CONTINUING EDUCATION
ELECTIVE COURSE
APPROVAL GUIDELINES

Contents:

Part 1: CE Elective Course Subject Matter Guidelines, p 1-6
Part 2: CE Elective Course Development Guidelines, p 7-12
Part 3: CE Elective Course Submission Guidelines, p 13-17

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CONTINUING EDUCATION
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This booklet contains specific recommendations for elective course development and approval; however, it does not contain all rules, requirements, and information affecting course sponsors and instructors. It is not, nor is it intended to be, a replacement or substitute for reading the Commission’s Mandatory Continuing Education Rules. It is essential that all prospective sponsors, instructors, and elective course developers read the complete Mandatory Continuing Education Rules thoroughly before attempting to use the information in this booklet.

This material is provided to supplement the Commission’s rules concerning elective course subject matter and criteria for elective course approval. The subject matter guidelines are intended to assist prospective course sponsors in determining whether the content of a particular course (or proposed course) is likely to be found acceptable by the Commission. The course development guidelines contain suggestions on developing acceptable courses and the course submission guidelines summarize technical requirements and procedures associated with the course review/approval process.

Entities wishing to submit proposed distance education elective courses for review should also read the Commission’s *Distance Education Guidelines for Continuing Education.*

PART 1: CE ELECTIVE COURSE SUBJECT MATTER GUIDELINES

Basic Requirement for Elective Course Subject Matter

*Elective courses must cover a real estate topic and must directly contribute to the accomplishment of the primary purpose of continuing education, which is to help assure that licensees possess the knowledge, skills and competence necessary to function in the real estate business in a manner that protects and serves the public interest. The knowledge or skills taught in an elective course must enable licensees to better serve real estate consumers and the subject matter must be directly related to real estate practice. Any unique North Carolina laws, rules or customary practices relevant to the course subject matter must be appropriately addressed. [See Commission Rule 58E.0305.] The substantive information to be presented must be appropriate to accomplish continuing education objectives, and the time allotments must be appropriate for the proposed subject matter. [See Commission Rule 58E.0304(9) and (10).]*

Key Elements of the Criteria

A proposed elective course must satisfy all of the following four key elements of the subject matter criteria that are discussed below. Each element is shown in a shaded box and then discussed.
1. A proposed elective course must cover a **real estate topic** that is directly related to **real estate brokerage practice**.

A. Courses must generally address subject matter that is considered to be part of the body of real estate knowledge that real estate agents are expected to possess. A vast majority of real estate topics relate directly to real estate brokerage practice and their acceptability under this standard should be self-evident.

**Examples of ACCEPTABLE Topics**

*Listed below are various examples of acceptable topics chosen from Commission-approved elective courses. These were chosen to illustrate the wide range of acceptable topics available to course developers. The examples of acceptable topics are listed under general subject area categories (in bold) which are generally too broad to be acceptable topics.*

**Agency**
- Buyer Representation
- Agency Forms and Practices

**Finance**
- Residential Financing Options
- Understanding Lending Procedures

**Appraisal**
- Uniform Standards of Professional Appraisal Practice (USPAP)
- Most courses approved by the NC Appraisal Board

**Investment**
- Real Estate Investment Fundamentals
- Investment Analysis of Office Properties

**Land Use**
- Zoning Basics

**Brokerage Practices**
- Listing Procedures
- Performing a CMA/BPO

**Legal Issues (Miscellaneous)**
- Top Legal Issues for Brokers
- Misrepresentation: Case Studies

**Commercial Real Estate Brokerage**
- Managing Commercial Real Estate
- Commercial Real Estate Fundamentals

**License Law/Commission Rules**
- Top Disciplinary Complaints

**Construction/Building Design**
- Residential Construction Basics
- Sustainable Housing & Building Green

**Property Management**
- Legal Issues for Property Managers
- Residential Property Management

**Contracts (Sales)**
- Guide to Sales Contract Preparation
- Using Predrafted Contract Addenda

**Taxation**
- Taxation of Investment Property
- Tax-Deferred Exchanges

**Environmental Issues**
- Understanding Mold

**Miscellaneous**
- Real Estate Ethics
- Property Inspection
- Mortgage Fraud and Predatory Lending
- Short Sales
- Risk Management
- “Staging” Real Estate for Sale

**Fair Housing**
- Fair Housing Case Studies
B. Many courses address subject matter that is useful to real estate agents but that clearly does not meet the basic standard cited in 1. above, such as the examples below:

*Examples of Unacceptable Topics*

**PERSONAL DEVELOPMENT TOPICS:**

- Stress Management
- Understanding Body Language
- Effective Time Management
- Personal Financial Management
- Effective Interpersonal Communication
- Improving Your Personal Image

**GENERAL SKILLS TOPICS:**

- Computer Basics
- Introduction to the Internet
- MLS Data Entry

**GENERAL BUSINESS ADMINISTRATION/MANAGEMENT TOPICS:**

- Personnel Management
- Marketing
- Principles of Management
- Accounting

**OTHER NON-REAL ESTATE TOPICS:**

- Product “Branding”
- Feng Shui
- Economic Development
- Principles of Business Leadership

**REAL ESTATE TOPICS NOT DIRECTLY RELATED TO REAL ESTATE PRACTICE:**

- Guidelines for First-Time Homebuyers
- Managing In-House Corporate Real Estate Holdings

C. A course addressing subject matter that might not traditionally be viewed as a real estate topic may nevertheless be considered acceptable under the standard cited in 1. above if an understanding of the subject matter is essential to licensees’ lawful performance of brokerage services and the course satisfies an important public policy goal. Some examples of such courses are:

- At Home With Diversity
- Military Relocation Professional
- Generational Differences & Real Estate
D. A course that focuses on technology may be deemed acceptable if the knowledge and skills presented are an integral part of current real estate brokerage practice and a substantial component of the course deals with the application of that technology to real estate brokerage, such as:

- Use of Social Media, E-Commerce & Internet Resources in Real Estate Brokerage
- Protecting & Promoting Real Estate Client Interests in a Virtual World
- Appropriate Use of Smart Devices in Real Estate Brokerage
- Lawful Advertising on the Internet

2. A proposed course must **directly** contribute to the accomplishment of the primary purpose of mandatory continuing education, which is to help assure that licensees possess the knowledge, skills, and competency necessary to function in the real estate business in a manner that **protects and serves the public interest**. The knowledge or skills taught in an elective course must enable licensees to **better serve real estate consumers**.

The second key element of the subject matter criteria focuses on the “consumer protection” aspect of continuing education. Prospective course providers must remember that the **primary** purpose of mandatory continuing education is to benefit real estate **consumers** rather than real estate practitioners. If the acquisition by a licensee of the knowledge and skills taught in a proposed course will **directly** contribute to this consumer protection goal (and the course satisfies the other criteria), the course is acceptable. This means that knowledge of the topic should have a **direct bearing** on the licensee’s ability to **protect and serve consumers’ interests**. However, if the **principal beneficiary** of the knowledge/skills taught in the course is the **licensee** rather than the consumer, and any benefit to the consumer is merely incidental, then the course is not acceptable.

*Examples of Unacceptable Topics (Real Estate Topics Directly Related to Brokerage Practice that Do NOT Directly Contribute to Consumer Protection)*

**TOPICS DEALING WITH IMPROVING AN AGENT’S/FIRM’S “BOTTOM LINE:”**

- Achieving Financial Stability
- Persuasive Real Estate Presentations
- Prospecting (“Farming”) for Listings
- Expanding Your Real Estate Business
- Efficient Real Estate Office Operations
- Dealing with Client / Customer Objections

**OTHER TOPICS:**

- REALTOR® Board Orientation
3. If there are unique North Carolina laws, rules or customary practices that are relevant to a topic being addressed in an elective course, and if the course is to be conducted in North Carolina or primarily for the benefit of North Carolina licensees, then the course must accurately and completely address such North Carolina laws, rules or practices.

   This requirement is self-explanatory.

4. The substantive information to be presented must be **appropriate to accomplish continuing education objectives**, and the **time allotments must be appropriate** for the proposed subject matter.

   This element addresses the **appropriateness of the scope and level of instruction** to be provided. Applicants seem to have more difficulty understanding this element of the elective course subject matter criteria than any other. As a general rule, a continuing education course should attempt to **improve or expand on agents’ knowledge and skills** with regard to the selected subject matter rather than to merely “review” basic information/skills which the **typical active agent** already possesses. Courses that are very broad in scope and that merely review the most basic principles, concepts, terms, practices, etc. do not contribute to accomplishment of the goals of North Carolina’s continuing education program. In fact, such courses are detrimental to the entire continuing education program. Thus courses that are **too broad** and/or **too basic** are not acceptable under program standards.

   **Examples of Unacceptable Topics (TOO BROAD in Scope for a Four (4)-Hour Elective Course)**

   Real Estate Law  
   Real Estate Finance  
   Real Estate Appraisal  
   The Real Estate Transaction  
   Real Estate Contracts  
   Transfer of Title to Real Estate  
   Property Ownership and Interests  
   Real Estate License Law and Commission Rules

   **Examples of Unacceptable Topics (TOO BASIC in the Level of Instruction for a CE Course)**

   Introduction to Real Estate Finance  
   Overview of the Closing Process

   Most any subject that is **too broad** in scope
Notes:

(1) As a general rule, it is best to select a fairly specific topic and address that topic in depth, or to select the most important points relating to a topic and focus on those points.

(2) A “review” of basic points of law, principles or practices for a reasonable portion of a CE elective course is fine, but the course should also attempt to expand the students’ knowledge/skills by focusing on (a) recent changes, (b) applications of principles and procedures to situations encountered in practice, or (c) special problem areas, or (d) specialized areas of practice such as commercial real estate brokerage or property management.

(3) Although a significant number of licensees attending CE courses are, in fact, not actively engaged in real estate brokerage and merely want to maintain their licenses on active status, the vast majority of licensees attending CE are active agents, and courses should generally be designed for active licensees. A good instructor can easily adjust his/her instruction if necessary to fit the needs of a class dominated by inactive agents who are not as well informed as active agents; however, it is more difficult to make an “on the spot” upward adjustment in the instructional level.

(4) Although the more common problem is proposed courses that are too broad in scope and have instructional levels that are too low, it is also possible to have a course that attempts to provide too much instruction in the time available.
PART 2: CE ELECTIVE COURSE DEVELOPMENT GUIDELINES

STEP ONE  Understand What is Required

The first step in sound development of an elective course for continuing education is knowing exactly what is required for approval by the North Carolina Real Estate Commission. In addition to the subject matter guidelines contained in Part 1, read Commission Rule 58E.0304 thoroughly for complete details regarding criteria for elective course approval. As far as actual materials are concerned, in developing the proposed course, you must produce the following:

(1) an Instructor Guide
(2) the Student Materials
(3) the Narrative Details of the substantive information to be presented in the course.

The Instructor Guide must include:

(1) a detailed course outline
(2) the time allotment for each major topic and breaks
(3) the learning objectives for each major topic
(4) the instructional methods/aids to be used [Rule 58E.0304(8)]

The Student Materials must provide, in narrative or text form, all the information to be presented in the course. In other words, the Student Materials must contain the Narrative Details of the substantive information to be presented in the course. This requirement shall not be satisfied by providing students with only a course outline or with print copies of a PowerPoint presentation.

The Narrative Details must be current, accurate, explanatory of the topics covered, consistent with course learning objectives, grammatically correct, logically organized, and presented in an easy-to-read format. The scope and depth of the information presented must be appropriate in view of the course learning objectives and time allotments. The quality of the student materials should be comparable to that of professionally produced educational materials. [Rule 58E.0304(9) and (10)]

STEP TWO  Choose an Appropriate Topic

The second step in CE elective course development is choosing an appropriate topic. Commission Rule 58E.0305 and Part 1 of this document explain appropriate elective course subject matter. [See Part 1: CE Elective Course Subject Matter Guidelines, pages 1-6]. It is suggested that the developer perform some basic research into licensee needs/desires for elective courses (e.g., polling of students in existing CE courses). It would also be helpful to take note of the subject matter covered in courses that have already been approved and where the sponsors of those courses are operating.
The third step in course development is formulating your instructional (learning) objectives. Deciding to develop a course can be compared to deciding to take a trip. Just as you need to determine a destination for the journey’s end, you must determine the ultimate goal of your proposed course. Instructional objectives define what the student will be able to do upon completion of the course. Remember that instructional objectives are required for each major topic. A single instructional objective for the entire course is not sufficient.

In considering the end result of a proposed course, it may be helpful to study Benjamin Bloom’s Hierarchy of Cognitive Skills (also known as “Bloom’s Taxonomy”). “Bloom’s Taxonomy” consists of six levels of thinking skills ranging from low order thinking skills (knowledge, comprehension) to high order thinking skills (application, analysis, synthesis, evaluation). A brief discussion of each thinking skill follows:

Knowledge, the lowest order of thinking, is the possession of information just as it is presented and requires only that the learner remember, recognize, or memorize information.

Comprehension is the translation of information into the learner’s own words, a level of understanding beyond mere recall.

Application is the level at which critical thinking begins. The learner is required to assimilate information and apply it in a different/new situation than that of its original presentation.

Analysis is the ability to separate information into its basic parts and understand the relationship of the parts to the whole.

Synthesis is the ability to combine information from different sources to form a new idea. Synthesis requires original and creative thinking.

Evaluation, the highest order of thinking, requires learners to make judgments about, or determine the worth of, something according to standards the learner designates.

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As a general rule, CE elective courses should sharpen those higher order thinking skills rather than focus on the lower level. The following list of words will help simplify the process of writing instructional objectives and provide measurable outcomes.

“As a result of this instruction, students will be able to . . .”

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<th>APPLICATION</th>
<th>ANALYSIS</th>
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</table>

**STEP FOUR** *Develop Detailed Course Outline*

The fourth step in course development is constructing an outline of your proposed course. To extend the analogy from Step Three, if the proposed course is a journey with the objectives as destination, then the outline is your road map of how to get from “Point A” to “Point B.”

The content of the proposed course can be outlined in many ways: sequentially, topically, simple to complex, etc. Regardless of the organizational method employed in constructing your outline, it is essential that it be as detailed as possible. *A brief topic outline is not sufficient. The outline must be detailed!* *A sentence outline is strongly preferred.*

Once the detailed outline is complete, it should be pretty apparent if the topic is too basic, broad, general, or otherwise inappropriate. *At this point, should you have any questions/concerns at all regarding the suitability of a topic, CALL THE COMMISSION OFFICE and ASK FOR THE CONTINUING EDUCATION OFFICER.* It is better to learn about a major subject area problem at this stage than after you have devoted days to developing course materials. Remember, however, that it will be impossible for the CE Officer to advise you at this stage on whether or not the substantive information you propose to present will be found appropriate since you have not even developed the substantive details at this point in time. Nevertheless, many questions about the appropriateness of proposed subject matter can be answered at this stage.
STEP FIVE  

*Determine Proposed Time Allotments and Instructional Methods/Aids*

After the detailed outline is complete, the fifth step in course development involves working the additional Instructor Guide requirements into that outline. Specifically, this step includes determining the time allotments for each major topic, deciding when to break, and selecting the appropriate instructional delivery method(s) and/or instructional aid(s) to employ.

The Commission requires that the proposed course involve a minimum of four classroom hours of instruction on acceptable subject matter. Furthermore, a classroom hour is defined as 50 minutes of instruction and 10 minutes of break time. In determining time allotments and breaks, consider the difficulty of the material. *The proposed time allotments must be appropriate for the proposed subject matter to be taught.* [Rule 58E.0304 (4) and (9). See also Part 1: CE Elective Course Subject Matter Guidelines p. 5]

Regarding instructional methods/aids, unless the applicant can demonstrate that straight lecture is the most effective instructional method for the course, the Instructor Guide must provide for the use of appropriate variety of instructional methods and instructional aids intended to enhance student participation, attentiveness, and learning. Examples of instructional methods and instructional aids that may be appropriate include, but are not limited to, class discussion, role-playing, in-class work assignments, overhead transparencies and/or PowerPoint presentations, and video recordings. [Rule 58E.0304 (9)]

STEP SIX  

*Write Course Narrative and Assemble Student Materials and Instructor Guide*

The sixth step in course development is writing the course narrative and assembling the Student Materials and Instructor Guide. Rule 58E.0304(10) requires that the student materials describe, in narrative or text form, details of the substantive information to be presented in the course.

The Student Materials should be, in essence, a textbook which is used by the students and the instructor. Rule 58E.0304(10) very clearly states that **this requirement shall not be fulfilled by simply providing students only a course outline or printed copies of PowerPoint slides.** Additionally, an Instructor Guide must be provided containing the detailed course outline into which all other required Instructor Guide elements have been inserted: time allotments and break placement, learning objectives for each major topic, instructional methods/aids to be employed, as well as any other additional instructor notes. [See Step One, p. 7]
In writing the detailed course narrative, be aware that the substantive information to be presented must be provided in sufficient detail to demonstrate that the information is current, accurate, complete, and otherwise appropriate. The education/experience level of the instructor(s) will not suffice as a substitute for narrative details, and Commission staff will make no assumptions about the specific information that will be presented. Every course must be fully developed prior to approval. This does not mean that the materials must contain every word to be spoken by the instructor; however, all key points to be made/discussed must be addressed in sufficient depth for Commission staff to determine that the information is current and accurate, and that the instructional level is appropriate. An outline with an occasional sentence or phrase is NOT sufficient. A listing of key points in incomplete sentence form is NOT sufficient. The requirement for details of the substantive information in narrative form means exactly what it says -- A DETAILED NARRATIVE!

The easiest way to assure that the narrative is written with adequate detail is to use the specific instructional objectives and the detailed outline (developed in Steps 3 and 4) and imagine that you are writing course material for someone other than yourself to use in teaching the course. It would probably also help to assume that the other hypothetical instructor is less knowledgeable about the subject matter than you are. As an additional goal, you might strive to produce materials of such caliber that they will become resource/reference materials for licensees for years to come.

When assembling the Instructor Guide and Student Materials, please remember that these materials must be submitted as two separate documents. In assembling your Instructor Guide and Student Materials, you should include appropriate cover pages, tables of contents, and acknowledgment pages for each document. If copyrighted materials are to be used in the proposed course, the Commission requires that the course developer obtain the specific permission of the copyright holder for such use and that the materials be used in a form approved by the copyright holder. Additionally, appropriate citations for copyrighted materials should appear in the course materials. Similarly, even if you use materials that are in the public domain (not copyrighted), appropriate credits should be included. [Rule 58E.0304 (11)]

STEP SEVEN Proofread Materials and Obtain an Independent Review

This step is a very important and, judging from some of the materials submitted in the past, an often overlooked step in developing a proposed course. The Commission has received several submissions resembling “rough drafts,” which have required not only evaluation but editing/marking for correction. Commission staff simply does not have the time nor the personnel to do your proofreading/editing for you.

Proofreading by the actual writer generally works best if the writer “takes a break” from the material for a day or two before reading what has been written. With the distance a few days provides, the writer can often look at the material from a different, sometimes clearer, perspective.
In addition to the writer proofreading his/her work, it is advisable that the writer ask someone else who is knowledgeable of the subject matter and grammatical principles to read the material as well. Having another person’s viewpoint is helpful in the editing/revising stage.

**STEP EIGHT**  
*Edit - Clarify - Revise*

It is a rare individual who gets it right the first time. Naturally, after the proofreading and independent review step is completed, it is likely that corrections and changes will need to be made. Once you’ve pinpointed those problem areas, correct them!

**STEP NINE**  
*Name That Course*

The final step in course development is selecting a title for your course that accurately reflects the course content. Many course developers like to use eye-catching or cute-sounding course titles to distinguish their courses. While attention-getting titles may have some benefit, such titles also are problematic when they give the licensees absolutely no clue as to the course subject matter. At least some conscientious licensees do choose their courses based on the subject matter, and if the course title does not reflect the subject matter of the course, then potential students may be lost. If you consider having a clever title to be important, at least choose one that also gives licensees some idea as to the course subject matter.

Also, remember that the Commission’s CE Schedule publication will devote a maximum of 36 characters to any course title. If you choose a long title, a recommendation for a shorter title (perhaps with abbreviations) with no more than 36 characters would be appreciated.
PART 3: CE ELECTIVE COURSE SUBMISSION GUIDELINES

General Information and Instructions For Submitting Applications for Approval of Elective Courses, Sponsors, and Instructors

Rules and Guidelines

Prior to completing an application, each prospective course sponsor should read the North Carolina Real Estate Commission’s “Mandatory Continuing Education Rules” and “Continuing Education Elective Course Approval Guidelines” (this booklet) thoroughly. Each prospective instructor must be familiar with the rules regarding instructor conduct, performance and responsibilities.

Approval Process; Prior Approval Required

Approval of an elective course includes approval of the sponsor and instructor(s) as well as the course itself. Course sponsors and instructors will be approved only in conjunction with a specific course or courses.

Course sponsors must obtain approval in writing from the Commission prior to advertising or otherwise representing that any course is or may be approved for real estate continuing education in North Carolina.

Application Forms

Three different application forms exist for requesting Commission approval for elective course sponsors, elective courses, and elective instructors. Application forms are revised periodically, so please use the most current forms. As of the printing of this booklet, all forms should bear a 2012 or 2013 date (see below). Which application(s) you submit depends entirely upon your individual situation. See the following example scenarios:

Newly Developed Course Material

• If the entity submitting the newly developed course material is not already a Commission-approved elective course sponsor, the following three application forms must accompany the course materials which are sent to the Commission office:

  Continuing Education Elective Course Sponsor Application, REC 7.06 (09-11-13)
  Continuing Education Elective Course Application, REC 7.08 (06-01-12)
  Continuing Education Instructor Qualifications Statement, REC 7.09 (09-11-13)
If the entity submitting the newly developed course material is a previously approved elective course sponsor, the two application forms listed below must accompany the course materials when sent to the Commission office:

*Continuing Education Elective Course Application, REC 7.08*
*Continuing Education Instructor Qualifications Statement, REC 7.09*

**Previously Approved Course Material** *(submission of course material unnecessary)*

This category applies to sponsors who wish to schedule a previously approved course and plan to present it exactly as the original course developer/spONSor designed it -- no changes may be made.

- If a Commission-approved elective course sponsor wishes to schedule a previously approved course using an instructor who is not approved to teach that course, the sponsor must submit two forms:

  *Continuing Education Elective Course Application, REC 7.08*
  *Continuing Education Instructor Qualifications Statement, REC 7.09*

- If a Commission-approved elective course sponsor wishes to schedule a previously approved course using an instructor who is approved to teach that course, the sponsor must submit only one form:

  *Continuing Education Elective Course Application, REC 7.08*

- If an unapproved entity wishes to obtain approval to schedule a previously approved course using an instructor who is approved to teach that course, that entity must submit two forms:

  *Continuing Education Elective Course Sponsor Application, REC 7.06*
  *Continuing Education Elective Course Application, REC 7.08*

- If an unapproved entity wishes to obtain approval to schedule a previously approved course using an instructor who is not approved to teach that course, that entity must submit three forms:

  *Continuing Education Elective Course Sponsor Application, REC 7.06*
  *Continuing Education Elective Course Application, REC 7.08*
  *Continuing Education Instructor Qualification Statement, REC 7.09*
Previously Approved Course Material with Changes

- If any entity (Commission-approved or unapproved) wishes to obtain approval to schedule a previously approved course, but intends to make changes in that course material, the Commission considers those changes to constitute the creation of a new course; therefore, that entity must follow the application procedure for **Newly Developed Course Material.** [See p. 13]

When submitting any of the above application forms, please read all directions and complete each form accordingly. Make sure all required course information is submitted with the application. Should you have questions regarding the correct completion of the application forms, call the Commission office.

**Fees**

Each application for course approval must be accompanied by a nonrefundable fee of **$100 per course.** The fee must be paid by check or money order payable to the North Carolina Real Estate Commission. No fee shall be required if the applicant is a government agency, community college, junior college, college or university located in North Carolina and accredited by the Southern Association of Colleges and Schools. The application fee must be submitted with the Elective Course Application(s).

**Multiple Applications**

A prospective sponsor may apply concurrently for approval of more than one elective course by submitting a single Elective Course Sponsor Application accompanied by multiple Elective Course Applications. (Include $100 fee per course.) A prospective course sponsor may also request review of qualifications of multiple prospective instructors by submitting with an Elective Course Application multiple Instructor Qualifications Statements. A separate Instructor Qualifications Statement must be submitted for each prospective instructor except as provided below.

**Exception to Requirement for Separate Instructor Qualifications Statement**

A course sponsor, such as a national or state real estate trade organization, may request to be relieved of the obligation to complete a separate Instructor Qualifications Statement for each proposed instructor. See **Equivalent Qualification Requirements** on page 3 of the Instructor Qualifications Statement for details.
Incomplete Applications

We deal with incomplete applications on an individual basis. Generally, we try to avoid returning materials to the applicant by telephoning the applicant and requesting the information/item needed to complete the application. For example, if the applicant neglected to include the necessary application fee, we hold the application, and call to request the fee. On the other hand, if the applicant neglected to answer several questions on the application(s), all materials are returned to the applicant for completion.

Processing Time - When to Submit

The time required to process an elective course application varies depending upon the type of application submitted and the time of year it reaches our office. Applications for newly developed courses are the most time consuming. If a proposed course application for a new course is received before April or after June, and the course clearly satisfies all criteria, it will normally be reviewed and approved within 3 to 6 weeks. During the April through June period, that estimate may double. Review of a proposed course application for a new course where the course does not fully satisfy all criteria may take even longer.

Applications received from approved sponsors to schedule previously approved courses can generally be processed in 5 to 10 days, but during the April through June period, it could take as long as 2 weeks.

Regarding how far in advance to submit course applications for approval, if you have a tentative “class date” in mind, allow sufficient time for processing and review by Commission staff, for correcting any potential problems in course materials, and finally for adequate advertising of your course offering(s). Bear in mind that we process applications in order of receipt, so even if you are an approved sponsor applying to schedule an approved course don’t assume that your application will be “top priority”-- there may be several new course applications ahead of yours!

Terms of Approval

Commission approval of elective courses and sponsors expires on the next June 30 following the date of issuance. In order to assure continuous approval, each sponsor must file an application for renewal of approval for each elective course. All applications for renewal of course approval must be filed annually on or before April 30 on the prescribed renewal form and must be accompanied by the prescribed renewal fee.
Approval of Additional Courses Following Prior Approval of Course Sponsor

A previously approved Elective Course Sponsor may apply for approval of additional courses by submitting an additional Elective Course Application for each proposed course. An approved sponsor may also request review of qualifications of additional instructors for an approved course by submitting an Instructor Qualifications Statement for each prospective instructor (except as provided under Exception to Requirement for Separate Instructor Qualifications Statement).

Refunds

According to Commission Rule 58E.0303, an entity seeking original approval of an elective course must submit a nonrefundable application fee with the application and materials. That means no refunds.

Other Requirements and Conditions

Each application must be typed or printed in ink, and all items must be completed. If any item is not applicable, indicate “N/A” or “None” as appropriate.

The Commission reserves the right to demand verification of any relevant information concerning the sponsor, the instructor(s) or the course(s) prior to making a determination on any application.

The applicant should make and retain a copy of each completed application and other information submitted to the Commission. The completed application and all material submitted to the Commission become the property of the Commission and may not be returned to the applicant.