability of the training to contribute to the organizational goals

Appendix A

DESIGN DOCUMENT (REQUIRED INFORMATION)

Please complete this **Design Document** for one (1) training activity your organization offers. This is a requirement of TAPPI for the purpose of evaluating the activity and ensuring that it meets all the REP criteria. TAPPI will need only **ONE** form completed in full.

1. Training Program Title/Topic: _____

2. Description (overview) of Training Program/Activity: (Limit to 75 words)

3. Learning Objectives: After successful completion of the training program/activity, participants should be able to:
 1. _____

 2. _____

 3. _____

Example of well written learning outcomes:

1. **Define** the role of planning and scheduling for operations and maintenance
 2. **Recognize** basic planning systems and how to use them
 3. **Identify** computer support systems available for planning and scheduling
-
4. Learning Process: Provide an outline of the training activity, which includes the content to be covered. (The content should be in direct correlation to student achievement of the learning objectives written for item 3 above).

-
5. Industry Category: (see Section 2 – Question #7 for category listings)

-
6. Instructional Methods (e.g. lecture, hands-on training of equipment, interactive group discussion, case studies, Q&A activities, computer generated presentations, etc.)

7. a. Site plan or description of space requirements for learning process:

b. Regulatory requirements, if any (e.g. safety equipment: e.g. hard hats, safety shoes, protective eye wear):

c. Learning Environment: e.g. Classroom, Field or on-the-job (OJT) training settings, Computer-based training (CBT), Laboratory – hands on training, Online training i.e. self paced courses available over the internet, or Virtual Training Seminar.

8. List of equipment (e.g. data projector, equipment samples):

9. Number of Instructors: _____

10. Criteria for selecting personnel to deliver the instruction: (e.g. qualifications, credentials, etc.) **(See Appendix C for sample Instructor Biography)**

11. Needs Assessment: (There are a number of ways to establish the Client's learning needs. These include jobholder and supervisor interviews and observations, surveys, on site task and job analyses, gap analyses, and applicable regulatory requirements.)

12. List of reference materials for learners (e.g. workbook, handouts, relevant articles, etc.):

13. Evaluation plan-- Requirements for satisfactory completion include completing an evaluation form, which contains a self-assessment of the achievement of the course's learning outcomes. **(see Appendix B sample student evaluation form).** Others may include post-test, presentation of a group project, written exercises by individuals or groups, and group discussions. **Please provide a copy of the evaluation tool(s) used.**

14. Evaluation records and data. Please provide a sample of the written report by the “Provider” which is submitted to the “Client” regarding analysis of the student evaluation results for satisfactory completion of learning program and recommendations for improvement based on:
- (a) participants' evaluation and
 - (b) personal experience with/observation of all phases of the course.
 - (c) other options include formative evaluation by instructor
-

15. Description of reports and record keeping for the learning program.

16. Certificate of completion of course/program/seminar/workshop/etc. Please include example if applicable.

17. Confidentiality policies, if applicable.

Please Note: TAPPI will include up to a maximum of 10 training program descriptions and category of topic area in the REP Web Directory for your organization. If you have a direct link to your web site, which describes your organization's offerings in more detail, please include that information also.

1. **Training Program/Activity Name/Topic:** _____

1. **Description of Training Program/Activity to include Learning Objectives: (Limit to 75 words)**

2. **Industry Category: (See Section 2 – Question #7 for category listings)**

Appendix B

Sample Student Evaluation Form

Course Name: _____

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
At this course, I achieved the following learning outcomes:	5	4	3	2	1

Insert your learning outcomes here

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2. The teaching methods (i.e. lecture, panel discussion, group activities, case studies, quizzes, Q&A) helped me achieve the learning outcomes.	5	4	3	2	1
3. The course content will be useful in my work.	5	4	3	2	1
4. There were enough opportunities for interaction with other participants and course instructors.	5	4	3	2	1

	Excellent	Good	Satisfactory	Poor	Very Poor
5. Overall, how would you rate the quality of this course?	5	4	3	2	1

6. How could the course content be improved? _____

7. How could the course instruction be improved? _____

8. How could the course materials and notes be improved? _____

9. What will you be able to go back to work and do as a result of this course? _____

10. What specifically did you like about this course? _____

11. What did you not like about this course? ? _____

12. Please indicate your agreement with each item below using the following scale:
5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, 1 Strongly Disagree

Instructor	1. Instructor covered topic thoroughly and appropriately	2. Instructor encouraged learner participation	3. Instructor's presentation skills were effective

Appendix C



Provider/Instructor Biography

Date: _____

The information contained on this form is for use of TAPPI staff only and will be maintained on file to comply with REP standards for quality education design.

GENERAL INFORMATION

Name: _____
Street Address: _____
City: _____ State: _____ Zip: _____
Phone Number: _____ Fax Number: _____
E-mail Address: _____

PROFESSIONAL INFORMATION

Employer/Organization: _____
Position: _____
Years in present position: _____ # Years with present employer: _____
Years in field: _____
If less than 5 years with present employer/organization, please list your prior professional employment:

Organization & Title: _____
Professional Fields of Specialization: _____

EDUCATIONAL INFORMATION

Undergraduate Education

College: _____
Major: _____ Degree Earned: _____

Postgraduate Education

College: _____
Major: _____ Degree Earned: _____
Other Professional Education: _____

TEACHING EXPERIENCE

(i.e. continuing education classes, internal corporate training, academic teaching, TAPPI short courses, conferences, etc.)

<i>Courses</i>	<i>Date</i>	<i>Organization/Association</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____

List any training you may have had to prepare you to teach adults (i.e. train-the-trainer workshops, TAPPI QED courses, etc.)

<i>Name/Type of training</i>	<i>Year</i>
_____	_____
_____	_____