

Introduction

Attending education courses that GBCI has approved is one of the primary methods by which GBCI credential holders fulfill the requirements to maintain their GBCI credentials.

GBCI's Continuing Education (CE) Course Criteria describes the framework and requirements for education courses to be approved for GBCI Continuing Education (CE) hours. Continuing Education credit is allocated at a rate of 0.5 CE hours per thirty minutes of [educational contact time](#).

Terms + Conditions

At the time of purchase, the course provider acknowledges GBCI's published criteria by which their course will be evaluated (this document) by agreeing to [GBCI's Terms & Conditions](#) when a course review is purchased.

Audit Expectations

A course submitter agrees to maintain their records for two years following course delivery. GBCI periodically audits approved courses; should GBCI contact you, please be ready to share course rosters, course promotional materials, learning assessment results, and Certificate of Completion documentation.

Course Formats

The following formats are acceptable.

On-demand	Self-paced content is delivered in a text-based or article/print format.
Live	Event is presented as a workshop, webinar, tour, or panel discussion.
Dual format: Live/On-demand	Course to be submitted as both Live and On-demand with one application.
Live Conference/Summit	Single event held on a specific date with multiple sessions.

New feature: Single Application for Dual Format Delivery Courses

GBCI is adding flexibility and streamlining the continuing education course approval process by launching a new option that allows a course to be submitted for simultaneous 'live' and 'on-demand' CE approval.

For a 'live' course to be approved simultaneously for 'on-demand'(i.e., a recording of the live event is offered 'on-demand' for attendees to earn CE hours), the submitted 'live' course must comply with all 'on-demand' course requirement, which includes full slide deck, speaker notes, and quiz. For additional information, contact [GBCI](#).

Criterion

A course submitted for GBCI Continuing Education for approval must meet the following:

- | | |
|-------------|---|
| Criterion 1 | Includes a minimum of four (4) learning objectives |
| Criterion 2 | Relates to the appropriate rating system for rating system-specific credits |
| Criterion 3 | Course content relates to green building concepts |
| Criterion 4 | Content is fact-based |
| Criterion 5 | Credit is awarded to only participants who complete the course |
| Criterion 6 | Adheres to the GBCI course approval period |
| Criterion 7 | Is not intended for exam preparation |
| Criterion 8 | Does not have any commercial influence |
| Criterion 9 | Does not offer GBCI CE before GBCI Approval |

Criterion 1 Includes a minimum of four (4) learning objectives.

Course content must be organized around a minimum of 4 learning objectives for attendees.

<i>Course format</i>	<i>Requirements for GBCI approval</i>
On-demand Live Dual format: Live/On-demand	Includes a minimum of four (4) learning objectives for the course The learning objectives must be relevant to the course content and reflect what is taught to learners. Learning objectives are measurable, clearly stated, and achievable based on the content of the course materials.
Live Conference/Summit	<i>Each session</i> in the conference spreadsheet must include four (4) learning objectives.


Criterion 2 Relates to appropriate rating system for rating system specific credits

Rating-specific credit may be awarded for LEED, SITES, and WELL. The content must relate to the current version of the relevant rating system.

<i>Course format</i>	<i>Requirements for GBCI approval</i>
On-demand Live Dual format: Live/On-demand Live Conference/Summit	<p>At least three-fourths (3/4) of the learning objectives must be relevant to the rating system (see Appendix A), and at least three-fourths of the course content must be relevant to the rating system the course is teaching.</p> <p>The rating system(s) and version(s) are specified at least once in the course title, description, and/or learning objectives. For LEED courses, the LEED specialty needs to be included.</p> <p>The course must teach the <i>current</i> version of the rating system:</p> <ul style="list-style-type: none"> • LEED v4 (all rating systems) and/or LEED v4.1 (beta) • LEED v5 (draft) • WELL v2 • SITES v2 <p>Note: A course teaching a retired rating system version will not be approved. Courses discussing a beta or draft rating system version must include a clarifying slide. See Appendix C.</p> <p>Appendix A: Relevant rating system topics Appendix B: Sample rating system-specific learning objectives</p>

Criterion 3 Content relates to green building concepts


The course subject matter and learning objectives must relate to green building, health and wellness, and sustainability.

<i>Course format</i>	<i>Requirements for GBCI approval</i>
On-demand Live Dual format: Live/On-demand Live Conference/Summit	<p>At least three-fourths of the learning objectives and the course content are relevant to green building concepts.</p> <p>This applies to courses for general CE and rating system-specific CE.</p> <p>This criterion is relevant for GBCI’s SEA and SEP Credentials.</p> <p> Note: Topics can include but are not limited to the environment, human health, well-being, sustainability, equity, net zero, decarbonization, ESG, resiliency, and the circular economy.</p>

Criterion 4 Course content is fact-based


Course content is based on facts, sound research, logic, and expertise.

<i>Course format</i>	<i>Requirements for GBCI approval</i>
On-demand Live Dual format: Live/On-demand	<p>A copy of the materials is required when submitting the course. This could be a slide deck with speaker notes or a course video recording. If the course, such as a tour or panel discussion, doesn’t have a slide deck, a detailed time outline needs to be provided.</p> <p>Course content is objective, science-based, and independent from political, ideological, and commercial influence. Content is based upon sound research, logic, and expertise and is verifiable through publicly available, reliable, and credible third-party sources.</p> <p>The course materials are current, accurate, and relevant, with data appropriately cited from current sources (no older than 3 years).</p>
Live Conference/Summit	<p>The conference template must be submitted with the information for all conference sessions. However, due to the one-time nature of a conference or summit, complete program materials for each session do not need to be submitted.</p>

	<p>Note: Course presentations should include links to publicly available third-party citations for assertions.</p>
---	--

Criterion 5 Credit is awarded only to participants who complete the course

The Education Provider is responsible for ensuring that credit and certificates of completion are only awarded to participants who successfully complete the course.

<i>Course format</i>	<i>Requirements for GBCI approval</i>
On-demand Dual format: Live/On-demand	The course must include an assessment (Appendix D) to track completion. To successfully complete the course and earn CEs, you must have an 80% or higher score. A Certificate of Completion must be provided upon successful completion of the course.
Live Live Conference/Summit	To successfully complete the course and earn CEs, participants must attend at least 80% of the events/sessions. A Certificate of Completion must be provided upon successful completion of the course.
	<p>Note: Online course assessments should be outcome-based, quantifiable assessments tied to the course's learning objectives. A record of participants must be kept for three years.</p> <p>Appendix D. Writing Effective Quizzes for On-Demand Courses</p>

Criterion 6 Adheres to GBCI course approval period

GBCI course approval is valid for a specific period.

<i>Course format</i>	<i>Requirements for GBCI approval</i>
On-demand Live Dual format: Live/On-demand	GBCI course approval is valid for three (3) years from the approval date. The course may no longer be offered for GBCI CE after the three-year approval period. Courses may be renewed if their content remains current after that period by submitting a new course review with updated course materials and a current resource citation.

Continuing Education Course Criteria

Live Conference/Summit

GBCI approval is for the specific scheduled one-time event only.

Criterion 7 Is not intended as exam preparation

A course may not be described or advertised with the intent of being used as exam preparation.

<i>Course format</i>	<i>Requirements for GBCI approval</i>
On-demand Live Dual format: Live/On-demand Live Conference/Summit	Course materials, including title, description, and submitted materials, may not indicate that the course is intended to be exam preparation. Note: Courses may not support exam prep for LEED, SITES, WELL, and SEA/SEP credentials.



Criterion 8 Does not have any commercial influence

A course may not be used to market or promote a specific commercial product or service.

<i>Course format</i>	<i>Requirements for GBCI approval</i>
On-demand Live Dual format: Live/On-demand Live Conference/Summit	Course content is independent of commercial influence, focusing on specific products or manufacturers. Courses cannot promote a company's product or service they provide. The latest Education Partner Logo should appear on the first slide for Education Partners. (For more information, see the USGBC Branding Guidelines .) Presenters' corporate logos may only be shown on a presentation's first and last slides. Commercial logos should not be part of the slide design throughout the presentation. Logos for non-profits, local/regional/national governments, and their agencies are permitted within a presentation if it isn't associated with a material product. Note: Only current logos in the USGBC Branding Guidelines and the GBCI Branding Guidelines may be used.



Criterion 9 Does not offer GBCI CE prior to GBCI Approval

GBCI approval is not retroactive. A course must be submitted before the first offering.

<i>Course format</i>	<i>Requirements for GBCI approval</i>
On-demand Live Dual format: Live/On-demand Live Conference/Summit	<p>To allow sufficient time for the review, the course must be submitted at least 25 business days before the first course offering.</p> <p>A course may not be promoted or marketed as approved for CE hours until GBCI approval. It may never be referred to as 'pending' approval.</p>

Appendix A. Rating System-Specific

LEED Rating System-Specific

- **LEED topics include** Decarbonization, Quality of Life, Electrification, Social Equity, Net Zero, ESG, Climate Change, and Resiliency
- LEED Rating System: Prerequisites & Credits (Intents, Requirements, Innovation Strategies) Weightings, Pilot Credits, Project Priorities and Innovation Credit Category
- LEED v5 impact areas: Decarbonization, Quality of Life, and Ecological Conservation and Restoration.
- Strategies implemented to achieve LEED prerequisites, credits, and/or to improve performance in a category
- Related Credits/Credit Synergies
- LEED Project Rating System Navigation/Eligibility (Minimum Program Requirements, Project Boundary, Compliant Space Types)
- LEED Addenda
- Alternative Compliance Paths
- LEED Documentation & Submission (Documentation Requirements, LEED Online)
- LEED Certification Model - Credit Interpretations, Process of Review & Certification, Appeals, Review Phases and Timeline, Appeals, LEED Volume process, Proven Provider process, O+M Recertification, Campus, Scoring
- Synergies between LEED and WELL, SITES,

- LEED Project Team Member Roles
- Rating system development process/updates
- Benefits or Incentives of LEED Buildings
- LEED Zero
- TRUE Zero Waste (applies for LEED O+M specialty only)

WELL Rating System-Specific

- WELL Rating System: Concepts, Features, and Optimizations (Intents, Parts, Requirements, Weightings)
- Strategies implemented to achieve WELL features and optimizations and/or to improve performance in a category
- Related Features/Feature Synergies
- WELL Project Types
- WELL Addenda
- Alternative Adherence Paths and WELL Equivalencies (international and other)
- WELL Documentation or verification matrix
- WELL Certification Model – Registration, Performance Verification, Certification Recertification, Curative Actions and Appeals, WELL Scoring
- Synergies between WELL and LEED,
- WELL Project Team Member Roles
- Rating system development process/updates

- Benefits or Incentives of WELL Buildings
- WELL Performance Verification process (conditions, scheduling, testing, results, etc.)
- WELL Body Systems
- **WELL topics include** advancing human health and well-being, ESG, health and safety, promoting equity inclusion, and humanity.

SITES Rating System-Specific

- SITES Rating System: Prerequisites and Credits (Intents, Requirements, Weightings)
- Strategies implemented to achieve SITES prerequisites, credits, and/or to improve performance in a category
- Related Credits/Credit Synergies
- Eligible sites
- Sites Addenda
- Sites Documentation
- SITES Online
- SITES Certification Process
- Synergies between SITES and LEED, WELL,
- SITES Project Team Member Roles
- Rating system development process/updates
- Benefits or Incentives of SITES projects

Appendix B. Sample Rating System-Specific Learning Objectives

These learning objectives contribute to a course approval as rating system-specific because they contain a [Rating System-Specific element](#).

- Identify how [LEED v5 BD+C credits](#) align with LEED v5 impact areas.

This sample learning objective would contribute to course approval as rating system-specific for LEED BD+C because it addresses item 3 under LEED-specific in Appendix A - “LEED Rating System: Prerequisites & Credits,” as well as giving the rating system (LEED BD+C) and version (5)

- Discuss [updates made to LEED v4 water efficiency requirements](#) in the LEED v4.1 O+M

This sample learning objective would contribute to course approval as Rating System-Specific for LEED O+M because it addresses item 1 under “LEED-specific” in Appendix A - “LEED Rating System: Prerequisites & Credits,” as well as giving the rating system (LEED O+M) and version (4.1)

- Articulate how USGBC and LEED Committees address current and future energy issues, solutions, and strategies in LEED 4.1 O+M through the [LEED credit development process](#).

This sample learning objective would contribute to a course approval as Rating System-Specific for all LEED rating systems because it addresses item 11 under “LEED-specific” in Appendix A - “Rating system development process/updates” as well as giving the rating system (LEED O+M) and version (4.1)

- Understand the requirements of the [WELL v2 Optimization: Enhanced Material Precaution](#) and [WELL v2 Optimization: Material Transparency](#), and how products meeting these requirements can contribute to the health and well-being of building occupants and installers

This sample learning objective would contribute to course approval as Rating System-Specific for WELL because it addresses item 1 under “WELL-specific” in Appendix A - “WELL Rating System: Concepts, Features, and Optimizations (WELL) and version (v2)

The following learning objectives would not contribute to course approval as rating system-specific because they do not contain a Rating System-Specific Element. However, they would contribute to course approval for general CE hours.

- List three ways solar panels can improve building performance

Solar Panels are a general green building strategy, and the performance improvement indicated in the learning objective is not described through a LEED framework.

- Identify strategies for reducing potable water usage in buildings

Reducing potable water use is a general green building strategy, and the resulting reduction in water usage indicated in the learning objective is not described through a LEED framework.

- Describe how Active Design principles impact building occupants’ health.

Active Design is a general green building strategy. The performance improvement is not described through a LEED framework.

Appendix C. Course Approval Slide: Beta versions of LEED rating systems

Courses discussing rating systems in Beta or Draft testing require an additional slide clarifying that the rating system's content is subject to change.

For example, courses that discuss **LEED v4.1 O+M** beta include one slide which displays the following text:

“LEED v4.1 is still in beta, and the rating system may change. The information for this course was taken from the version published on <Month> <Year>. Participants should check www.usgbc.org for the most recent version.”

For example, courses that discuss **LEED v5 BD+C** draft include one slide which displays the following text:

*“LEED v5 is currently in **draft**, and the rating system may change. The information for this course was taken from the version published on <Month> <Year>. Participants should check www.usgbc.org for the most recent version.*

This course was presented/recorded on [DATE].

Appendix D. Writing Effective Quizzes for On-Demand Courses

Writing Effective Quizzes

A quiz is more than just a step to earn continuing education hours. A well-written quiz measures whether the learning objectives were achieved and reinforces the course’s key concepts and strategies.

A good quiz:

- Assesses key points or concepts relevant to the learning objectives and clearly presented in the content.
- Matches the course learning level.
- Is achievable based on the course but not so simple to pass without viewing the materials.
- Does not ask about miscellaneous information which does not contribute to the knowledge needed.
- Tests for recall and application.

Guidelines for Writing Questions and Answers

- Create questions to measure the learning objectives of the course.
- Include clear, concise language and complete sentences.
- Write positively worded questions. Avoid negative stems{questions}, for example, do not frame the question as “Which of the following is not...” rather, frame the questions as “Which of the following is...”.
- Write questions that test for both recall and application of the course content and learning objectives. Recall questions are based on fact memorization, and application questions will require the quiz taker to apply the learned knowledge to solve a problem.
- Answer options must be multiple-choice, single response (1 key /answer, 4 options). Do not use “*All of the above*” as a response. There should be one correct answer and three plausible distractors.
- Keep the answer options consistent in length, grammar, and context so the correct answer is not apparent.
- Limit *True/False* format for most of the quiz. This format can work to assess if a statement about a key or important concept is accurate. Avoid absolute words like “*only*,” “*never*,” and “*always*” in the question, as these words can make the correct answer obvious.
- Once you have completed writing the questions and answers to your quiz, review it in its entirety to ensure there is no cueing or overlapping of questions or answers. (i.e., A question or the answer to a question should not cue the answer to another question in the quiz. Questions should be unique and should not overlap.)

Minimum Number of Quiz Questions

GBCI On-Demand courses for GBCI Continuing Education (CE) hours must meet a minimum number of quiz questions:

- 0.5-hour CE course minimum 5 quiz questions
- 1.0-hour CE course minimum 10 quiz questions
(Recommend 10 questions/hour for 1.0+ CE hours.)