

LOUISIANA REAL ESTATE COMMISSION

CONTINUING EDUCATION COURSE APPROVAL GUIDELINES

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CONTINUING EDUCATION COURSE APPROVAL GUIDELINES

This booklet contains specific recommendations for course development and approval; however, it does not contain all rules, requirements, and information affecting course submission and approval. It is not, nor is it intended to be, a replacement or substitute for the Commission's Rules & Regulations. All Education Vendors are responsible for reading the complete Rules (Chapter 55) thoroughly before attempting to use the information in this booklet.

This guideline is provided to supplement the Commission's rules concerning course subject matter and criteria for course approval. The **subject matter guidelines (Part One)** are intended to assist Vendors or 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 (Part Two)** contain suggestions on developing acceptable courses and the **course submission guidelines (Part Three)** summarize technical requirements and procedures associated with the course review/approval process.

PART 1: CE COURSE SUBJECT MATTER GUIDELINES

Basic Requirement for Course Subject Matter

Courses must cover a real estate or real estate related 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 a course must enable licensees to better serve real estate consumers and the subject matter must be directly related to real estate practice. Any unique Louisiana laws, rules or customary practices relevant to the course subject matter must be appropriately addressed. 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.

Key Elements of the Criteria

A proposed course must satisfy the following elements of the subject matter criteria that are discussed. Each element is shown in a shaded box and then defined.

1. Continuing education is designed to 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 a course must enable licensees to better serve real estate consumers. Proposed continuing education courses **must meet two critical criteria:**

- a. Cover a real estate or real estate related topic that is directly related to real estate brokerage practice.
- b. Directly contributes to the accomplishment of the primary purpose of continuing education,

Topics directly related to real estate brokerage practice: Courses must 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. Similarly, there are many courses that address subject matter which is useful to real estate agents, but clearly do not meet this standard.

Several examples of unacceptable topics for courses are listed:

PERSONAL DEVELOPMENT TOPICS:

Stress Management	Improving Your Personal Image
Personal Financial Management	

GENERAL SKILLS TOPICS:

Computer Basics	Introduction to the Internet
Using Social Networking Websites	

GENERAL BUSINESS ADMINISTRATION/MANAGEMENT TOPICS:

Personnel Management	Marketing
Principles of Management	Accounting

OTHER NON-REAL ESTATE TOPICS:

Product "Branding"	Feng Shui
Personal Economic Development	Principles of Business Leadership

REAL ESTATE TOPICS NOT DIRECTLY RELATED TO REAL ESTATE PRACTICE:

Managing In-House Corporate Real Estate Holdings
Introduction to the Internet

A course addressing subject matter that might not traditionally be viewed as a real estate topic may nevertheless be considered acceptable under this standard 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.

Primary purpose of continuing education: The second key element of the subject matter criteria focuses on the "consumer protection" aspect of continuing education.

2. Vendors or prospective course providers must remember that the **primary** purpose of continuing education is to benefit real estate **consumers**.

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**.

Recognizing that consumer expectations demand that licensees be competent in the use of current and emerging technology in facilitating real estate transactions, technology related courses that enhance licensee skills and knowledge in areas of technology specific to real estate activity are acceptable. Proposed courses that enhance customer service and other skills of licensees where direct benefit to consumers can be demonstrated through course learning objectives are also acceptable.

OTHER TOPICS:

REALTOR® Board Orientation

3. If there are unique Louisiana laws, rules or customary practices that are relevant to a topic being addressed in a course, and if the course is to be conducted in Louisiana or primarily for the benefit of Louisiana licensees, then the course must accurately and completely address such Louisiana 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. Please refer to Part 2 of this guideline regarding objectives and time allotments.

Listed below are various **examples of acceptable topics** chosen from Commission-approved courses. These were chosen to illustrate the wide range of acceptable topics available to course developers.

Agency:

Buyer Representation

Company Agency Policies and Practices

Appraisal:

Pricing Complex Properties

Uniform Standards of Professional Appraisal Practice

Valuation of Green Residential Properties

Brokerage Practices:

Effective Marketing of Properties

Listing Procedures

Proper Handling of Offers

Serving Your Buyer Client

Business Skills:

Communication

Client Skills

Negotiation Skills

Effective Time Management

Understanding Body Language

Commercial Real Estate Brokerage:

Commercial Real Estate Forecasting

Legal Issues for Commercial Property Managers

Construction:

Problems in Measurement Construction Calculations

Residential Construction

Contracts:

Guide to Sales Contract Preparation

Using Predrafted Contract Addenda

Environmental Issues:

Coastal Erosion Issues

Lead Paint Hazards and Disclosure

Reducing Radon Risks in Real Estate

Fair Housing:

Fair Housing Case Studies

Finance:

Residential Financing Options

Understanding Specific Aspects of the Mortgage Process

Investment:

Analyzing and Marketing Specific Investment Property
Specific Aspects of Real Estate Investment Fundamentals

Land Use:

Zoning Basics

Legal Issues:

Antitrust and Real Estate
Misrepresentation: Case Studies

License Law:

The Duty to Discover and Disclose
Top Disciplinary Complaints
Trust Account Guidelines

Marketing:

Marketing Properties
Marketing Listings on Social Media
Marketing and Compliance Course

Property Management:

Legal Issues for Property Managers
The Nuts and Bolts of Property Management

Taxation:

Taxation of Investment Property
Tax Deferred Real Estate Exchange

Miscellaneous:

Foreclosures and Short Sales
How to Sell HUD Homes
Lending
Mortgage Fraud and Predatory
Property Inspection
Real Estate Development
Real Estate Ethics

PART 2: CE COURSE DEVELOPMENT GUIDELINES

STEP ONE: Understand What Is Required

The first step in sound development of a course for continuing education is knowing exactly what is required for approval by the Louisiana Real Estate Commission. In addition to the subject matter guidelines contained in Part 1, read Commission Rule **Chapter 55 thoroughly** for complete details regarding course approval. As far as actual materials are concerned, in developing a proposed CE course, a course provider must produce an **Instructor Guide**.

The **Instructor Guide** must include:

- (1) **Detailed course outline**
- (2) **Time allotment for each major topic and breaks**
- (3) Detailed **learning objectives for each major topic**
- (4) Instructional methods/aids are *optional* to provide with initial submission, however, be advised material may be requested when items 1-3 are insufficient to make a determination.

STEP TWO: Choose an Appropriate Topic

The second step in CE course development is choosing an appropriate topic. Part 1 of this guideline explains appropriate course subject matter.

STEP THREE: Write Instructional (Learning) Objectives

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 reference ARELLO's guideline to learning objectives:

Benefits of learning objectives to students

Learning objectives are important because they define the knowledge or skills the student should have at the end of each lesson. Students need to know what they are expected to learn and how they will demonstrate that they have learned the material.

Learning objective benefits for the instructor

Instructors need to be able to set goals – generally in the form of learning objectives. Clear learning objectives will help the instructor plan activities, establish priorities, and manage time throughout the course.

Learning objective benefits for the reviewer

Learning objectives give the reviewer a detailed look at the course being presented without the instructor having to submit a complete text of the course.

The more details the reviewer has relative to the course the easier it will be for the reviewer to approve the course.

Requirements for learning objectives

Learning objectives are required for each major topic. A single instructional objective for the entire course is not sufficient.

Learning objectives are formulated by defining the key points of the course and identifying specific concepts that students should focus on and understand.

Specific course objectives must be stated in performance terms. What is the student expected to learn at the end of each chapter or lesson?

Learning objectives should be specific to the course material. Simply having a learning objective stating, “the student will be a better real estate agent” is insufficient. Courses submitted with generic learning objectives will not be approved.

Unclear learning objective:

The student will understand Louisiana Rules and Regulations.

Sufficient Learning Objective:

The student will be able to identify the three types of escrow accounts and explain the purpose and function of each account, as well as acceptable procedures in utilizing each.

The following list of words is helpful in writing instructional objectives used to provide measurable outcomes.

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

<u>KNOWLEDGE</u>	<u>COMPREHENSION</u>	<u>APPLICATION</u>	<u>ANALYSIS</u>	<u>SYNTHESIS</u>	<u>EVALUATION</u>
Define	Discuss	Apply	Analyze	Combine	Assess
Describe	Explain	Classify	Breakdown	Create	Critique
Identify	Interpret	Compute	Categorize	Design	Determine
List	Paraphrase	Demonstrate	Differentiate	Devise	Judge
Name	Summarize	Modify	Discriminate	Integrate	Measure
Recall	Translate	Produce	Relate	Transform	Support

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.

At this point, once the detailed outline is complete, it should be apparent if the topic is too basic, broad, general, or otherwise inappropriate. Contact the LREC Education Department with any questions or concerns regarding the suitability of a topic or proposed subject matter.

STEP FIVE: Determine Proposed Time Allotments and Instructional Methods/Aid

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 two (2) 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. See also Part 1: CE Course Subject Matter Guidelines

Regarding instructional methods/aids, unless the applicant can demonstrate that straight lecture is the most effective instructional method for the course, *instructional methods and instructional aids are 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.

STEP SIX: Proofread Materials

The course reviewer's duty is to evaluate the content in each continuing education course. The reviewer's responsibilities do not include proofreading and editing course materials. It is incumbent upon the vendor and instructor to proofread and edit course materials before submission. Rough drafts of courses will not be accepted.

If the reviewer notices continuous errors (spelling, grammar, editing, etc) the course will be returned to the vendor for correction before being approved.

STEP SEVEN: Name That Course

Select a title for the course that accurately reflects the course content. Titles that are too broad will not be accepted by the commission.

PART 2A: MANDATORY TOPIC CE COURSE DEVELOPMENT GUIDELINES

STEP ONE: Understand What Is Required For Mandatory CE Course

The first step to satisfy the approval of the mandatory topic for continuing education is knowing exactly what is required for approval by the Louisiana Real Estate Commission (LREC). Refer to Commission Rule, **Chapter 55** thoroughly for complete details regarding course approvals. The mandatory CE topic for license renewal is determined and set by LREC each year. The following guidelines are to be followed if course materials for the mandatory CE course are developed by the course provider.

As a minimum criterion, in developing the mandatory topic course, a course provider must produce the following:

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

The **Instructor Guide** must include:

- (1) **Detailed course outline**
- (2) **Time allotment for each major topic and breaks**
- (3) **Detailed learning objectives for each major topic**
- (4) **Instructional methods/aids to be used.**

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.

STEP TWO: Choose an Appropriate Topic

The second step in mandatory CE course development is providing course material that appropriately addresses the course topic as specified by LREC.

STEP THREE: Write Instructional (Learning) Objectives

The third step in mandatory CE course development is formulating instructional (learning) objectives. Deciding to develop a course can be compared to deciding to take a trip. Just as a destination for the journey's end needs to be determined – a course provider must determine the ultimate goal of proposed course. Instructional objectives define what the student will be able to do upon completion of the course. Detailed learning objectives are required for each major topic and 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 reference ARELLO's guideline to learning objectives:

Benefits of learning objectives to students

Learning objectives are important because they define the knowledge or skills the student should have at the end of each lesson. Students need to know what they are expected to learn and how they will demonstrate that they have learned the material.

Learning objective benefits for the instructor

Instructors need to be able to set goals – generally in the form of learning objectives. Clear learning objectives will help the instructor plan activities, establish priorities, and manage time throughout the course.

Learning objective benefits for the reviewer

Learning objectives give the reviewer a detailed look at the course being presented without the instructor having to submit a complete text of the course.

The more details the reviewer has relative to the course the easier it will be for the reviewer to approve the course.

Requirements for learning objectives

Learning objectives are required for each major topic. A single instructional objective for the entire course is not sufficient.

Learning objectives are formulated by defining the key points of the course and identifying specific concepts that students should focus on and understand.

Specific course objectives must be stated in performance terms. What is the student expected to learn at the end of each chapter or lesson?

Learning objectives should be specific to the course material. Simply having a learning objective stating, "the student will be a better real estate agent" is insufficient. Courses submitted with generic learning objectives will not be approved.

Unclear learning objective:

The student will understand Louisiana Rules and Regulations.

Sufficient Learning Objective:

The student will be able to identify the three types of escrow accounts and explain the purpose and function of each account, as well as acceptable procedures in utilizing each.

The following list of words is helpful in writing instructional objectives used to provide measurable outcomes.

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

<u>KNOWLEDGE</u>	<u>COMPREHENSION</u>	<u>APPLICATION</u>	<u>ANALYSIS</u>	<u>SYNTHESIS</u>	<u>EVALUATION</u>
Define	Discuss	Apply	Analyze	Combine	Assess
Describe	Explain	Classify	Breakdown	Create	Critique
Identify	Interpret	Compute	Categorize	Design	Determine
List	Paraphrase	Demonstrate	Differentiate	Devise	Judge
Name	Summarize	Modify	Discriminate	Integrate	Measure
Recall	Translate	Produce	Relate	Transform	Support

STEP FOUR : Develop Detailed Course Outline

The fourth step in mandatory CE course development is constructing an outline of the 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. A sentence outline is strongly preferred.

At this point, once the detailed outline is complete, it should be apparent if the topic is too basic, broad, general, or otherwise inappropriate. Contact the LREC Education Department with any questions or concerns regarding the suitability of a topic or proposed subject matter.

STEP FIVE: Determine Proposed Time Allotments and Instructional Methods/Aid

After the detailed outline is complete, the fifth step in mandatory CE course development involves creating the additional Instructor Guide requirements into the course material. 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 (4) 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:

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.

STEP SIX: Write Course Narrative and Assemble Student Materials and Instructor Guide

The sixth step in mandatory CE course development is writing the course narrative and assembling the Student Materials and Instructor Guide. Student materials should 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. **This requirement is not fulfilled by simply providing students course outline and/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.

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.

STEP SEVEN: Proofread Materials

The course reviewer's duty is to evaluate the content in each continuing education course. The reviewer's responsibilities do not include proofreading and editing course materials. It is incumbent upon the vendor and instructor to proofread and edit course materials before submission. Rough drafts of courses will not be accepted.

If the reviewer notices continuous errors (spelling, grammar, editing, etc) the course will be returned to the vendor for correction before being approved.

STEP EIGHT: Name That Course

Select a title for the course that accurately reflects the course content. Titles that are too broad will not be accepted by the commission.

PART 3: CE COURSE SUBMISSION GUIDELINES

Rules and Guidelines

Prior to completing a course approval application, each approved education vendor or prospective course sponsor should read the Louisiana Real Estate Commission's Rules Chapter 55, and "Continuing Education Course Approval Guidelines" thoroughly.

Application Form

The application form for requesting Commission approval for a course can be found on the Commission web site at www.lrec.state.la.us. Forms are revised periodically, so *please be sure to use the most current forms*.

Processing Time & When to Submit

The commission shall approve or deny a course approval application within 45 calendar days after it is received. Incomplete applications or a request from the commission for additional information may be cause for delay beyond 45 calendar days. Review of a proposed course application for a course where the course does not fully satisfy all criteria may take even longer.

Incomplete Applications

The LREC receives and reviews incomplete applications on an individual basis. Generally, LREC will bypass 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. However, if the applicant neglected to answer several questions on the application(s), all materials are returned for completion.

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. Bear in mind that applications are processed in order of receipt, **don't assume** application will be "top priority" - there may be several new course applications ahead of yours.

Course Renewal

Commission approved courses for certified vendors expire on the third December 31 following the date of issuance. In order to assure continuous approval, each vendor must file an application for renewal of approval for each course. All applications for renewal must be filed annually on or before December 31 on the prescribed renewal form and must be accompanied by the prescribed renewal fee.

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 prospective sponsor, the instructor(s) or the course 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.

Continuing education courses approved by the LREC have additional requirements regarding course scheduling, certificates and reporting procedures that are not included in this guideline. See Chapter 55 of the LREC Rules and Regulations for additional information

HANDLING DEFICIENCIES & APPEALS PROCEDURE

Once a course has been submitted by provider and review has begun, fees associated with course approvals are non-refundable. If deficiencies are discovered by the reviewer, LREC will provide two iterations of the course review to give the provider the opportunity to remedy any deficiencies.

The LREC shall notify the applicant of deficiencies in the application for certification or the course materials. The provider will then have forty-five(45) days to respond to the requests of the reviewer before the course will be withdrawn from the review process. Notice will be provided in writing when a course is withdrawn from the review process. If deficiencies have not been remedied after the second iteration of the review, the course will be withdrawn from the review process and fees forfeit. If the course is submitted again in a new submission, LREC shall assign the course to a different reviewer.

Decisions made by course reviewers, or as a result of a course audit are appealable. Appealable action is limited to four (4) grounds as follows:

1. LREC or the reviewer failed to consider all the evidence and documentation presented in favor of a provider's application or audit documentation.
2. LREC or the reviewer acted erroneously by disregarding its own Standards & Guidelines.
3. There was a bias demonstrated by LREC or the reviewer.
4. The evidence provided to LREC or the course reviewer at the time of the decision was materially in error.

The course provider must contact the LREC Executive Director in writing of the intention to petition for a review of the decision no later than thirty (30) calendar days from the date the provider was notified of the adverse decision by LREC. The petition must be based on one of the grounds cited above and justification for the request must be provided. All accompanying documentation supporting the petition must also be submitted to the LREC Executive Director no later than forty-five (45) days from the date the provider was notified of the decision.

The Executive Director will review a copy of the application, accompanying documentation, including any appended program responses, the letter of notification of the LREC action, and the written request which states the grounds for the appeal. The Executive Director will have full access to all other documents and records filed with LREC and its agents during the certification process.

The Executive Director can either uphold the original decision made by the LREC reviewer(s) or instruct another course of action as necessary. The provider will be notified in writing of the decision within ten (10) days of his or her action.

If the provider wishes to appeal the decision of the Executive Director, they may do so by making their final appeal within thirty (30) days of denial, in writing, to the LREC Chairman for consideration in a formal hearing before the full Commission. The LREC Chairman shall place the formal appeal on the agenda of the full Commission no later than forty-five (45) days after the formal appeal has been submitted.

Appeals will be handled as administrative, not-judicial, hearings. During any hearing, the provider and LREC shall have the following rights:

1. To be represented by a representative(s) of their choice.
2. To be present during any hearing.
3. To present oral testimony keeping within any established time limits.
4. If the provider waives personal appearance, the matter will be handled solely on briefs submitted.

The LREC deliberations following the conclusion of any hearing and its subsequent decision process will be in open session.

The full Commission may take one of two actions:

- Affirm the decision of the Executive Director and its educational agents, or
- Reconsider the original decision and vote for other action.

In either case the Chair of the LREC will provide reasons for its actions and notify the provider in writing within forty-five (45) days following the meeting. If the Chair of LREC affirms the prior decisions of the Executive Director and LREC reviewers, there is no further course of action available to the provider. **The decision is final.**