

The State of North Carolina



The North Carolina Board of Architecture

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Application for Continuing Education Approved Sponsor

Name of Sponsor: _____

Point of Contact Name: _____

Contact Telephone Number: _____

Contact email: _____

Is the Sponsor an approved AIA/CES? _____

Credit is not awarded for time spent on product demonstration, sales presentations, breaks, registration, travel, receptions, or meals - time spent eating. Credit is awarded only for educational time. One contact hour is a minimum of fifty minutes of contact. Please refer to 21 NCAC 02.0900 found in the rules section at www.ncbarch.org.

General Learning Objectives for Courses Offered by the Provider

Each course must have at least three learning objectives. The learning objectives must be clearly defined and communicated to participants before offering the course. Each learning objectives should be a clear and concise statement of what knowledge or skill an architect will learn from taking the course. Attach extra sheets or information if necessary.

Health Safety and Welfare Provider Description

Health, safety, and/or welfare in architecture are defined as anything that relates to the structural integrity or soundness of a building or site. There should be a clear connection as to how the general public will benefit by the knowledge gained when the architect completes this course.

Indicate which categories apply to courses offered by the provider. Check all that apply:

Health: Aspects of architecture that have salutary effects among users of buildings or sites and address environmental issues. Examples would be appropriate air temperature, humidity and quality; adequate provisions for personal hygiene; and non-toxic materials or finishes.

Safety: Aspects of architecture intended to limit or prevent accidental injury or death among users of buildings or sites. Examples would be the provision of fire-rated egress enclosures, automatic sprinkler systems, and stairs with correct rise-to-run proportions.

Welfare: Aspects of architecture that engender positive emotional responses among, or enable equal access by, users of building or sites. Examples would be spaces whose scale, proportions, materials, and color are pleasing for the intended use; spaces that afford natural light and views of nature; and provisions for users with disabilities.

Sustainable Design Description and Categories

Sustainable design is achieved through an integrated design and delivery process that enhances the natural and built environment by using energy sensibly with a goal toward carbon neutrality, improves air and water quality, protects and preserves water and other resources, and creates environments, communities and buildings that are livable, comfortable, productive, diverse, and safe. Indicate which categories apply to courses offered by the provider. Check all that apply:

Sustainable Design and Innovation Sustainable design is an inherent aspect of design excellence. Projects should express sustainable design concepts and intentions, and take advantage of innovative programming opportunities.

Regional /Community Design Sustainable design values the unique cultural and natural character of a given region

Land Use and Site Ecology Sustainable design protects and benefits ecosystems, watersheds, and wildlife habitat in the presence of human development.

Bioclimatic Design Sustainable design conserves resources and maximizes comfort through design adaptations to site-specific and regional climate conditions.

Light and Air Sustainable design creates comfortable interior environments that provide daylight, views, and fresh air

Water Cycle Sustainable design conserves water and protects and improves water quality.

Energy Flows and Energy Future Sustainable design conserves energy and resources and reduces the carbon footprint while improving building performance and comfort. Sustainable design anticipates future energy sources and needs

Materials and Construction Sustainable design includes the informed selection of materials and products to reduce product-cycle environmental impacts, improve performance, and optimize occupant health and comfort.

Long Life/Loose Fit Sustainable design seeks to enhance and increase ecological, social, and economic values over time

Collective Wisdom and Feedback Loops Sustainable design strategies and best practices evolve over time through documented performance and shared knowledge of lessons learned.

Instructional Format for Courses Offered by the Provider

Check those that are appropriate:

Asynchronous – This course is one in which the learner(s) and the instructor(s) are separated by time and are not engaging in the learning activity simultaneously (i.e., learning anytime, anyplace, 24/7).

Synchronous (real time) – This course is where the instructor(s) and learners are engaging in the learning activity at the same time. Should you modify this course in the future to an asynchronous delivery format then you must notify the Board as soon as possible.

If Synchronous does this course include a competency component?

No.

Yes, which type:

Test or Quiz

Essay

Demonstration

Online discussions

Peer Review

Presentation

Reflection

If other outcome-based evaluations, describe here:

Distance Learning - Asynchronous Only

If you are offering asynchronous courses, complete the following:

Media – Method:

- Audio Tape / CD-ROM Computer based training (CBT)
- Correspondence: wiki, RSS, blog
- Pod cast Publication/Articles Videotapes / DVD
- Virtual tour Workbooks Web-based training (WBT)
- Other(s); list all that apply _____

COURSE DEVELOPER / INSTRUCTORS – if other than CES Point of Contact (POC)

List the key personnel (staff or outside consultants) responsible for developing and/or teaching this distance education course. Include full name, licenses or affiliation, title, and role in the course. Use additional sheets, as necessary.

Name: _____

Title: _____

Company/Affiliation: _____

Phone Number: _____

Email: _____

Role in course development/delivery

Distance Learning Calculation

COURSE LEARNING UNIT CONTACT HOUR CALCULATION

Providers must document how the number of contact hours was determined for a course. Calculate only time spent directly related to the educational activities. This process must be completed prior to submission of the course.

SIGNED AFFIDAVITS (Asynchronous only)

Courses offered that do not have a specific time frame such as a home-study correspondence, Internet, magazine, or some CD ROM courses are difficult to quantify. The NC Board of Architecture policy for determining the number of contact hours for this type of course requires signed affidavits from a sample population. These affidavits must include the names and contact information from at least 10 individuals stating the length of the time it took them to complete the course. Also these affidavits must be completed on their company letterhead. No more than 2 of the participants can be employees of the CES Provider submitting the course. Total contact hours awarded are then calculated by averaging the total time of the pilot study group. Keep in mind; breaks away from the learning activity or time not directly related to the educational process do not qualify (i.e. breaks, lunch, etc).

How was the course contact hour calculated?

Distance Learning - Asynchronous Course Content and Organization

For each section, address the issues listed. Use additional sheets, as necessary. Please be thorough and succinct with your responses. Attach support documentation and samples as needed.

1. How will you ensure that the distance education course's content and objectives are current and up-to-date? What are the procedures for revisions and updates to this course?

2. How will the Provider ensure that the course is strictly educational and that any product, brand, or service specific marketing is separate from the educational content?

3. Does the course allow for significant opportunities for interaction in order to help the learner process the new information?

4. How does it encourage the learner to interact with the materials, other participants, and/or the instructor?

5. What evaluation tools are used to measure the learner's progress in the course?

Please review and sign the Approved Sponsor Agreement on the next page.

Send form and all documentation to:

NC Board of Architecture
127 W. Hargett Street
Suite 304
Raleigh, NC 27601

Questions: CE Compliance Administrator, Tyler Barrick
tyler@ncbarch.org

Name of Firm: _____

APPROVED SPONSOR AGREEMENT

The North Carolina Board of Architecture (BOARD) and the undersigned agree that the undersigned is an “APPROVED SPONSOR” of continuing professional education courses and programs for architects licensed by the BOARD, subject to the following terms and conditions. The undersigned shall:

- In advance, accurately inform prospective course participants of the amount of credit that can be claimed by North Carolina licensed architects;
- Determine credit for courses and programs that may be claimed by North Carolina architects in compliance with the content and calculation requirements set out in the Board’s laws and rules;
- Retain for BOARD inspection all records of course and program content and attendance to the extent licensees are required to do so by the Board’s rules;
- Cooperate in any BOARD inquiry concerning any course or program participant’s compliance with the Board’s laws and rules on continuing education;
- Take reasonable steps to assure that courses and programs when presented conform with the content and credit claimed;
- For purposes of this agreement, all references to laws and rules shall be interpreted to mean the current applicable North Carolina laws and rules as amended from time to time, and not just the versions in effect on the original date of this agreement.

This agreement may be terminated by the BOARD if it, in its sole discretion, determines that the undersigned sponsor has violated any of the terms and conditions of this agreement. This agreement may be terminated by the APPROVED SPONSOR only upon reasonable notice and only regarding subsequent courses or programs that have not been promoted by the sponsor as qualifying for credit under this agreement.

_____ Date _____
Sponsor Representative

_____ Date _____
NORTH CAROLINA BOARD OF ARCHITECTURE
Cathe M. Evans, Executive Director