PUBLIC MEETING OF THE NEBRASKA REAL PROPERTY APPRAISER BOARD
BY VIRTUAL CONFERENCING
Thursday, December 18, 2025, 9:00 a.m.
Nebraska Real Property Appraiser Board Office, First Floor, Nebraska State Office Building
301 Centennial Mall South, Lincoln, Nebraska

AGENDA

A. Opening 9:00 a.m.

B. Notice of Meeting (Adopt Agenda)

The Nebraska Real Property Appraiser Board will meet in executive session for the purpose of reviewing applicants for credentialing; applicants for appraisal management company registration; investigations; pending litigation, or litigation that is imminent as evidenced by communication of a claim or threat of litigation; and employee performance evaluation. The Board will exit executive session at 9:45 a.m. If needed, the Board will re-enter executive session at the conclusion of the public agenda items discussion to complete review of the above-mentioned items. The Board will not take action on agenda items C, D, E, and F until executive session is completed.

C. Credentialing as a Nebraska Real Property Appraiser 1-10

1. New Applicants for Licensed Residential Credential through Education, Experience, and Examination
   a. L25003
2. Applicants for Renewal of Real Property Appraiser Credential
   a. CG2025011R

D. Registration as an Appraisal Management Company

E. Compliance Matters 1

1. Active Investigations
   a. 25-09
2. Post-Board Action Matters
   a. 23-01

F. Other Executive Session Items

1. Personnel

G. Welcome and Chair's Remarks (Public Agenda 9:45 a.m.)

H. NRPAB Employee Recognition Award

I. Board Meeting Minutes

1. Approval of November 20, 2025 Meeting Minutes 1-13

J. Director's Report

1. Real Property Appraiser and AMC Counts and Trends
    a. Real Property Appraiser Report 1-5
    b. Temporary Real Property Appraiser Report 6
    c. Supervisory Real Property Appraiser Report 7
    d. Appraisal Management Company Report 8
2. Director Approval of Applicants
    a. Real Property Appraiser Report 9
    b. Appraisal Management Company Report 10
    c. Education Activity and Instructor(s) Report 11
3. 2025-26 NRPAB Goals and Objectives + SWOT Analysis 12-13

K. Financial Report and Considerations

1. November Financial Report
    a. Agency Budget Status Report 1-3
    b. Appraiser Program Budget Status Report 4-6
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    d. MTD General Ledger Detail Report 10-16
    e. Financial Charts 17-20
2. ASC SARAS Grant Report
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3. Notice of Cash Fund Transfers 23
4. Per Diems

L. General Public Comments

M. Education 1-29

1. 2251497.01: ASFMRA – "Appraising Ag Facilities Equine Seminar"
2. 2253498.01: ASFMRA – "Appraising Ag Facilities Equine Seminar"

N. Unfinished Business

1. 500 South 16th Street DOL Building Relocation
2. Explore SARAS Grant to Increase Number of Nebraska Resident Real Property Appraisers
3. Open 1st Congressional District Certified Real Property Appraiser Representative Position

O. New Business

P. Legislative Report and Business

1. Proposed changes to Title 298 of the Administrative Code
2. Other Legislative Matters

Q. Administrative Business

1. Guidance Documents
2. Internal Procedural Documents
3. Forms, Applications, and Procedures

R. Other Business

1. Board Meetings
   a. 2026 NRPAB Calendar 1
2. Conferences/Education
   a. Spring AARO Conference; April 27-29, 2026 – San Diego, CA 2
3. Memos from the Board
4. Quarterly Newsletter
5. Appraisal Subcommittee
6. The Appraisal Foundation
   a. First Exposure Draft of Proposed Changes to the Real Property Appraiser Qualification Criteria_December 3, 2025 3-130
   b. AQB Concept Paper – Skills Based Pathway_December 3, 2025 131-143
   c. AQB Concept Paper – Examination Only Pathway_December 3, 2025 144-153
   d. TAF December Newsletter 154-156
7. Association of Appraiser Regulatory Officials
8. Government-Sponsored Enterprises
9. In the News

S. Adjourn

DRAFT – Subject to Board review and approval at its regular meeting on December 18, 2025

NEBRASKA REAL PROPERTY APPRAISER BOARD
NRPAB OFFICE MEETING ROOM, FIRST FLOOR
NEBRASKA STATE OFFICE BUILDING
301 CENTENNIAL MALL SOUTH, LINCOLN, NE

November 20, 2025 Meeting Minutes

A. OPENING

Chairperson Gerdes called to order the November 20, 2025 meeting of the Nebraska Real Property Appraiser Board at 9:02 a.m. in the Nebraska Real Property Appraiser Board meeting room located on the first floor of the Nebraska State Office Building, 301 Centennial Mall South, Lincoln, Nebraska.

B. NOTICE OF MEETING

Chairperson Gerdes announced the notice of the meeting was duly given, posted, published, and tendered in compliance with the Open Meetings Act, and all board members received notice simultaneously by email. Publication of official notice of the meeting appeared in the October 10, 2025 edition of the Lincoln Journal Star, a legal newspaper of general circulation in this state. The agenda was kept current in the Nebraska Real Property Appraiser Board office and on the Board's website. In accordance with the Open Meetings Act, at least one copy of all reproducible written material for this meeting, either in paper or electronic form, was available for examination and copying by members of the public. The material in paper form was available on the table in a public folder, and the material in electronic form was available on the Board's website in Public Meeting Material (https://appraiser.ne.gov/board_meetings/). A copy of the Open Meetings Act was available for the duration of the meeting. For the record, Board Members Cody Gerdes of Lincoln, Nebraska; Kevin Hermsen of Gretna, Nebraska; Derek Minshull of North Platte, Nebraska; and Adam Batie of Kearney, Nebraska were present. Board Member Rodney Johnson of Norfolk, Nebraska was absent and excused. Also present were Director Tyler Kohtz, Licensing Programs Manager Karen Loll, Education Program Manager Kashinda Sims, and Business Programs Manager Colby Falls, who are headquartered in Lincoln, Nebraska.

ADOPTION OF THE AGENDA

Chairperson Gerdes reminded those present for the meeting that the agenda cannot be altered twenty-four hours prior to the meeting except for emergency items in accordance with the Open Meetings Act. Director Kohtz informed the Board that discussion on Section C; "Hearing on the Proposed Changes to Title 298 of the Nebraska Administrative Code" will take place after the Board comes out of executive session. Chairperson Gerdes acknowledged the order. Board Member Minshull moved to adopt the agenda as presented noting that discussion for Section C will take place at the beginning of the public agenda. Board Member Hermsen seconded the motion. The motion carried with Hermsen, Minshull, Batie, and Gerdes voting aye.

Board Member Hermsen moved that the Board enter executive session for the purpose of reviewing applicants for credentialing; applications for appraisal management company registration; investigations; pending litigation, or litigation which is imminent as evidenced by communication of claim or threat of litigation; and employee performance evaluation. A closed session is clearly necessary to prevent needless injury to the reputation of those involved. Board Member Minshull seconded the motion. The time on the meeting clock was 9:04 a.m. The motion carried with Hermsen, Minshull, Batie, and Gerdes voting aye.

Board Member Minshull moved to exit executive session at 9:43 a.m. Board Member Batie seconded the motion. The motion carried with Hermsen, Minshull, Batie, and Gerdes voting aye.

Break from 9:43 a.m. to 9:50 a.m.

C. HEARING ON THE PROPOSED CHANGES TO TITLE 298 OF THE NEBRASKA ADMINISTRATIVE CODE

1. OPENING

Chairperson Gerdes welcomed everyone to the hearing on proposed changes to Title 298 of the Nebraska Administrative Code and introduced himself as the 1st Congressional District Representative. The Chairperson then introduced Kevin Hermsen, the 2nd Congressional District Representative; Derek Minshull, the Financial Institutions Representative; and Adam Batie, the 3rd Congressional District Representative as the board members in attendance. Chairperson Gerdes informed those in attendance that today's hearing is part of the rule making process. The hearing was made public in the October 10, 2025 edition of the Lincoln Journal Star, a legal newspaper of general circulation in the state of Nebraska. In addition, notice of this hearing was provided to the office of the Secretary of State and the Executive Board of the Legislative Council more than thirty days prior to the date of hearing in accordance with Neb. Rev. Stat. § 84-907.06, and to the Governor more than thirty days prior to the date of hearing in accordance with Neb. Rev. Stat. § 84-907.09. Draft copies of all rules and regulations to be adopted, amended, or repealed were available for examination at the Nebraska Real Property Appraiser Board office, Monday through Friday, between 8:00 a.m. and 5:00 p.m., on the Nebraska Real Property Appraiser Board's website at appraiser.ne.gov, and on the Nebraska Secretary of State's website at sos.ne.gov. A copy of the proposed changes, along with a summary, can be found on the table at the front in the public folder. A description of the fiscal impact was also available at the Nebraska Real Property Appraiser Board office, Monday through Friday, between 8:00 a.m. and 5:00 p.m., and on the Nebraska Real Property Appraiser Board's website at appraiser.ne.gov. The fiscal impact statement can also be found on the table at the front in the public folder. All interested persons were invited to submit written comments prior to the hearing, which will be made part of the hearing record. Chairperson Gerdes outlined the procedures for the hearing, which included procedures for testifying and the format that the Board was to follow. The Chairperson also informed those in attendance that no vote, if any, would be taken on the proposed changes to Title 298 until Agenda Item P.

2. BOARD MEMBER COMMENTS

Chairperson Gerdes asked the Board for any comments. Board member Minshull thanked the Director for his time and dedication. With no more comments, the Chairperson moved on to acceptance of Written Comments Received.

3. ACCEPTANCE OF WRITTEN COMMENTS RECIVED

Chairperson Gerdes asked that written comments received be introduced for the record. Director Kohtz informed the Board that no written comments were received. With none, the Chairperson moved on to proponents.

4. **TESTIMONY**

   a. **Proponents**

   Chairperson Gerdes asked for any proponents of the proposed changes to Title 298. With none, the Chairperson moved on to opponents.

   b. **Opponents**

   Chairperson Gerdes asked for any opponents of the proposed changes to Title 298. With none, the Chairperson moved on to neutral testimony.

   c. **Neutral**

   Chairperson Gerdes asked for any neutral testimony on the proposed changes to Title 298. With none, the Chairperson moved on to board member post-testimony comments.

5. **BOARD MEMBER POST-TESTIMONY COMMENTS**

   Chairperson Gerdes asked the Board for any post-testimony comments. With none, the Chairperson moved on to closing.

6. **CLOSING**

   Chairperson Gerdes closed the October 20, 2025 hearing before the Nebraska Real Property Appraiser Board on the proposed changes to Title 298 of the Nebraska Administrative Code.

H. WELCOME AND CHAIR'S REMARKS

Chairperson Gerdes welcomed all to the November 20, 2025 meeting of the Nebraska Real Property Appraiser Board and indicated that he had no specific remarks. Chairperson Gerdes recognized Erik Kasik, Emma Loseke, Blythe McAfee, Roger Morrissey, and Chase Nelms as members of the public in attendance.

I. BOARD MEETING MINUTES

1. **APPROVAL OF OCTOBER 23, 2025 MEETING MINUTES**

   Chairperson Gerdes asked for any additions or corrections to the October 23, 2025 regular meeting minutes. With no discussion, Chairperson Gerdes called for a motion. Board Member Hermsen moved to approve the October 23, 2025 regular meeting minutes as presented. Board Member Minshull seconded the motion. Chairperson Gerdes recognized the motion and asked for any discussion. With no discussion, Chairperson Gerdes called for a vote. The motion carried with Hermsen, Minshull, Batie, and Gerdes voting aye.

J. DIRECTOR'S REPORT

1. **REAL PROPERTY APPRAISER AND AMC COUNTS AND TRENDS**

   a. **Real Property Appraiser Report**

   Director Kohtz presented nine charts outlining the number of real property appraisers as of November 20, 2025 to the Board for review. The Director noted that the end of the calendar year is nearing and indicated that he had no specific comments on the charts found on pages J.1 through J.5. Director Kohtz then brought attention to the 2026-27 Renewal Progress Report and informed the Board that, for all classifications, the projected renewal rate for the 2026-27 renewals is 90%. Currently, 36% of credential holders whose credential expires on December 31, 2025 have renewed; another 4% of credential holders have submitted applications currently in pending status.

The Director informed the Board that this is the first time that a complete, fully trained staff has processed real property appraiser renewals. Under the current structure and procedures, both the real property appraiser renewals and appraisal management company renewals have been processed in a highly efficient manner. Director Kohtz continued to explain that one of the primary purposes of hiring an additional staff member was to establish stability and consistency in the real property appraiser renewal processing. When the Board was utilizing temporary employees, a significant amount of time went into training, reviewing, and re-training if needed – often with mixed results. In addition, retaining trained temporary employees through the entire renewal season was always a challenge. Now, staff time is dedicated solely to processing real property appraiser renewal applications. The Director finished by stating that it is gratifying to see the vision come to fruition, and commended staff for doing an excellent job. Chairperson Gerdes thanked the Director for the update. The Board thanked staff for its hard work. Director Kohtz asked for any questions or comments. There was no further discussion.

b. Temporary Real Property Appraiser Report

Director Kohtz presented three charts outlining the number of temporary credentials issued as of October 31, 2025 to the Board for review. The Director indicated that he had no specific comments and asked for any questions or comments. There was no further discussion.

c. Supervisory Real Property Appraiser Report

The Director presented two charts outlining the number of registered supervisory real property appraisers as of November 20, 2025 to the Board for review. The Director indicated that he had no specific comments and asked for any questions or comments. There was no further discussion.

d. Appraisal Management Company Report

Director Kohtz presented two charts outlining the number of AMCs as of October 23, 2025 to the Board for review. The Director indicated that the number of Nebraska-registered AMCs has increased during the past few months but is steady overall. Director Kohtz then asked for any questions or comments. There was no further discussion.

2. DIRECTOR APPROVAL OF APPLICANTS

a. Real Property Appraiser Report

Director Kohtz presented the Real Property Appraiser Report to the Board for review showing real property appraiser applicants approved for credentialing by the Director for the period between October 15, 2025 and November 10, 2025. The Director indicated that he had no specific comments and asked for any questions or comments. There was no further discussion.

b. Education Activity and Instructors Report

Director Kohtz presented the Education Activities and Instructors Report to the Board for review showing education activities and instructors approved by the Director for the period between October 15, 2025 and November 10, 2025. The Director asked for any questions or comments. There was no further discussion.

3. 2025-26 NRPAB GOALS AND OBJECTIVES + SWOT ANALYSIS

Director Kohtz presented the 2025-26 NRPAB Goals and Objectives and SWOT Analysis to the Board for review. The Director indicated that he had no specific updates for any of the 2025-26 NRPAB Goals and Objectives or to the SWOT Analysis. The Director then asked for any questions or comments. There was no further discussion.

K. FINANCIAL REPORT AND CONSIDERATIONS

1. OCTOBER FINANCIAL REPORT

The receipts and expenditures for October were presented to the Board for review in the Budget Status Report. The Director drew the Board's attention to the "Personnel Services" expenditures in the amount of $39,128.51 for salaries and benefits and reported that these higher-than-normal expenditures are the result of three pay periods for the month of October; a typical month includes two pay periods. Director Kohtz then reported that the "Dues & Subscription Expense" in the amount of $600.00 is for the Board's 2026 AARO membership. Next, Director Kohtz guided the Board to the "Insurance Expense" in the amount of $14.79 and explained that this expense is the DAS Bond Assessment for FY 25-26. Finally, the "Other Operating Expenditure" in the amount of $60.00 was reported by the Director as the State Treasury charges for ACH returns for insufficient funds. The Director reported that the overall expenditures for the month of October were $44,474.21, and the year-to-date overall expenditures for the fiscal year are $158,447.97, which amounts to 31.33 percent of the budgeted expenditures for the fiscal year; 33.70 percent of the fiscal year has elapsed. Director Kohtz moved to revenues and reported that the overall revenues for the month of October totaled $39,061.28, and the year-to-date overall revenues for the fiscal year are $120,979.11, representing 31.39 percent of the projected revenues for the fiscal year. The Director reiterated that 33.70 percent of the fiscal year had passed. Board Member Minshull acknowledged use of Funeral Leave under "Personnel Services" and expressed his condolences.

Director Kohtz continued to the Budget Status Report for the Real Property Appraiser Fund and AMC Fund and reported that the Real Property Appraiser Fund expenditures for the month of October totaled $29,540.07, and the year-to-date expenditures for the fiscal year are $106,049.42, which amounts to 30.69 percent of the budgeted expenditures for the fiscal year. The Real Property Appraiser Fund revenues were $29,468.04 for October, and the year-to-date revenues for the fiscal year are $81,251.32, which amounts to 31.63 percent of the projected revenue for the fiscal year. Director Kohtz then reported that AMC Fund expenditures for the month of October totaled $14,934.14, and the year-to-date expenditures for the fiscal year are $52,398.55, which is 32.69 percent of the budgeted expenditures. AMC Fund revenues totaled $9,593.24 for October, and the year-to-date revenues for the fiscal year are $39,727.79, which is 30.91 percent of the projected revenue for the fiscal year. The Director asked if there were any questions or comments regarding the Budget Status Report. There was no further discussion.

Director Kohtz presented the MTD General Ledger Detail report for the month of October and indicated that he had no specific comments and asked for any questions or comments. There was no further discussion.

Director Kohtz presented four graphs illustrating expenses, revenues, and cash balances. The Director noted overall expenditures of $44,474.21 and revenues of $39,061.28 for the month of October for the Real Property Appraiser Program, which includes both the Appraiser Fund and the AMC Fund. Director Kohtz then brought the Board's attention to the NRPAB Twenty-Five Month Expenses/Revenues by Program graph, reiterating that Real Property Appraiser Fund expenditures totaled $29,540.07, the Real Property Appraiser Fund revenues totaled $29,468.04, AMC Fund expenditures totaled $14,934.14, and AMC Fund revenues totaled $9,593.24. The Director finished by reporting that the cash balance for the AMC Fund is $290,674.41, the cash balance for the Appraiser Fund is $342,640.08, and the overall cash balance for both funds is $633,314.49. The Director informed the Board that the transfer of funds to the State General Fund has not been completed to date. The Director then asked for any questions or comments. There was no further discussion.

Chairperson Gerdes asked for a motion on the October financial reports. Board Member Minshull moved to file the October financial reports for audit. Board Member Batie seconded the motion. Chairperson Gerdes recognized the motion and asked for any discussion. With no discussion, Chairperson Gerdes called for a vote. The motion carried with Hermsen, Minshull, Batie, and Gerdes voting aye.

2. **ASC SARAS GRANT REPORT**

Director Kohtz presented the Budget Status Report for the SARAS Grant Fund to the Board for review and reported that the SARAS Grant Fund expenditures for the month of October totaled $22,178.08, and the year-to-date expenditures for the fiscal year are $45,933.83, which amounts to 37.50 percent of the budgeted expenditures for the fiscal year. The Director then asked for any questions or comments. There was no further discussion.

Director Kohtz presented the General Ledger Detail Report for the SARAS Grant Fund. The Director indicated that he had no specific comments and asked for any questions or comments. There was no further discussion.

Chairperson Gerdes asked for a motion on the October SARAS Grant Fund financial reports. Board Member Minshull moved to file the October SARAS Grant Fund financial reports for audit. Board Member Hermsen seconded the motion. Chairperson Gerdes recognized the motion and asked for any discussion. With no discussion, Chairperson Gerdes called for a vote. The motion carried with Hermsen, Minshull, Batie, and Gerdes voting aye.

3. **PER DIEMS:** No discussion.

L. GENERAL PUBLIC COMMENTS

Chairperson Gerdes asked for any public comments. With no public comments, Chairperson Gerdes moved on to Education.

M. EDUCATION: No Discussion.

N. UNFINISHED BUSINESS

1. 500 SOUTH 16TH STREET DOL BUILDING RELOCATION

Director Kohtz brought attention to the Board's relocation to 500 South 16th Street and informed the Board that he had no update.

2. EXPLORE SARAS GRANT TO INCREASE NUMBER OF NEBRASKA RESIDENT REAL PROPERTY APPRAISERS

Director Kohtz brought attention to the SARAS Grant project to increase the number of Nebraska resident real property appraisers and informed the Board that he had no update and reminded the Board that staff will draft the narrative and bring it to the Board for consideration.

3. OPEN 1ST CONGRESSIONAL DISTRICT CERTIFIED REAL PROPERTY APPRAISER REPRESENTATIVE POSITION

Director Kohtz brought attention to the Board's 1st Congressional District Certified Real Property Appraiser Representative opening and informed the Board that all known applicants to date have been provided to board members for comments or feedback and all comments and feedback received have been provided to the Governor's office. Chairperson Gerdes asked if there is a timeline for the appointment to be made. The Director responded that there is no timeline and it is dependent on the Governor's availability to make appointments.

O. NEW BUSINESS

1. NRPAB DATABASE APPLICATION REVIEW INTERFACE DATA LOSS

Director Kohtz presented an email from OCIO IT Application Senior Developer Zeke Inman to the Board for review and reported that staff review data in the Appraiser Renewal Interface had been lost for many real property appraisers between July 30, 2024 and November 5, 2025. The Director stated that the data loss was identified earlier this month, but according to Inman, the bug that caused the data loss has been in existence since 2021; a few files prior to this period were affected but were not discovered. Director Kohtz added that the good news is that all the log entries are intact, and renewal documents are still in place, for each affected file. In addition, the code that caused the bug has been removed. According to the Director, the code removal does cause some issues with the Board's record retention work, but this is manageable and the OCIO will add code back in when it identifies a fix. Director Kohtz indicated that, upon discovery, he immediately notified Chairperson Gerdes and the Appraisal Subcommittee of the data loss. The Director discussed the matter in a phone meeting with ASC Policy Manager Lewis, who determined that the affected data would have no bearing on the ASC's compliance reviews. According to P.M. Lewis, the lost data is helpful because it shows the process used and that it was completed, but the ASC would still review all documents for compliance with Title XI, which are still in place. Director Kohtz then informed the Board that OCIO was able to recover the staff review data from July 30, 2024 to March 7, 2025, but the State's catastrophic failure data backup retention is only six months, so there is no way to recover the remainder of the lost data. Director Kohtz then informed the Board that OCIO has the ability to record data separately from the State's data backup system which can be extracted and used to replace lost data in the database by using a script. The Director indicated that, moving forward, all database projects will include data recording.

The Director finished by stating that later during this fiscal year or next fiscal year, depending on available funding, data recording will be implemented within the rest of the database. Chairperson Gerdes thanked Director Kohtz for the report, for taking steps to mitigate the damage, and for developing a plan to prevent future data loss from being an issue. The remainder of the Board concurred. No further discussion took place.

P. LEGISLATIVE REPORT AND BUSINESS

1. PROPOSED CHANGES TO TITLE 298 OF THE ADMINISTRATIVE CODE

Director Kohtz presented the proposed changes to Title 298 of the Nebraska Administrative Code to the Board for consideration. Director Kohtz asked for any questions or comments. With no discussion, Chairperson Gerdes called for a motion. Board Member Hermsen moved to adopt the proposed changes to Title 298 of the Nebraska Administrative Code as presented. Board Member Minshull seconded the motion. Chairperson Gerdes recognized the motion and asked for any discussion. With no discussion, Chairperson Gerdes called for a vote. The motion carried with Hermsen, Minshull, Batie, and Gerdes voting aye.

Director Kohtz then requested authority to implement the Nebraska State Patrol fee increase from $45.25 to $55.00 for CHRC on all applicable applications upon promulgation of the adopted changes to Title 298 of the Nebraska Administrative Code. Board Member Hermsen moved to authorize staff to implement the Nebraska State Patrol fee increase from $45.25 to $55.00 for CHRC on all applicable applications upon promulgation of the adopted changes to Title 298 of the Nebraska Administrative Code. Board Member Batie seconded the motion. Chairperson Gerdes recognized the motion and asked for any discussion. With no discussion, Chairperson Gerdes called for a vote. The motion carried with Hermsen, Minshull, Batie, and Gerdes voting aye.

2. LR355 – BANKING, COMMERCE AND INSURANCE COMMITTEE OBRA REVIEW OF THE NRPAB

Director Kohtz informed the Board that in accordance with the Occupational Board Reform Act, the Banking, Commerce, and Insurance Committee is conducting its review of the agency's statutes, rules, effectiveness, and purpose. The Director indicated that the Board's response has been submitted and that the Committee's report will be provided to the Board upon completion of the review. Chairperson Gerdes asked what would need to be done if an issue is found and whether there are steps to prepare. Director Kohtz responded that no issues were identified during the last review and that the Committee determined that the Board is effective and continues serves its purpose – the same result is expected for this review. The Director added that, if there were any findings to address, the Board would work with the Committee to resolve the issue. There was no further discussion.

3. OTHER LEGISLATIVE MATTERS: No discussion.

Q. ADMINISTRATIVE BUSINESS

1. **GUIDANCE DOCUMENTS**: No discussion.

2. **INTERNAL PROCEDURAL DOCUMENTS**: No discussion.

3. **FORMS, APPLICATIONS, AND PROCEDURES**: No discussion.

   a. **Real Property Appraiser Applications**

   LPM Loll presented the Application for Nebraska Certified General Real Property Appraiser Credential, Application for Nebraska Certified Residential Real Property Appraiser Credential, Application for Nebraska Licensed Residential Real Property Appraiser Credential, and the Application for Nebraska Trainee Real Property Appraiser Credential to the Board for consideration and reported that the applications have been updated to include the Valuation Bias and Fair Housing Laws and Regulations Course along with format changes to clean up the applications. LPM Loll asked if there were any questions or comments. Director Kohtz added that significant formatting work had been completed to make the applications easier to follow and understand, and to remove repetitive language that was no longer necessary. The Director explained the reason why the applications were submitted in final form instead of red-lined is because the changes made would not be clear. Public Member Roger Morrissey requested permission to address the Board. Chairperson Gerdes granted Morrissey permission. Roger Morrissey asked when the deadline would be to submit the Valuation Bias and Fair Housing Laws and Regulations Course. EPM Sims stated that credential holders whose credential expires in 2025 must submit the Valuation Bias and Fair Housing Laws and Regulations Course before the end of 2027. All other appraisers must submit the Valuation Bias and Fair Housing Laws and Regulations Course before the end of 2028. Public Member Morrissey thanked EPM Sims for the information. Chase Nelms requested permission to address the Board. Chairperson Gerdes granted Nelms permission. Nelms asked whether the date Valuation Bias and Fair Housing Laws and Regulations Course becomes applicable for trainee real property appraisers would be dependent on the date of application or the date of approval. Director Kohtz responded that the applicable date is based on the date of application. If an application for credentialing is submitted before January 1, 2026, the Valuation Bias and Fair Housing Laws and Regulations Course is not included in the qualifying education requirements. Nelms thanked Director Kohtz. Chairperson Gerdes asked for any additional discussion. With none, Chairperson Gerdes asked for a motion. Board Member Hermsen moved to approve Application for Nebraska Certified General Real Property Appraiser Credential, Application for Nebraska Certified Residential Real Property Appraiser Credential, Application for Nebraska Licensed Residential Real Property Appraiser Credential, and the Application for Nebraska Trainee Real Property Appraiser Credential as presented effective January 1, 2026. Board Member Minshull seconded the motion. Chairperson Gerdes recognized the motion and asked for any discussion. With none, Chairperson Gerdes called for a vote. The motion carried with Hermsen, Minshull, Batie, and Gerdes voting aye.

b. Real Property Appraisal Practice Experience Log Documents

LPM Loll presented the NRPAB Applicant Real Property Appraisal Practice Experience Log Cover Sheet and the NRPAB Applicant Real Property Appraisal Practice Experience Log to the Board for consideration and reported that only the NRPAB Applicant Real Property Appraisal Practice Experience Log Cover Sheet requires approval. This document has been updated to allow up to 100% of the real property appraisal practice experience required for credentialing to be obtained in another jurisdiction, to implement the Title 298 change adopted in February. Language is also updated to clarify requirements for those completing real property appraisal experience through a PAREA program. LPM Loll asked for any questions or comments. With none, Chairperson Gerdes asked for a motion. Board Member Minshull moved to approve NRPAB Applicant Real Property Appraisal Practice Experience Log Cover Sheet as presented. Board Member Hermsen seconded the motion. Chairperson Gerdes recognized the motion and asked for any discussion. With none, Chairperson Gerdes called for a vote. The motion carried with Hermsen, Minshull, Batie, and Gerdes voting aye.

R. OTHER BUSINESS

1. BOARD MEETINGS

a. Virtual Conferencing Format for December, January, and February Meetings

Director Kohtz reported that the Board typically holds the December, January, and February meetings by virtual conferencing to prevent winter weather from causing attendance problems. The Board agreed to continue holding the December, January, and February meetings by virtual conferencing. Board Member Minshull moved to hold the December, January, and February meetings by virtual conferencing. Board Member Batie seconded the motion. Chairperson Gerdes recognized the motion and asked for any discussion. With none, Chairperson Gerdes called for a vote. The motion carried with Hermsen, Minshull, Batie, and Gerdes voting aye.

2. CONFERENCES/EDUCATION: No discussion.

3. MEMOS FROM THE BOARD: No discussion.

4. QUARTERLY NEWSLETTER

a. Fall 2025 Edition of The Nebraska Appraiser

Director Kohtz presented the Fall 2025 Edition of The Nebraska Appraiser to the Board for consideration. The Director asked for any questions or comments. With no further discussion, Chairperson Gerdes asked for a motion. Board Member Hermsen moved to approve the Fall 2025 Edition of The Nebraska Appraiser as presented. Board Member Batie seconded the motion. Chairperson Gerdes recognized the motion and asked for any discussion. With no discussion, Chairperson Gerdes asked for a vote. The motion carried with Hermsen, Minshull, Batie, and Gerdes voting aye.

5. APPRAISAL SUBCOMMITTEE: No discussion.

6. **THE APPRAISAL FOUNDATION**

   a. **Exposure Draft - Proposed Interpretation and the Retirement of Guide Note 4_October 30, 2025**

   Director Kohtz presented the document titled, "The Exposure Draft - Proposed Interpretation and the Retirement of Guide Note 4" to the Board for review. The Director guided the Board to page R.18 and reported that Section C is proposed to be added under General Interpretations in the Real Property Appraiser Qualifications Criteria, which specifies the real property appraisal practice experience credit received for each classification for completion of a PAREA program. Director Kohtz informed the Board that this exact language is already included in Title 298, as it was determined that the experience credit must be identified when the PAREA language was drafted by the Board. The Director then moved to "The Proposed Interpretation Of A Valuation Bias And Fair Housing Continuing Education Requirement" found on page R.19 and indicated that language is proposed to be added to the Criteria requiring that real property appraisers in an inactive status must complete the most recent edition of the Valuation Bias and Fair Housing Laws and Regulations Course to be reactivated. Finally, Director Kohtz informed the Board that Guide Note 4 pertaining to practicum courses is proposed to be retired. Relevant concepts would be relocated to the AQB's CAP Policies where practicum submissions are reviewed and evaluated. The Director asked for any questions or comments. There was no further discussion.

   b. **Rural Appraiser Practicum Model**

   Director Kohtz presented the document titled, "The Rural Appraiser Practicum Model" to the Board for review and reported that this document introduces an early-stage concept designed to explore new ways of delivering practical, hands-on training for future rural appraisers. This is not a practicum course, but a framework from which practicum courses could be developed. The Director asked for any questions or comments. There was no further discussion.

   c. **TAF November Newsletter**

   Director Kohtz presented The Appraisal Foundation's November Newsletter to the Board for review and reported that he had no specific comments. The Director asked for any questions or comments. There was no further discussion.

   d. **Upcoming Meetings**

      i. **ASB Public Meeting: February 19, 2026 – Virtual**

      Director Kohtz informed the Board that The Appraisal Foundation's Appraisal Standards Board's next public meeting will be held virtually on February 19, 2026. The Director asked for any questions or comments. There was no further discussion.

      ii. **AQB Public Meeting: March 19, 2026 – Virtual**

      Director Kohtz informed the Board that The Appraisal Foundation's Appraiser Qualifications Board's next public meeting will be held virtually on March 19, 2026. The Director asked for any questions or comments. There was no further discussion.

iii. **ASB Public Meeting: September 10, 2026 – Virtual**
Director Kohtz informed the Board that The Appraisal Foundation's Appraisal Standards Board's public meeting after February 19, 2026 will be held virtually on September 10, 2026. The Director asked for any questions or comments. There was no further discussion.

iv. **AQB Public Meeting: November 19, 2026 – Virtual**
Director Kohtz informed the Board that The Appraisal Foundation's Appraiser Qualifications Board's public meeting after March 19, 2026 will be held virtually on November 19, 2026. The Director asked for any questions or comments. There was no further discussion.

7. **ASSOCIATION OF APPRAISER REGULATORY OFFICIALS:** No discussion.

8. **GOVERNMENT-SPONSORED ENTERPRISES**
   a. **Freddie Mac**
      i. **GSE Appraiser Capacity_October 2025**
      Director Kohtz presented the Freddie Mac document titled, "GSE Appraiser Capacity" to the Board for review and reported that he had no specific comments. The Director asked for any questions or comments. There was no further discussion.

9. **IN THE NEWS:** No discussion.

D. CREDENTIALING AS A NEBRASKA REAL PROPERTY APPRAISER

The Board reviewed applicants CG25011, CG24002, CG24020, and CR2017003R. Chairperson Gerdes asked for a motion on CG25011, CG24002, CG24020, and CR2017003R.

Board Member Hermsen moved to take the following action:

CG25011 / Approve to sit for exam and authorize director to issue credential as a certified general real property appraiser upon providing evidence of successful completion of the national uniform licensing and certification examination and providing the necessary fees, and issue a written advisory directing the applicant to take notice of the Competency Rule in the Uniform Standards of Professional Appraisal Practice.

Board Member Minshull seconded the motion. Chairperson Gerdes recognized the motion and called for a vote. Motion carried with Hermsen, Minshull, and Gerdes voting aye. Board Member Batie abstained.

Board Member Hermsen moved to take the following action:

CG24002 / Deny application for failure to meet the requirements under Neb. Rev. Stat. § 76-2232(1)(e)(i); N.R.S. § 76-2238(1),(12); and 298 NAC Chapter 2, §§ 002.03B, 002.14A.1, 002.14A3.

Board Member Minshull seconded the motion. Chairperson Gerdes recognized the motion and called for a vote. Motion carried with Hermsen, Minshull, Batie, and Gerdes voting aye.

Board Member Hermsen moved to take the following action:

CG24020 / Approve to sit for exam and authorize director to issue credential as a certified general real property appraiser upon providing evidence of successful completion of the national uniform licensing and certification examination and providing the necessary fees, and issue a written advisory directing the applicant to take notice of the Competency Rule in the Uniform Standards of Professional Appraisal Practice

Board Member Minshull seconded the motion. Chairperson Gerdes recognized the motion and called for a vote. Motion carried with Hermsen, Minshull, and Gerdes voting aye. Board Member Batie abstained.

Board Member Hermsen moved to take the following action:

CR2017003R / Approve the 2026-27 Application for Renewal of Real Property Appraiser Credential and issue a written advisory to carefully read and truthfully answer all disciplinary questions on any future application to the Board.

Board Member Minshull seconded the motion. Chairperson Gerdes recognized the motion and called for a vote. Motion carried with Hermsen, Minshull, Batie, and Gerdes voting aye.

E. REGISTRATION AS AN APPRAISAL MANAGEMENT COMPANY: No Discussion.

F. COMPLIANCE MATTERS

The Board reviewed compliance matter 25-09.

G. OTHER EXECUTIVE SESSION ITEMS

1. PERSONNEL MATTERS

Personnel matters were discussed.

S. ADJOURNMENT

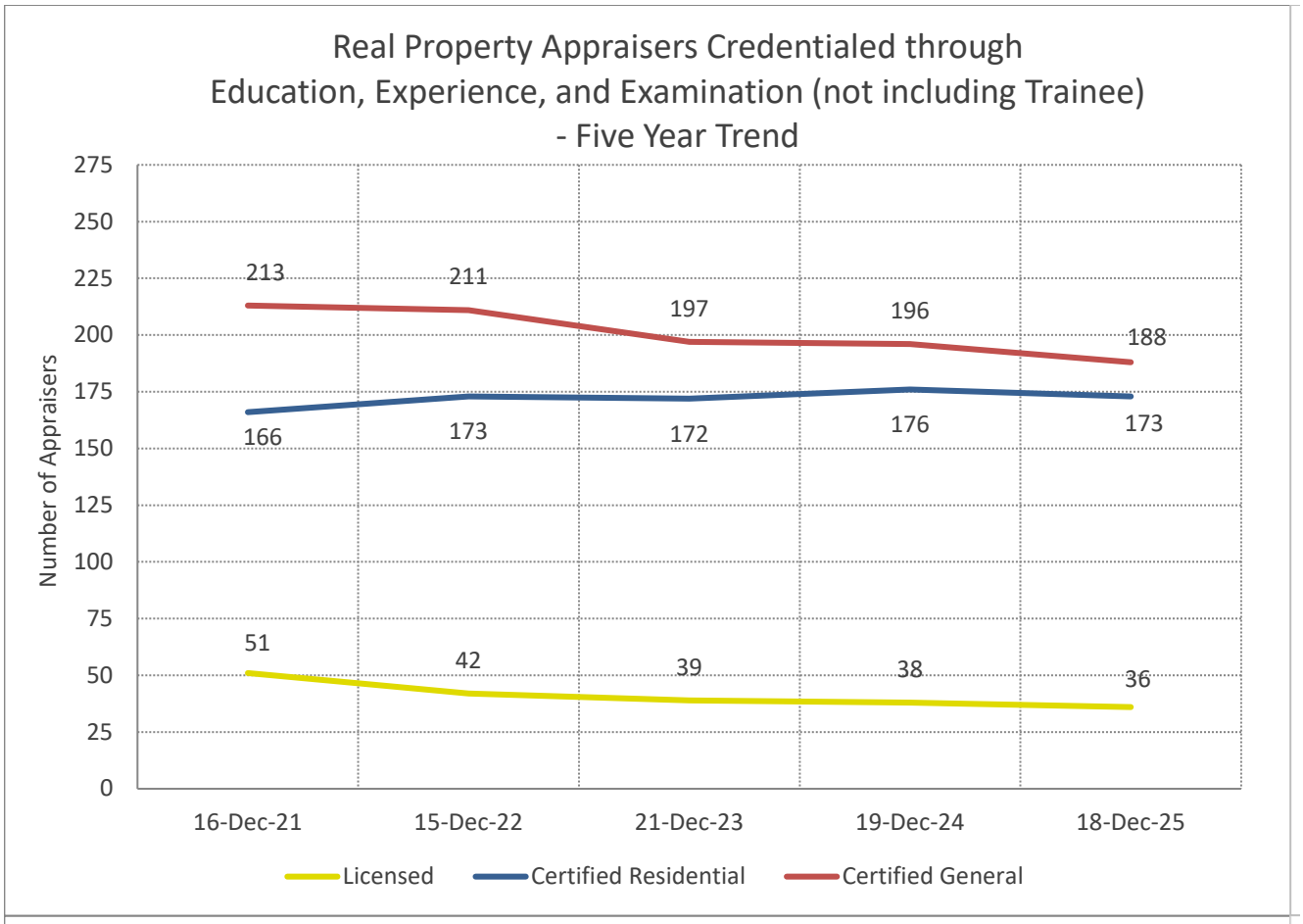
Board Member Minshull moved to adjourn the meeting. Board Member Batie seconded the motion. The motion carried with Hermsen, Minshull, Batie, and Gerdes voting aye. At 10:43 a.m., Chairperson Gerdes adjourned the November 20, 2025 meeting of the Nebraska Real Property Appraiser Board.

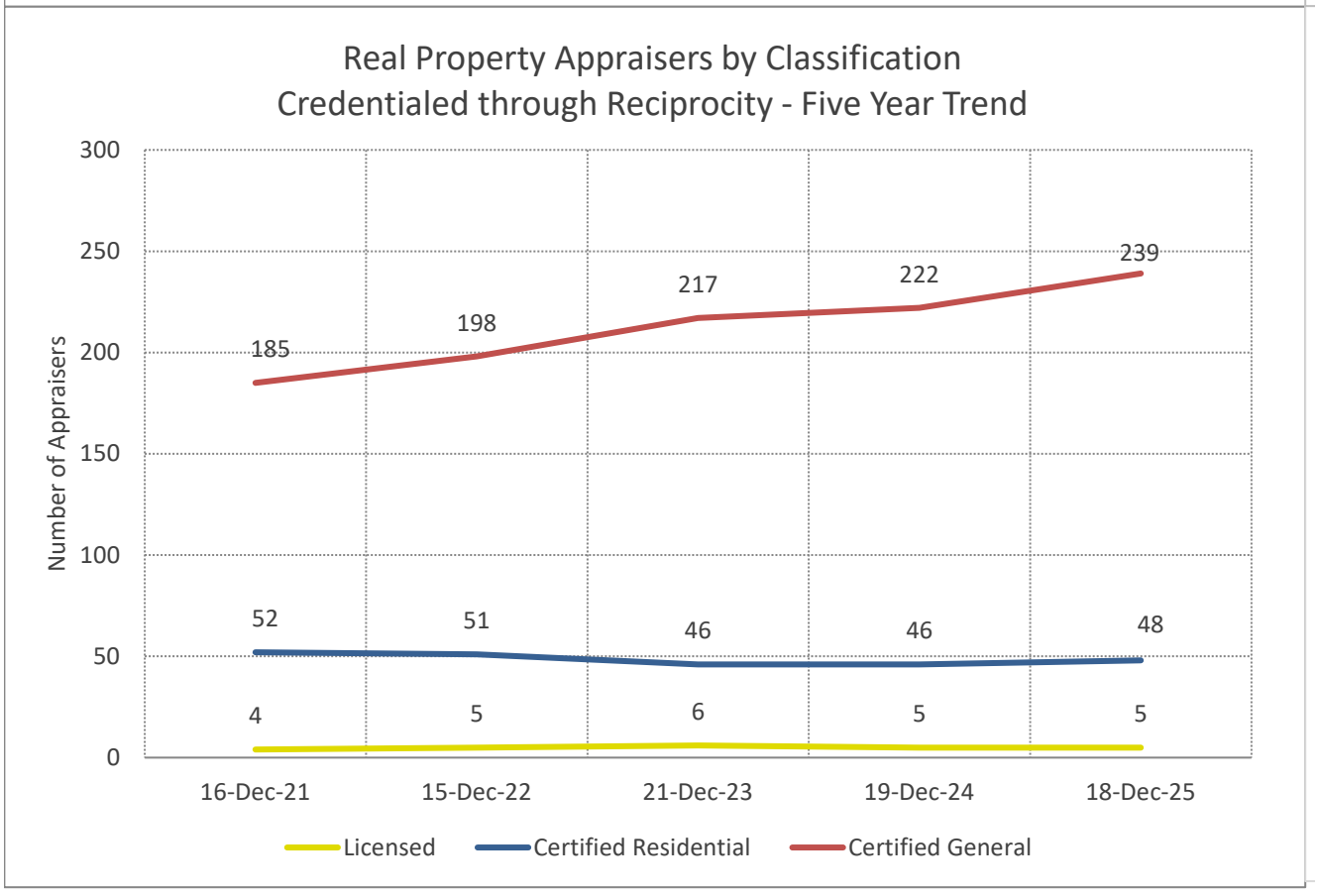
Respectfully submitted,

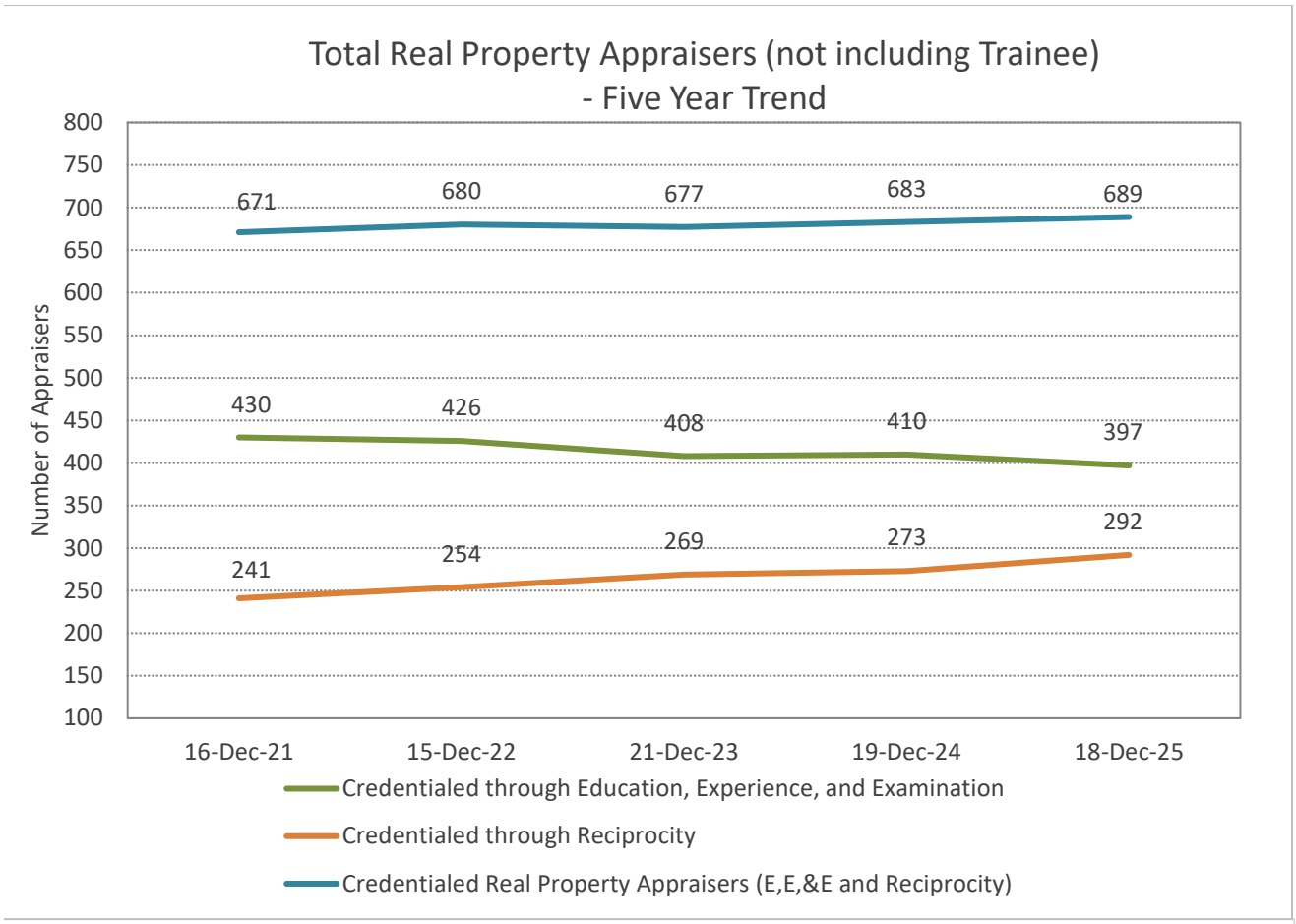
Tyler N. Kohtz
Director

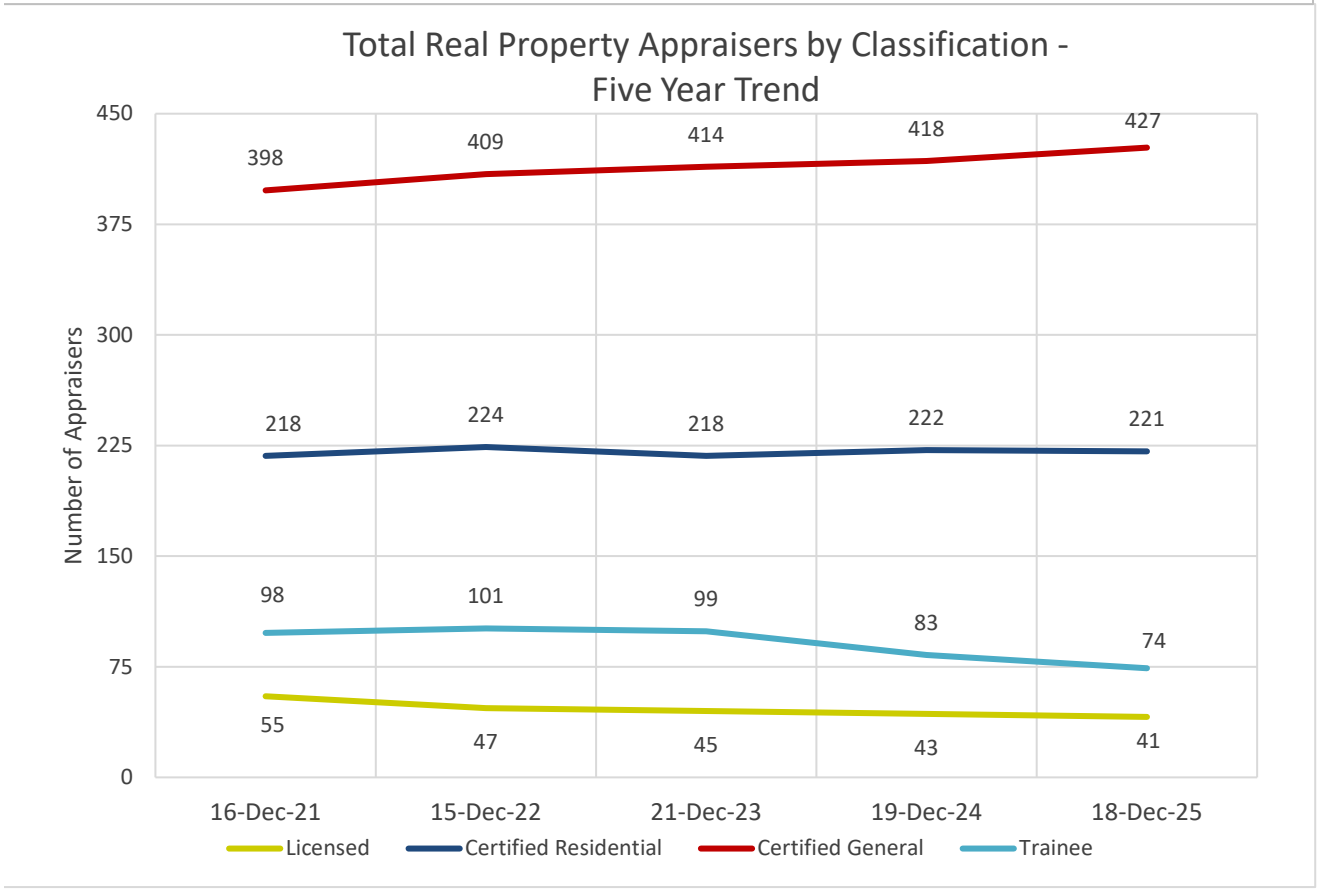
These minutes have been made available for public inspection on December 2, 2025, in compliance with Nebraska Revised Statue § 84-1413(5).

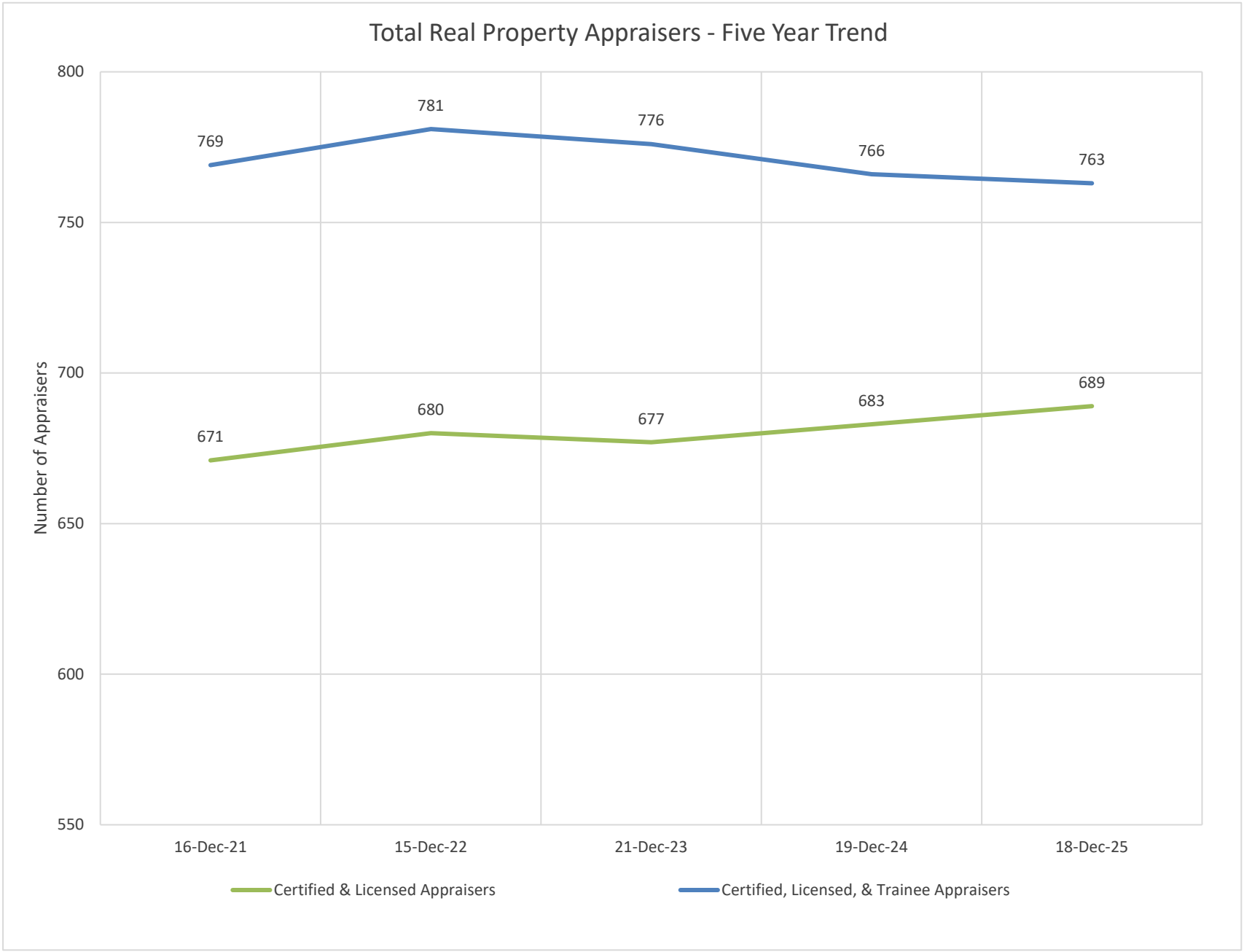
Real Property Appraiser Report

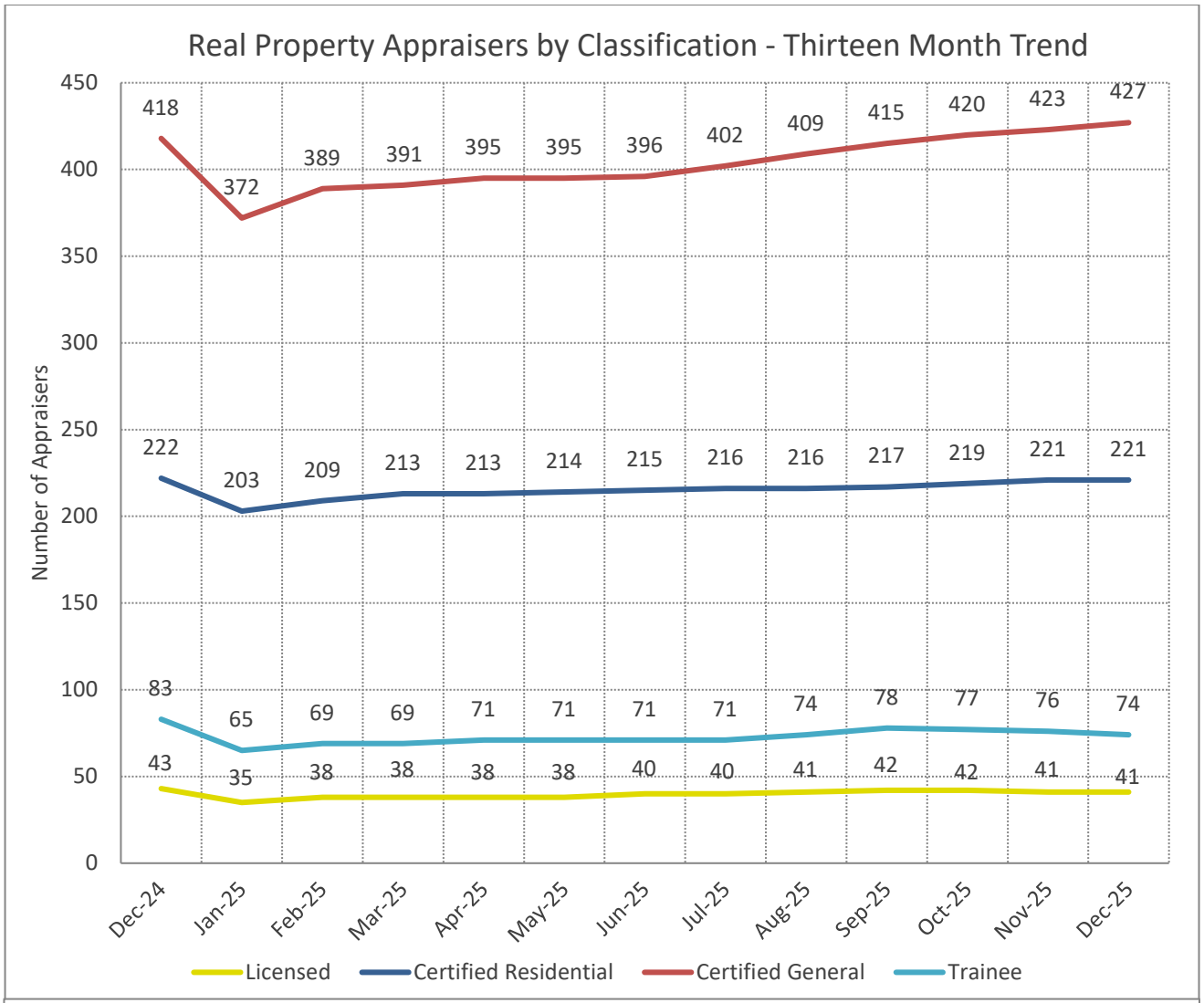


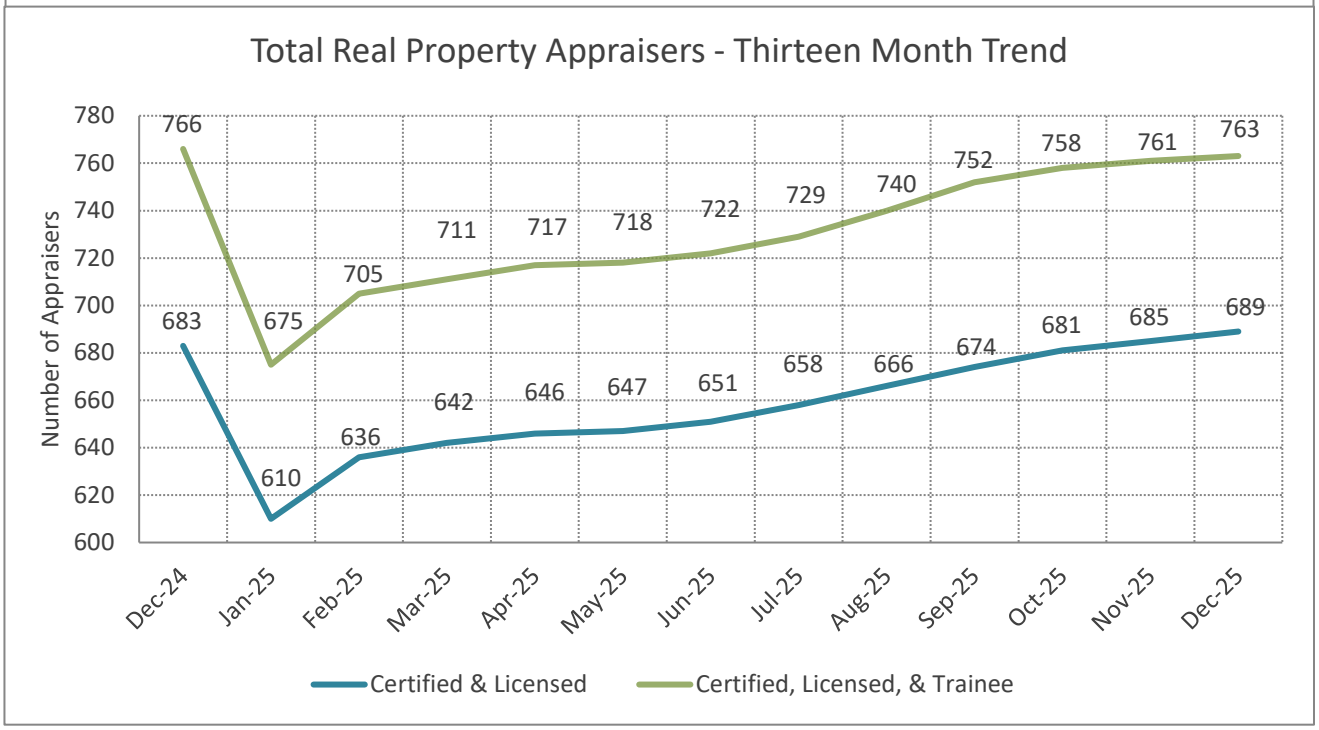


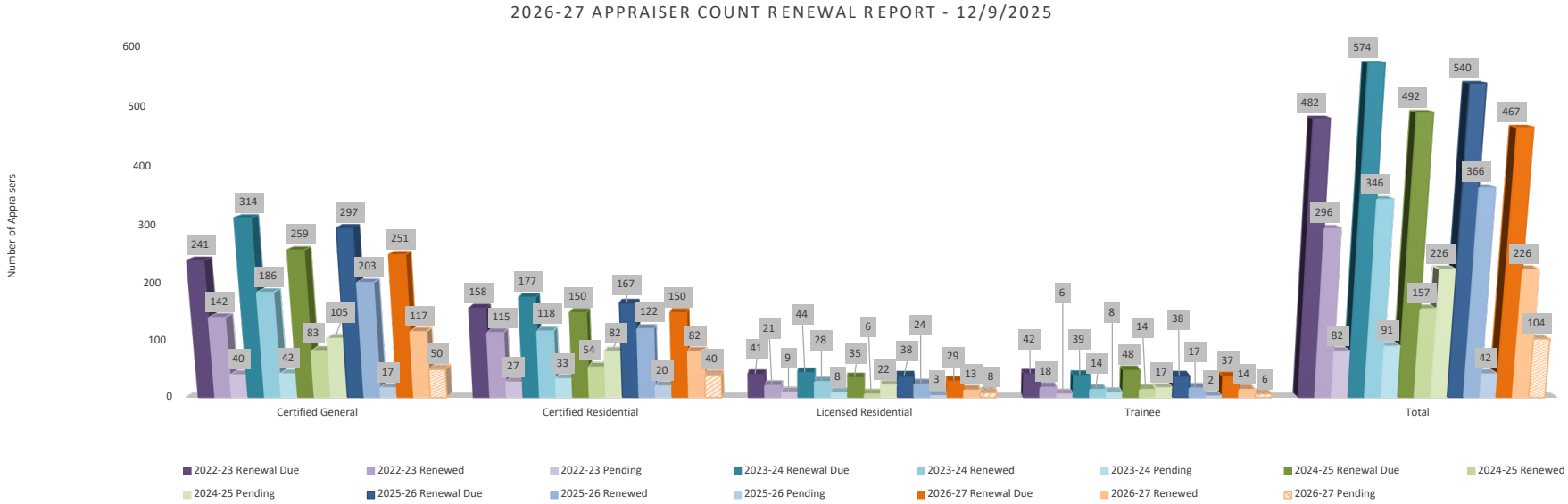

Total Real Property Appraisers (not including Trainee) - Five Year Trend
Number of Appraisers
800
750
700
650
600
550
500
450
400
350
300
250
200
150
100
671
680
677
683
689
430
426
408
410
397
241
254
269
273
292
16-Dec-21
15-Dec-22
21-Dec-23
19-Dec-24
18-Dec-25
Credentialed through Education, Experience, and Examination
Credentialed through Reciprocity
Credentialed Real Property Appraisers (E,E,&E and Reciprocity)

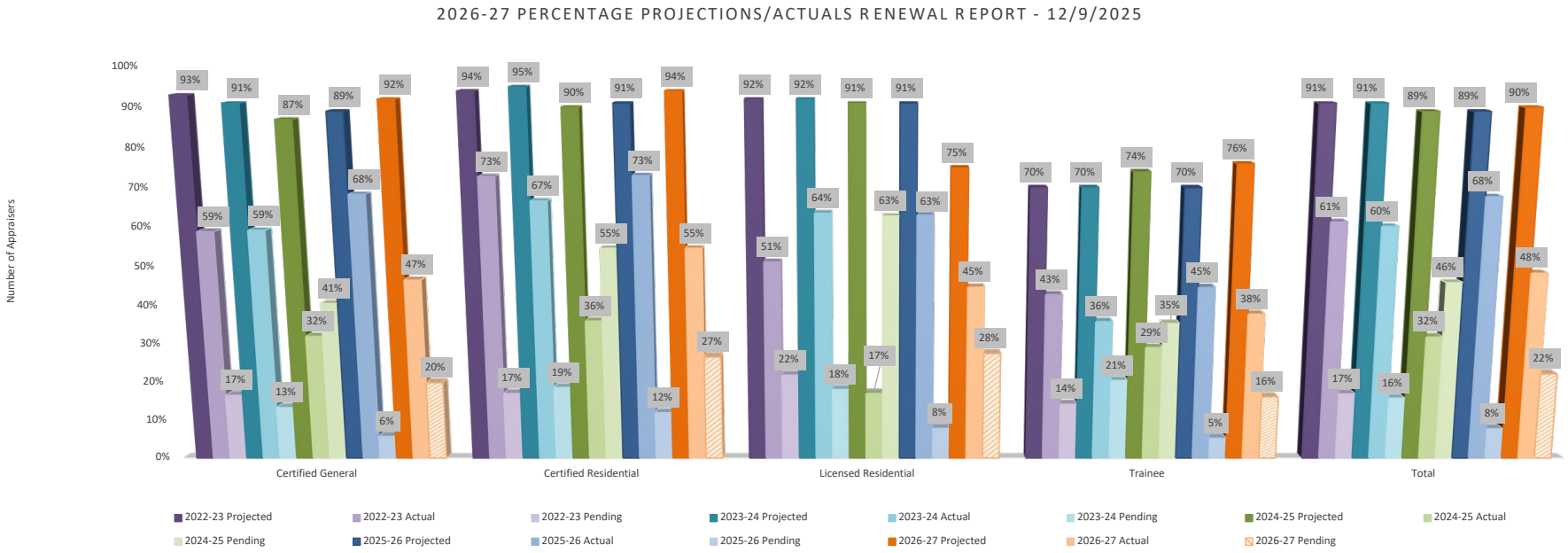

Total Real Property Appraisers by Classification - Five Year Trend
Number of Appraisers
450
375
300
225
150
75
0
398
409
414
418
427
218
224
218
222
221
98
101
99
83
74
55
47
45
43
41
16-Dec-21
15-Dec-22
21-Dec-23
19-Dec-24
18-Dec-25
Licensed
Certified Residential
Certified General
Trainee


Total Real Property Appraisers - Five Year Trend
Number of Appraisers
800
750
700
650
600
550
769
781
776
766
763
671
680
677
683
689
16-Dec-21
15-Dec-22
21-Dec-23
19-Dec-24
18-Dec-25
Certified & Licensed Appraisers
Certified, Licensed, & Trainee Appraisers

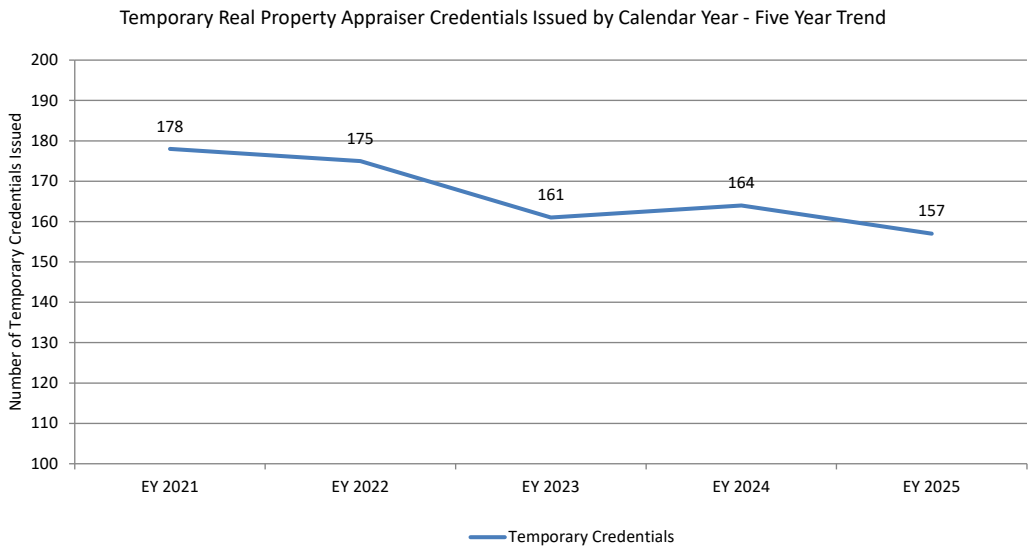

Real Property Appraisers by Classification - Thirteen Month Trend
Number of Appraisers
450
400
350
300
250
200
150
100
50
0
418 372 389 391 395 395 396 402 409 415 420 423 427
222 203 209 213 213 214 215 216 216 217 219 221 221
83 65 69 69 71 71 71 71 74 78 77 76 74
43 35 38 38 38 38 40 40 41 42 42 41 41
Dec-24 Jan-25 Feb-25 Mar-25 Apr-25 May-25 Jun-25 Jul-25 Aug-25 Sep-25 Oct-25 Nov-25 Dec-25
Licensed
Certified Residential
Certified General
Trainee

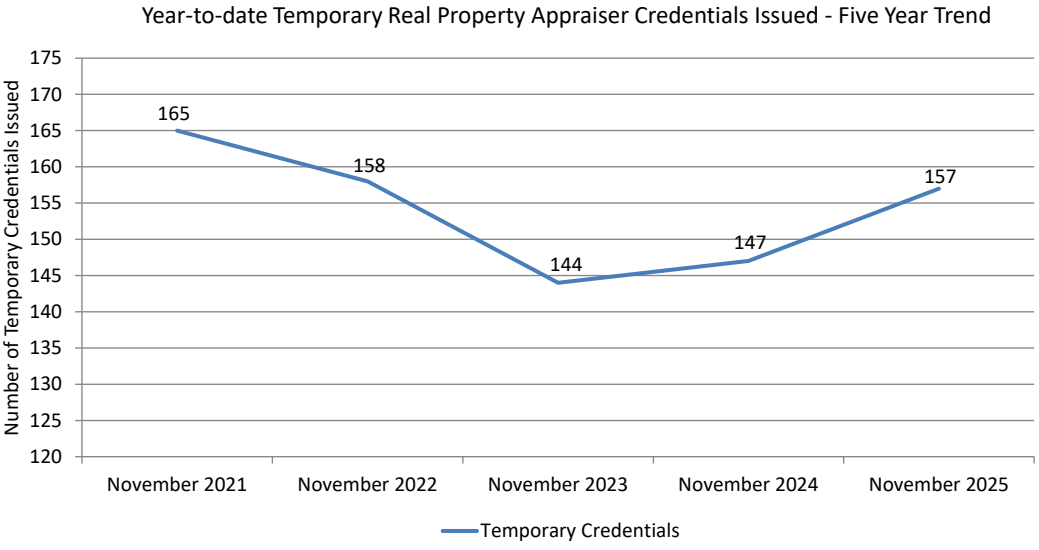

Total Real Property Appraisers - Thirteen Month Trend
Number of Appraisers
780
760
740
720
700
680
660
640
620
600
766 675 705 711 717 718 722 729 740 752 758 761 763
683 610 636 642 646 647 651 658 666 674 681 685 689
Dec-24 Jan-25 Feb-25 Mar-25 Apr-25 May-25 Jun-25 Jul-25 Aug-25 Sep-25 Oct-25 Nov-25 Dec-25
Certified & Licensed
Certified, Licensed, & Trainee

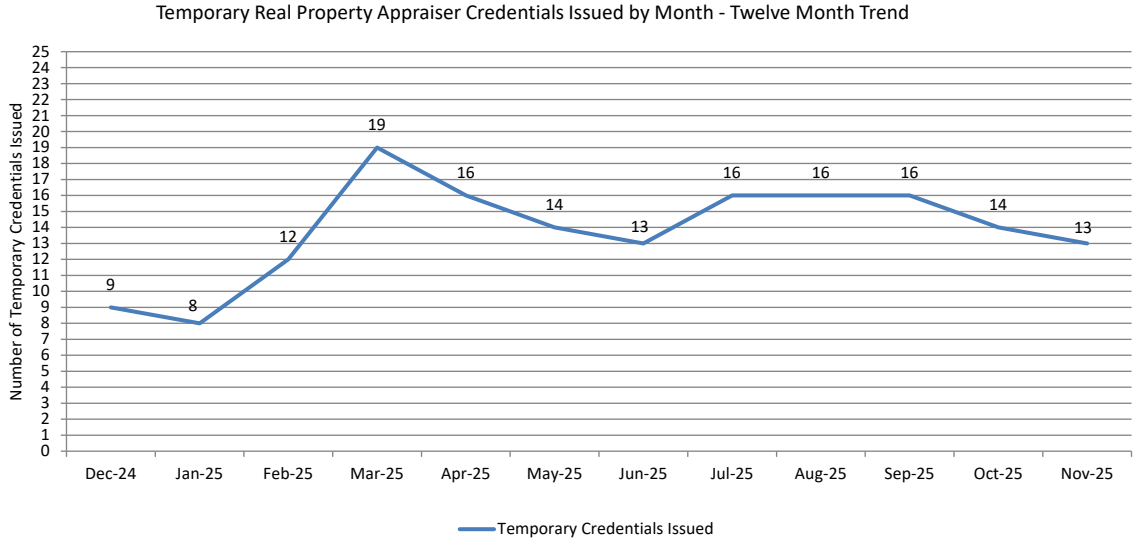

2026-27 APPRAISER COUNT RENEWAL REPORT - 12/9/2025
Number of Appraisers
600
500
400
300
200
100
0
Certified General
Certified Residential
Licensed Residential
Trainee
Total
2022-23 Renewal Due
2022-23 Renewed
2022-23 Pending
2023-24 Renewal Due
2023-24 Renewed
2023-24 Pending
2024-25 Renewal Due
2024-25 Renewed
2024-25 Pending
2025-26 Renewal Due
2025-26 Renewed
2025-26 Pending
2026-27 Renewal Due
2026-27 Renewed
2026-27 Pending


2026-27 PERCENTAGE PROJECTIONS/ACTUALS RENEWAL REPORT - 12/9/2025
Number of Appraisers
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Certified General
Certified Residential
Licensed Residential
Trainee
Total
2022-23 Projected
2022-23 Actual
2022-23 Pending
2023-24 Projected
2023-24 Actual
2023-24 Pending
2024-25 Projected
2024-25 Actual
2024-25 Pending
2025-26 Projected
2025-26 Actual
2025-26 Pending
2026-27 Projected
2026-27 Actual
2026-27 Pending

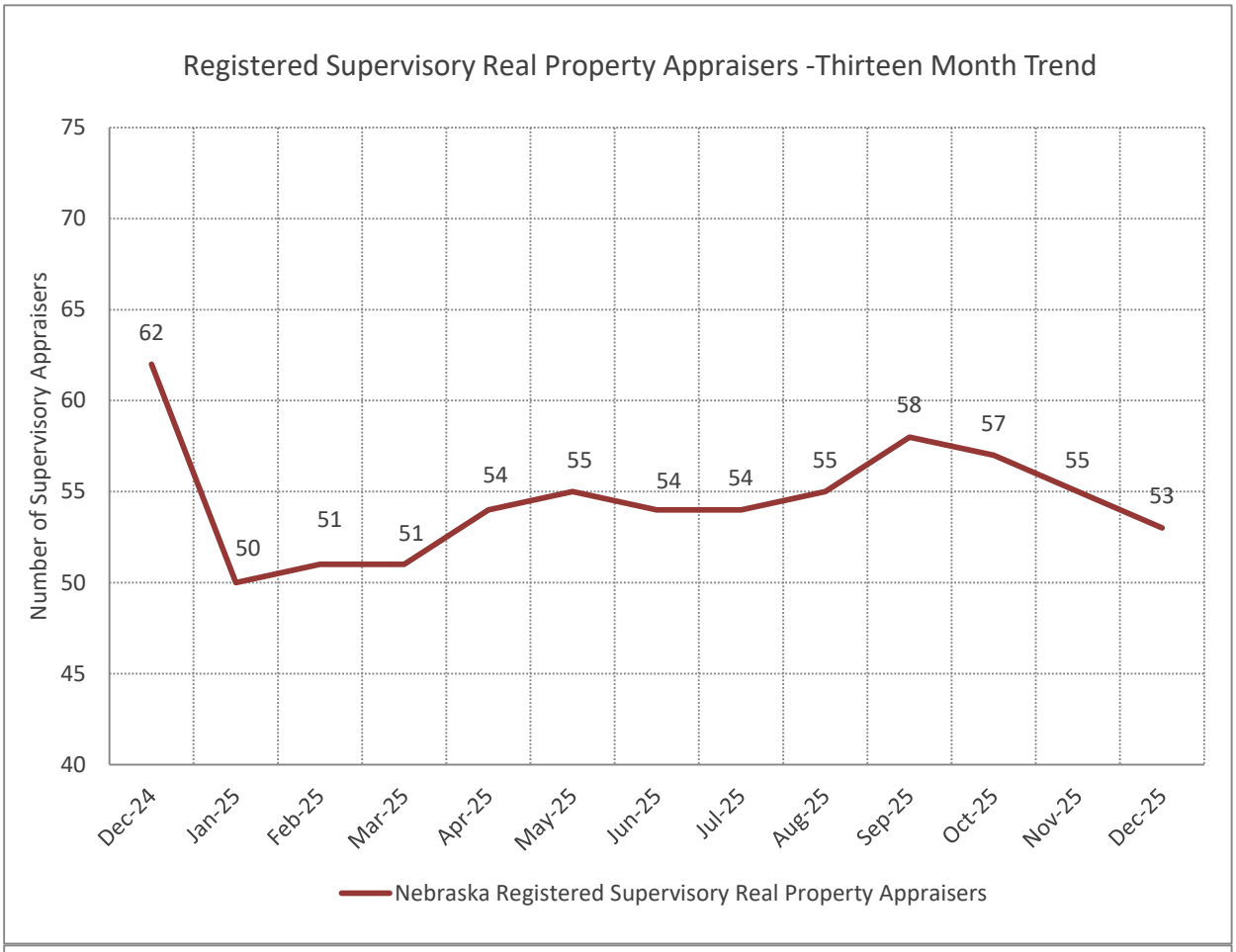
Temporary Real Property Appraiser Report

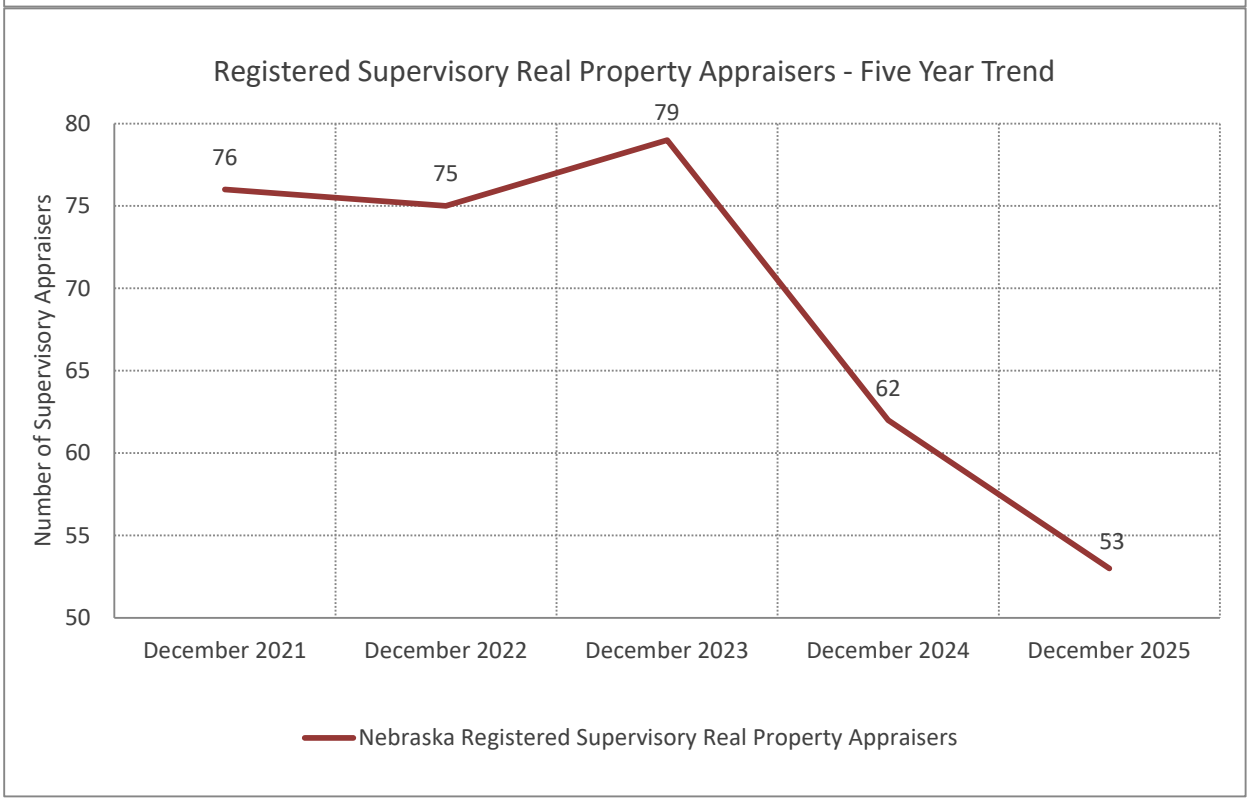




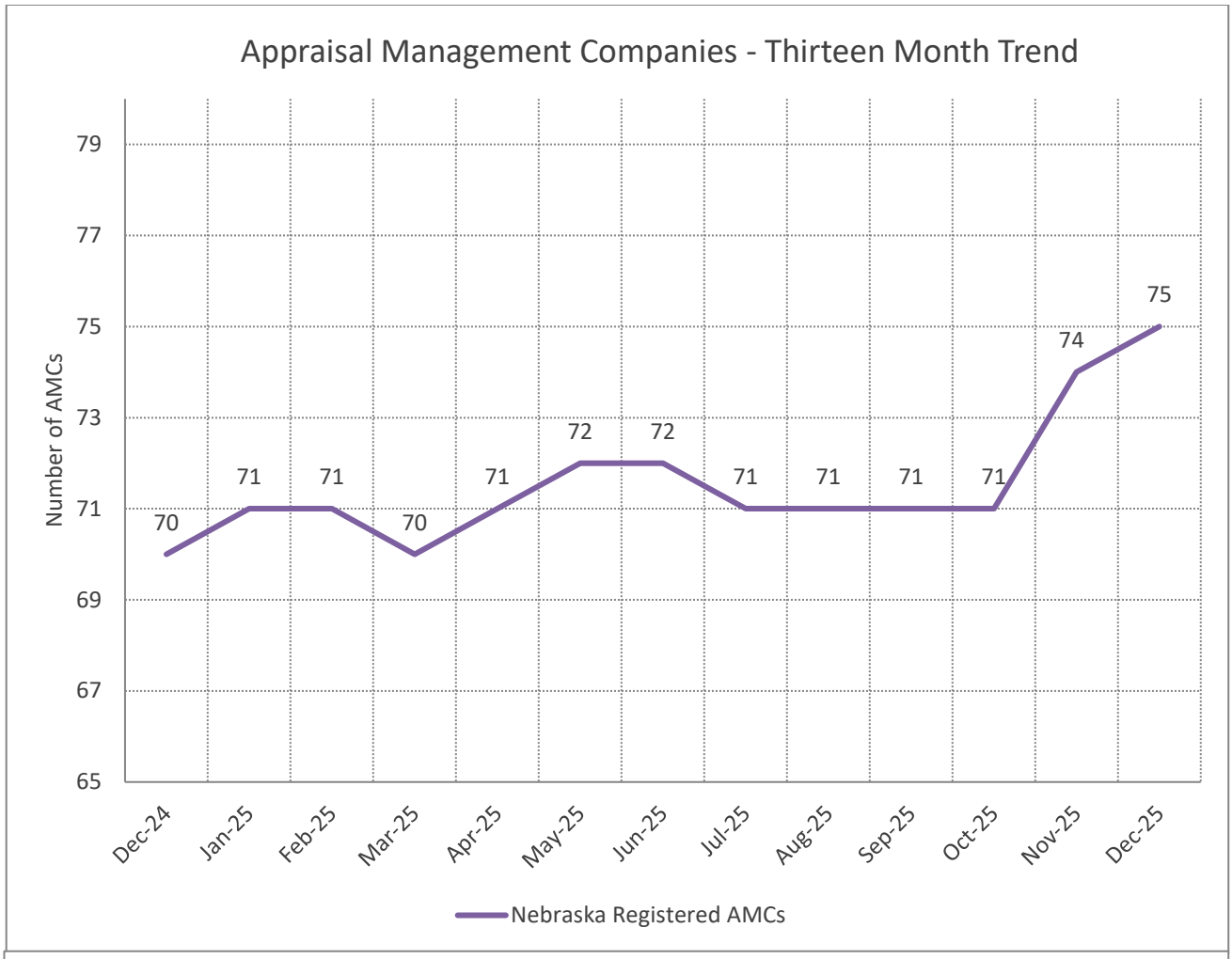


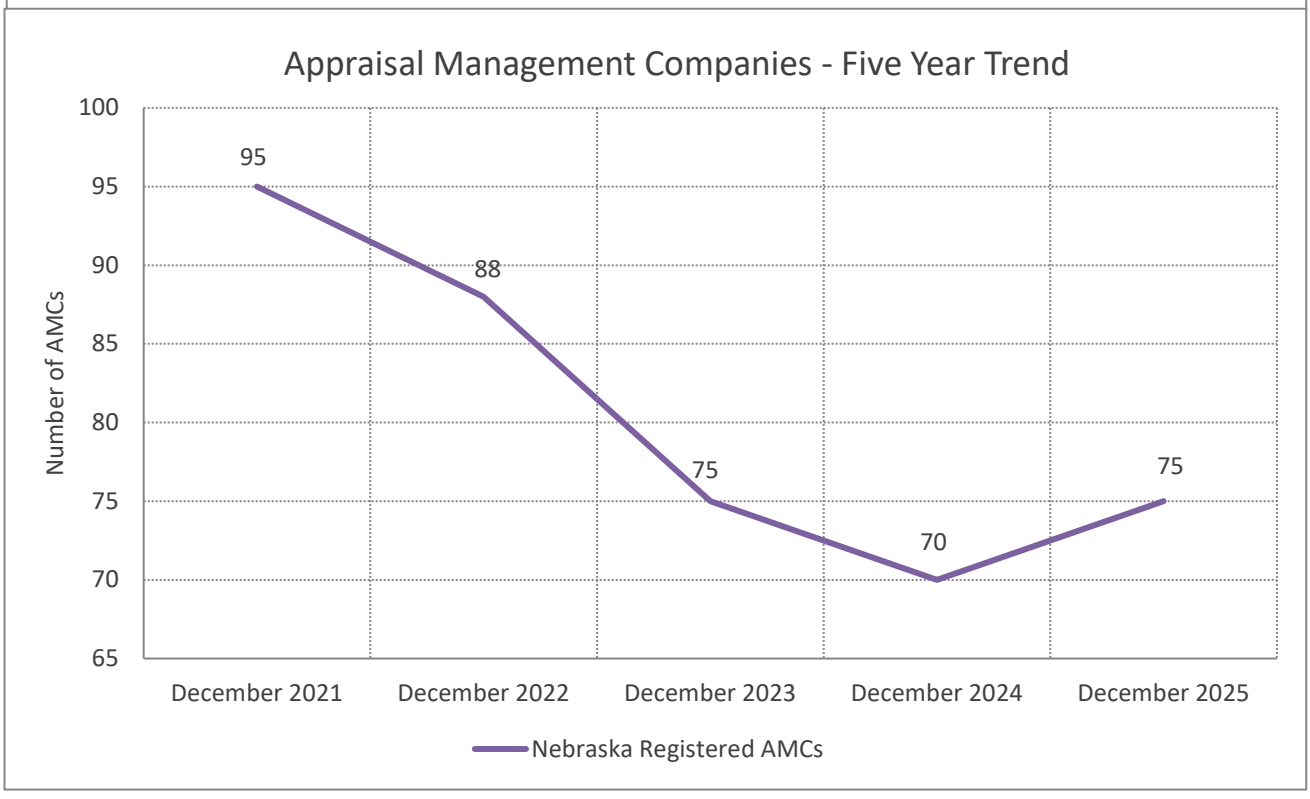
Supervisory Real Property Appraiser Report





Appraisal Management Company Report





NEBRASKA REAL PROPERTY APPRAISER BOARD

DIRECTOR APPROVAL OF REAL PROPERTY APPRAISER APPLICANTS

November 11, 2025 - December 9, 2025

New Certified General Real Property Appraisers through Reciprocity		
CG25032R	Zabel, Aaron	Approved December 9, 2025

NEBRASKA REAL PROPERTY APPRAISER BOARD

DIRECTOR APPROVAL OF AMC APPLICANTS

November 11, 2025 – December 9, 2025, 2025

New AMCs		
NE2025005	Atlas VMS, Inc.	Approved November 20, 2025

NEBRASKA REAL PROPERTY APPRAISER BOARD

DIRECTOR APPROVAL OF EDUCATION ACTIVITY AND INSTRUCTOR(S) APPLICANTS

November 11, 2025 – December 9, 2025

Provider	Activity Number	Hours	Title	Instructor(s)	Approval Date
New Continuing Education Activities and Instructors					
Rocky Mountain Appraiser Association	225340G.88	2.00	National Appraiser Update 2025	JoAnn Apostol	12/04/2025
McKissock	225210C.03	7.00	2026-2027 7-hour National USPAP Continuing Education Course	Dan Bradley	12/09/2025

2025-26 Nebraska Real Property Appraiser Board Goals and Objectives
June 17, 2025 Strategic Planning Meeting

	SHORT TERM GOALS / OBJECTIVES	EXPECTED COMPLETION DATE	STATUS/GOAL MET	LONG TERM GOALS / OBJECTIVES	EXPECTED COMPLETION DATE	NOTES
LAWS, RULES, AND GUIDANCE DOCUMENTS	Adopt Title 298 changes to implement the Real Property Appraiser Qualification Criteria Effective January 1, 2026 for real property appraisers credentialed prior to January 1, 2026 that upgrade to a higher classification after January 1, 2026 and to implement the CHRC Fee changes as increased by the Nebraska State Patrol.	6/30/2026	November 20, 2025 Hearing complete, under AGO review.	Continue to monitor the effectiveness of regulations to reduce unnecessary regulatory burden, remove barriers to entry into the real property appraiser profession, maintain an effective education program, maintain an effective enforcement program, and provide for better clarification and administration.	Ongoing.	
				Harmonize Title 298 with the changes made to the Nebraska Real Property Appraiser Act and Appraisal Management Company Registration Act as needed.	Ongoing.	
				Address changes to USPAP, Real Property Appraiser Qualifications Criteria, ASC Policy Statements, AQB CAP Program Guidelines, and Title XI as required.	Ongoing.	
				Continue to adopt Guidance Documents for public advisement concerning interpretation of statutes and rules, and retire Guidance Documents that are no longer relevant.	Ongoing.	
				Continue to adopt internal procedures as needed to assist with the Board's administration of its programs, and retire internal procedures that are no longer relevant.	Ongoing.	
COMPLIANCE	None.			None.		
CREDENTIALING AND REGISTRATION	For real property appraiser and AMC applications available online, explore offering paper applications upon request only for processing fee.	12/31/2025	Completed August 21, 2025	Monitor real property appraiser credential renewal dates.	Ongoing.	
	Explore use of SARAS Grant to increase the number of Nebraska resident real property appraisers.	6/30/2026	In progress.			
	Explore separate fee structure for credentialing through reciprocity.	12/31/2025	Completed July 17, 2025			
	Review current AMC fees.	12/31/2025	Completed August 21, 2025			
EDUCATION	Reach out to Nebraska community colleges with real estate degree programs to gauge interest in obtaining AQB CAP Approval.	6/30/2026		Encourage trainee real property appraisers who intend to engage in real property appraisal practice pertaining to agricultural real property upon credentialing as a certified general real property appraiser complete agricultural-based qualifying education offered by an education provider with an expertise in agricultural appraisal in approval letter sent to trainee real property appraisers.	Ongoing.	
				Request that supervisory real property appraisers with trainee real property appraisers who intend to engage in real property appraisal practice pertaining to agricultural real property upon credentialing as a certified general real property appraiser encourage their trainee real property appraisers to complete agricultural-based qualifying education offered by an education provider with an expertise in agricultural appraisal in approval letter sent to supervisory real property appraisers.	Ongoing.	
PERSONNEL	None.			Continue updating the policies and procedures documents as needed to ensure compliance with state policy changes, NAPE/ASFCME contract changes, and to address general work environment needs and/or changes.	Ongoing.	
PUBLIC INFORMATION	Populate the Disciplinary History Search with all real property appraiser and AMC disciplinary action history for active credential and registration holders.	6/30/2026		Encourage development of Memos from the Board and Facebook posts, and The Nebraska Appraiser articles that contain facts of interest to the appraisal business community.	Ongoing.	
				Continue utilizing the NRPAB website, NRPAB Facebook page, The Nebraska Appraiser, and Memos from the Board to disseminate relevant and important information to the appraisal business community and the general public in a timely manner. This includes information related to state and federal regulations, credentialing and registration requirements, renewal information, education information, Board policies and procedures, documents posted to the NRPAB website, meeting information, and other information that affects the industry.	Ongoing.	
				Continue utilization of Memos from the Board to disseminate important information in a timely manner that should not be held for the next release of The Nebraska Appraiser.	Ongoing.	
				Continue releasing new issues of The Nebraska Appraiser on a quarterly basis to disseminate important information to the appraisal business community and the general public in an effective and efficient manner.	Ongoing.	
				Continue utilization of the NRPAB Facebook page to disseminate important information in a timely manner that that appraisal business community and general public would otherwise not be aware of, such as documents posted to the NRPAB website, meeting information, and NRPAB policy and business information.	Ongoing.	
				Continue to monitor the effectiveness of current NRPAB website, and repair bugs and make improvements and add enhancements needed to address functionality or use.	Ongoing.	
ADMINISTRATION	Utilize SARAS Grant for development and implementation of online real property appraiser reciprocity application and NRPAB Database interface, and development and of online education applications and NRPAB Database interface.	6/30/2026	Development of online real property appraiser reciprocity application and NRPAB Database interface in progress.	Continue to monitor the effectiveness of current processes and procedures, and update processes and procedures as needed to maintain effectiveness and efficiency of the administration of the Board's programs.	Ongoing.	
				Continue to monitor the effectiveness of current NRPAB database, repair bugs, and make improvements and add enhancements needed to address program or use changes.	Ongoing.	
				Explore online real property appraiser through E,E,&E initial applications, AMC initial application, and other services that require payment of a fee.	Ongoing.	
				Explore use of AI for business functions to automate tasks and for data analysis.	Ongoing.	
				Explore use of SARAS Grant to develop application in NRPAB Database to accept credit card payments through credit card vendor for online applications.	Ongoing.	
FINANCIALS	Submit Budget Deficit Request for $12,263.00 deficit to Health Insurance Expenses (515500) for FY2025-26, and for $12,876.00 deficit to Health Insurance Expenses (515500) for FY2026-27, due to 18.5% cost of insurance increase to the agency as notified by DAS on June 13, 2025.	11/1/2025	Completed September 18, 2025.	None.		

2024-25 NRPAB SWOT Analysis			
STRENGTHS: -	**WEAKNESSES:**	**OPPORTUNITIES:**	**THREATS:**
* Customer service	* Industry's inability to grow	* Growth in real property appraiser field	* Agency turnover
* Organization	* Efficiency loss due to database not meeting potential	* Continued evaluation of Board and Agency operations	* Federal agency oversight
* Board member knowledge	* Regulatory and statutory barriers	* Embrace of available technology	* Economic climate
* Staff knowledge	* Difficulty obtaining new board members	* Agency staff size and cross-training of Agency duties	* Aging appraiser population
* Adaptability		* Board member with residential appraisal expertise	* Inadequate supervisory appraiser knowledge
* Professional diversity of Board		* Authority for non-disciplinary conditional dismissals	* Deemphasis on appraisals at the Federal level
* Modernization of accessability		* Utilization of ASC grant funding for technology projects	* Commodification of appraisal reports
		* Education of users of appraisal reports	* Business consolidation
			* Government consolidation

Agency 053 REAL PROPERTY APPRAISER BD
Division
Program 079 APPRAISER LICENSING

Percent of Time Elapsed = 41.92

ACCOUNT CODE	DESCRIPTION	BUDGETED AMOUNT	CURRENT MONTH ACTIVITY	YEAR-TO-DATE ACTUALS	PERCENT OF BUDGET	ENCUMBERANCES	VARIANCE
BUDGETED FUND TYPES - EXPENDITURES							
510000 PERSONAL SERVICES							
511100	PERMANENT SALARIES-WAGES	221,345.91	16,560.90	92,936.22	41.99		128,409.69
511600	PER DIEM PAYMENTS	8,500.00	500.00	2,700.00	31.76		5,800.00
511700	EMPLOYEE BONUSES	2,000.00					2,000.00
512100	VACATION LEAVE EXPENSE	17,312.93	1,061.23	4,016.30	23.20		13,296.63
512200	SICK LEAVE EXPENSE	1,964.37	170.58	627.86	31.96		1,336.51
512300	HOLIDAY LEAVE EXPENSE	12,227.25	936.46	4,622.44	37.80		7,604.81
512500	FUNERAL LEAVE EXPENSE			143.65			143.65-
Personal Services Subtotal		263,350.46	19,229.17	105,046.47	39.89	0.00	158,303.99
515100	RETIREMENT PLANS EXPENSE	19,137.02	1,402.42	7,663.60	40.05		11,473.42
515200	FICA EXPENSE	20,071.09	1,288.93	7,125.59	35.50		12,945.50
515500	HEALTH INSURANCE EXPENSE	66,162.00	6,533.44	32,667.20	49.37		33,494.80
516500	WORKERS COMP PREMIUMS	1,366.00		1,366.00	100.00		
Major Account 510000 Total		370,086.57	28,453.96	153,868.86	41.58	0.00	216,217.71
520000 OPERATING EXPENSES							
521100	POSTAGE EXPENSE	2,654.22	246.41	1,265.88	47.69		1,388.34
521400	CIO CHARGES	37,636.61	222.27	11,919.59	31.67		25,717.02
521500	PUBLICATION & PRINT EXP	3,378.08	738.38	1,366.46	40.45		2,011.62
521900	AWARDS EXPENSE	50.00					50.00
522100	DUES & SUBSCRIPTION EXP	600.00		600.00	100.00		
524600	RENT EXPENSE-BUILDINGS	13,767.10	1,141.13	5,731.50	41.63		8,035.60
524900	RENT EXP-DEPR SURCHARGE	4,664.00	388.64	1,943.20	41.66		2,720.80
531100	OFFICE SUPPLIES EXPENSE	1,792.47	983.75	1,317.40	73.50		475.07
532100	NON-CAPITALIZED EQUIP PU	150.00					150.00
532280	VIDEO EQUIP		229.98	229.98			229.98-
541100	ACCTG & AUDITING SERVICES	2,986.00		2,986.00	100.00		
541200	PURCHASING ASSESSMENT	41.00		42.00	102.44		1.00-
541500	LEGAL SERVICES EXPENSE	20,020.00		163.50	.82		19,856.50
541700	LEGAL RELATED EXPENSE	3,031.00		31.00	1.02		3,000.00
547100	EDUCATIONAL SERVICES	51.00		51.00	100.00		
554900	OTHER CONTRACTUAL SERVICES	31,294.50	2,720.00	8,074.25	25.80		23,220.25
556100	INSURANCE EXPENSE	93.00		14.79	15.90		78.21

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	ACCOUNT CODE DESCRIPTION	BUDGETED AMOUNT	CURRENT MONTH ACTIVITY	YEAR-TO-DATE ACTUALS	PERCENT OF BUDGET	ENCUMBERANCES	VARIANCE
559100	OTHER OPERATING EXP	449.44	159.44	199.44	44.38		250.00
Major Account 520000 Total		122,658.42	6,830.00	35,935.99	29.30	0.00	86,722.43
570000 TRAVEL EXPENSES							
571100	LODGING	2,970.00	110.00	550.00	18.52		2,420.00
571800	MEALS - TRAVEL STATUS	2,142.20	214.20	928.20	43.33		1,214.00
573100	STATE-OWNED TRANSPORT	200.00					200.00
574500	PERSONAL VEHICLE MILEAGE	7,282.40	732.20	3,374.00	46.33		3,908.40
575100	MISC TRAVEL EXPENSE	475.95	32.35	163.63	34.38		312.32
Major Account 570000 Total		13,070.55	1,088.75	5,015.83	38.38	0.00	8,054.72
BUDGETED EXPENDITURES TOTAL		505,815.54	36,372.71	194,820.68	38.52	0.00	310,994.86
SUMMARY BY FUND TYPE - EXPENDITURES							
2	CASH FUNDS	505,815.54	36,372.71	194,820.68	38.52		310,994.86
BUDGETED EXPENDITURES TOTAL		505,815.54	36,372.71	194,820.68	38.52	0.00	310,994.86
BUDGETED FUND TYPES - REVENUES							
470000 REVENUE - SALES AND CHARGES							
471100	SALE OF SERVICES	450.00-	25.00-	150.00-	33.33		300.00-
471120	QUALIFYING ED COURSE FEES	2,010.00-		630.00-	31.34		1,380.00-
471121	CONTINUING ED NEW FEES	6,075.00-	275.00-	1,900.00-	31.28		4,175.00-
471122	CONTINUING ED RENEWAL FEES	225.00-	15.00-	30.00-	13.33		195.00-
475150	CERTIFIED GENERAL NEW FEES	9,600.00-	1,580.00-	7,840.00-	81.67		1,760.00-
475151	LICENSED NEW FEES	640.00-		320.00-	50.00		320.00-
475152	FINGERPRINT FEES	2,262.50-	45.25-	1,357.50-	60.00		905.00-
475153	CERTIFIED RESIDENTIAL NEW	2,560.00-		1,240.00-	48.44		1,320.00-
475154	CERTIFIED GENERAL RENEWAL	103,200.00-	33,000.00-	58,150.00-	56.35		45,050.00-
475155	LICENSED RENEWAL	8,100.00-	2,700.00-	5,350.00-	66.05		2,750.00-
475157	CERTIFIED RESIDENTIAL RENEWAL	62,100.00-	16,800.00-	32,700.00-	52.66		29,400.00-
475161	TEMPORARY CERTIFIED GENERAL	11,200.00-	910.00-	5,300.00-	47.32		5,900.00-
475163	AMC REGISTERED NEW FEES	6,000.00-	2,000.00-	6,000.00-	100.00		
475164	AMC APPLICATION FEES	1,050.00-		1,050.00-	100.00		
475165	AMC REGISTERED RENEWAL	110,500.00-	17,000.00-	47,400.00-	42.90		63,100.00-

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475166	FED REG AMC RPT FORM PROC FEES	700.00-	300.00-	300.00-	42.86		400.00-
475234	APPLICATION FEES	27,700.00-	1,830.00-	14,340.00-	51.77		13,360.00-
476101	LATE PROCESSING FEES	4,025.00-		825.00-	20.50		3,200.00-
Major Account 470000 Total		358,397.50-	76,480.25-	184,882.50-	51.59	0.00	173,515.00-
480000 REVENUE - MISCELLANEOUS							
481100	INVESTMENT INCOME	21,000.00-	1,576.01-	8,132.87-	38.73		12,867.13-
484500	REIMB NON-GOVT SOURCES	6,000.00-	1,290.00-	7,310.00-	121.83		1,310.00
Major Account 480000 Total		27,000.00-	2,866.01-	15,442.87-	57.20	0.00	11,557.13-
BUDGETED REVENUE TOTAL		385,397.50-	79,346.26-	200,325.37-	51.98	0.00	185,072.13-

SUMMARY BY FUND TYPE - REVENUE

2	CASH FUNDS	385,397.50-	79,346.26-	200,325.37-	51.98		185,072.13-
BUDGETED REVENUE TOTAL		385,397.50-	79,346.26-	200,325.37-	51.98	0.00	185,072.13-

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ACCOUNT CODE	DESCRIPTION	BUDGETED AMOUNT	CURRENT MONTH ACTIVITY	YEAR-TO-DATE ACTUALS	PERCENT OF BUDGET	ENCUMBERANCES	VARIANCE
BUDGETED FUND TYPES - EXPENDITURES							
510000	**PERSONAL SERVICES**						
511100	PERMANENT SALARIES-WAGES	143,874.85	10,764.55	60,407.68	41.99		83,467.17
511600	PER DIEM PAYMENTS	5,525.00	325.00	1,755.00	31.76		3,770.00
511700	EMPLOYEE BONUSES	1,300.00					1,300.00
512100	VACATION LEAVE EXPENSE	11,253.40	689.70	2,610.11	23.19		8,643.29
512200	SICK LEAVE EXPENSE	1,276.84	110.79	407.63	31.92		869.21
512300	HOLIDAY LEAVE EXPENSE	7,947.71	608.69	3,004.55	37.80		4,943.16
512500	FUNERAL LEAVE EXPENSE			93.37			93.37-
Personal Services Subtotal		171,177.80	12,498.73	68,278.34	39.89	0.00	102,899.46
515100	RETIREMENT PLANS EXPENSE	12,439.09	911.54	4,981.18	40.04		7,457.91
515200	FICA EXPENSE	13,046.20	837.76	4,631.39	35.50		8,414.81
515500	HEALTH INSURANCE EXPENSE	43,005.30	4,246.68	21,233.32	49.37		21,771.98
516500	WORKERS COMP PREMIUMS	887.90		887.90	100.00		
Major Account 510000 Total		240,556.29	18,494.71	100,012.13	41.58	0.00	140,544.16
520000	**OPERATING EXPENSES**						
521100	POSTAGE EXPENSE	2,349.13	246.41	1,225.18	52.15		1,123.95
521400	CIO CHARGES	24,563.02	144.48	8,471.86	34.49		16,091.16
521500	PUBLICATION & PRINT EXP	2,195.75	479.94	1,108.02	50.46		1,087.73
521900	AWARDS EXPENSE	32.50					32.50
522100	DUES & SUBSCRIPTION EXP	390.00		390.00	100.00		
524600	RENT EXPENSE-BUILDINGS	8,948.61	741.73	3,725.44	41.63		5,223.17
524900	RENT EXP-DEPR SURCHARGE	3,031.60	252.62	1,263.10	41.66		1,768.50
531100	OFFICE SUPPLIES EXPENSE	1,173.97	938.50	1,258.40	107.19		84.43-
532100	NON-CAPITALIZED EQUIP PU	97.50					97.50
532280	VIDEO EQUIP		149.49	149.49			149.49-
541100	ACCTG & AUDITING SERVICES	1,940.90		1,940.90	100.00		
541200	PURCHASING ASSESSMENT	26.65		27.30	102.44		.65-
541500	LEGAL SERVICES EXPENSE	18,000.00		143.50	.80		17,856.50
541700	LEGAL RELATED EXPENSE	2,731.00		31.00	1.14		2,700.00
547100	EDUCATIONAL SERVICES	33.15		33.15	100.00		
554900	OTHER CONTRACTUAL SERVICES	30,644.50	2,610.00	7,745.60	25.28		22,898.90
556100	INSURANCE EXPENSE	60.45		9.61	15.90		50.84

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559100	OTHER OPERATING EXP	279.14	159.44	179.44	64.28		99.70
Major Account 520000 Total		96,497.87	5,722.61	27,701.99	28.71	0.00	68,795.88
570000 TRAVEL EXPENSES							
571100	LODGING	1,930.50	71.50	357.50	18.52		1,573.00
571800	MEALS - TRAVEL STATUS	1,392.43	139.23	603.33	43.33		789.10
573100	STATE-OWNED TRANSPORT	130.00					130.00
574500	PERSONAL VEHICLE MILEAGE	4,733.56	475.93	2,193.10	46.33		2,540.46
575100	MISC TRAVEL EXPENSE	309.37	21.04	106.39	34.39		202.98
Major Account 570000 Total		8,495.86	707.70	3,260.32	38.38	0.00	5,235.54
BUDGETED EXPENDITURES TOTAL		345,550.02	24,925.02	130,974.44	37.90	0.00	214,575.58
SUMMARY BY FUND TYPE - EXPENDITURES							
2	CASH FUNDS	345,550.02	24,925.02	130,974.44	37.90		214,575.58
BUDGETED EXPENDITURES TOTAL		345,550.02	24,925.02	130,974.44	37.90	0.00	214,575.58
BUDGETED FUND TYPES - REVENUES							
470000 REVENUE - SALES AND CHARGES							
471100	SALE OF SERVICES	450.00-	25.00-	150.00-	33.33		300.00-
471120	QUALIFYING ED COURSE FEES	2,010.00-		630.00-	31.34		1,380.00-
471121	CONTINUING ED NEW FEES	6,075.00-	275.00-	1,900.00-	31.28		4,175.00-
471122	CONTINUING ED RENEWAL FEES	225.00-	15.00-	30.00-	13.33		195.00-
475150	CERTIFIED GENERAL NEW FEES	9,600.00-	1,580.00-	7,840.00-	81.67		1,760.00-
475151	LICENSED NEW FEES	640.00-		320.00-	50.00		320.00-
475152	FINGERPRINT FEES	2,262.50-	45.25-	1,357.50-	60.00		905.00-
475153	CERTIFIED RESIDENTIAL NEW	2,560.00-		1,240.00-	48.44		1,320.00-
475154	CERTIFIED GENERAL RENEWAL	103,200.00-	33,000.00-	58,150.00-	56.35		45,050.00-
475155	LICENSED RENEWAL	8,100.00-	2,700.00-	5,350.00-	66.05		2,750.00-
475157	CERTIFIED RESIDENTIAL RENEWAL	62,100.00-	16,800.00-	32,700.00-	52.66		29,400.00-
475161	TEMPORARY CERTIFIED GENERAL	11,200.00-	910.00-	5,300.00-	47.32		5,900.00-
475166	LICENSED INACTIVE		300.00-	300.00-			300.00
475234	APPLICATION FEES	27,700.00-	1,830.00-	14,340.00-	51.77		13,360.00-
476101	LATE PROCESSING FEES	3,750.00-		525.00-	14.00		3,225.00-

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Major Account 470000 Total		239,872.50-	57,480.25-	130,132.50-	54.25	0.00	109,740.00-
480000 REVENUE - MISCELLANEOUS							
481100	INVESTMENT INCOME	12,000.00-	847.72-	4,426.79-	36.89		7,573.21-
484500	REIMB NON-GOVT SOURCES	5,000.00-	1,290.00-	6,310.00-	126.20		1,310.00
Major Account 480000 Total		17,000.00-	2,137.72-	10,736.79-	63.16	0.00	6,263.21-
BUDGETED REVENUE TOTAL		256,872.50-	59,617.97-	140,869.29-	54.84	0.00	116,003.21-

SUMMARY BY FUND TYPE - REVENUE

2	CASH FUNDS	256,872.50-	59,617.97-	140,869.29-	54.84		116,003.21-
BUDGETED REVENUE TOTAL		256,872.50-	59,617.97-	140,869.29-	54.84	0.00	116,003.21-

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ACCOUNT CODE	DESCRIPTION	BUDGETED AMOUNT	CURRENT MONTH ACTIVITY	YEAR-TO-DATE ACTUALS	PERCENT OF BUDGET	ENCUMBERANCES	VARIANCE
BUDGETED FUND TYPES - EXPENDITURES							
510000	**PERSONAL SERVICES**						
511100	PERMANENT SALARIES-WAGES	77,471.06	5,796.35	32,528.54	41.99		44,942.52
511600	PER DIEM PAYMENTS	2,975.00	175.00	945.00	31.76		2,030.00
511700	EMPLOYEE BONUSES	700.00					700.00
512100	VACATION LEAVE EXPENSE	6,059.53	371.53	1,406.19	23.21		4,653.34
512200	SICK LEAVE EXPENSE	687.53	59.79	220.23	32.03		467.30
512300	HOLIDAY LEAVE EXPENSE	4,279.54	327.77	1,617.89	37.81		2,661.65
512500	FUNERAL LEAVE EXPENSE			50.28			50.28-
Personal Services Subtotal		92,172.66	6,730.44	36,768.13	39.89	0.00	55,404.53
515100	RETIREMENT PLANS EXPENSE	6,697.93	490.88	2,682.42	40.05		4,015.51
515200	FICA EXPENSE	7,024.89	451.17	2,494.20	35.51		4,530.69
515500	HEALTH INSURANCE EXPENSE	23,156.70	2,286.76	11,433.88	49.38		11,722.82
516500	WORKERS COMP PREMIUMS	478.10		478.10	100.00		
Major Account 510000 Total		129,530.28	9,959.25	53,856.73	41.58	0.00	75,673.55
520000	**OPERATING EXPENSES**						
521100	POSTAGE EXPENSE	305.09		40.70	13.34		264.39
521400	CIO CHARGES	13,073.59	77.79	3,447.73	26.37		9,625.86
521500	PUBLICATION & PRINT EXP	1,182.33	258.44	258.44	21.86		923.89
521900	AWARDS EXPENSE	17.50					17.50
522100	DUES & SUBSCRIPTION EXP	210.00		210.00	100.00		
524600	RENT EXPENSE-BUILDINGS	4,818.49	399.40	2,006.06	41.63		2,812.43
524900	RENT EXP-DEPR SURCHARGE	1,632.40	136.02	680.10	41.66		952.30
531100	OFFICE SUPPLIES EXPENSE	618.50	45.25	59.00	9.54		559.50
532100	NON-CAPITALIZED EQUIP PU	52.50					52.50
532280	VIDEO EQUIP		80.49	80.49			80.49-
541100	ACCTG & AUDITING SERVICES	1,045.10		1,045.10	100.00		
541200	PURCHASING ASSESSMENT	14.35		14.70	102.44		.35-
541500	LEGAL SERVICES EXPENSE	2,020.00		20.00	.99		2,000.00
541700	LEGAL RELATED EXPENSE	300.00					300.00
547100	EDUCATIONAL SERVICES	17.85		17.85	100.00		
554900	OTHER CONTRACTUAL SERVICES	650.00	110.00	328.65	50.56		321.35
556100	INSURANCE EXPENSE	32.55		5.18	15.91		27.37

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559100	OTHER OPERATING EXP	170.30		20.00	11.74		150.30
Major Account 520000 Total		26,160.55	1,107.39	8,234.00	31.47	0.00	17,926.55
570000 TRAVEL EXPENSES							
571100	LODGING	1,039.50	38.50	192.50	18.52		847.00
571800	MEALS - TRAVEL STATUS	749.77	74.97	324.87	43.33		424.90
573100	STATE-OWNED TRANSPORT	70.00					70.00
574500	PERSONAL VEHICLE MILEAGE	2,548.84	256.27	1,180.90	46.33		1,367.94
575100	MISC TRAVEL EXPENSE	166.58	11.31	57.24	34.36		109.34
Major Account 570000 Total		4,574.69	381.05	1,755.51	38.37	0.00	2,819.18
BUDGETED EXPENDITURES TOTAL		160,265.52	11,447.69	63,846.24	39.84	0.00	96,419.28
SUMMARY BY FUND TYPE - EXPENDITURES							
2	CASH FUNDS	160,265.52	11,447.69	63,846.24	39.84		96,419.28
BUDGETED EXPENDITURES TOTAL		160,265.52	11,447.69	63,846.24	39.84	0.00	96,419.28
BUDGETED FUND TYPES - REVENUES							
470000 REVENUE - SALES AND CHARGES							
475163	AMC REGISTERED NEW FEES	6,000.00-	2,000.00-	6,000.00-	100.00		
475164	AMC APPLICATION FEES	1,050.00-		1,050.00-	100.00		
475165	AMC REGISTERED RENEWAL	110,500.00-	17,000.00-	47,400.00-	42.90		63,100.00-
475166	FED REG AMC RPT FORM PROC FEES	700.00-					700.00-
476101	LATE PROCESSING FEES	275.00-		300.00-	109.09		25.00
Major Account 470000 Total		118,525.00-	19,000.00-	54,750.00-	46.19	0.00	63,775.00-
480000 REVENUE - MISCELLANEOUS							
481100	INVESTMENT INCOME	9,000.00-	728.29-	3,706.08-	41.18		5,293.92-
484500	REIMB NON-GOVT SOURCES	1,000.00-		1,000.00-	100.00		
Major Account 480000 Total		10,000.00-	728.29-	4,706.08-	47.06	0.00	5,293.92-
BUDGETED REVENUE TOTAL		128,525.00-	19,728.29-	59,456.08-	46.26	0.00	69,068.92-

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SUMMARY BY FUND TYPE - REVENUE						
2 CASH FUNDS	128,525.00-	19,728.29-	59,456.08-	46.26		69,068.92-
BUDGETED REVENUE TOTAL	128,525.00-	19,728.29-	59,456.08-	46.26	0.00	69,068.92-

Fund	Program	Sub-Program	Account Number	Sub-ledger	Doc Number	Tran Date	Tran Type	Batch Type	Payee/Explanation	Batch Number	Posted Code	Month to Date
25310	079	000	53105018.471100.		646907	11/06/25	RC	RB	NRPAB DEPOSIT 251105	8039386		25.00-
Total for Object			471100 SALE OF SERVICES									25.00-
25310	079	000	53105018.471121.		646907	11/06/25	RC	RB	NRPAB DEPOSIT 251105	8039386		35.00-
25310	079	000	53105018.471121.		647927	11/14/25	RC	RB	NRPAB DEPOSIT 251114	8046866		170.00-
25310	079	000	53105018.471121.		649674	11/25/25	RC	RB	NRPAB DEPOSIT 251125	8058616		70.00-
Total for Object			471121 CONTINUING ED NEW FEES									275.00-
25310	079	000	53105018.471122.		647506	11/12/25	RC	RB	NRPAB DEPOSIT 251112	8043297		15.00-
Total for Object			471122 CONTINUING ED RENEWAL FEES									15.00-
25310	079	000	53105018.475150.		646907	11/06/25	RC	RB	NRPAB DEPOSIT 251105	8039386		320.00-
25310	079	000	53105018.475150.		647703	11/13/25	RC	RB	NRPAB DEPOSIT 251113	8045312		320.00-
25310	079	000	53105018.475150.		647927	11/14/25	RC	RB	NRPAB DEPOSIT 251114	8046866		640.00-
25310	079	000	53105018.475150.		648970	11/20/25	RC	RB	NRPAB DEPOSIT 251120	8054482		300.00-
Total for Object			475150 CERTIFIED GENERAL NEW FEES									1,580.00-
25310	079	000	53105018.475152.		648970	11/20/25	RC	RB	NRPAB DEPOSIT 251120	8054482		45.25-
Total for Object			475152 FINGERPRINT FEES									45.25-
25310	079	000	53105018.475154.		646468	11/04/25	RC	RB	NRPAB DEPOSIT 251104	8034908		300.00-
25310	079	000	53105018.475154.		646503	11/03/25	RC	RB	NRPAB APP EFW DEPOSIT 251103	8034958		3,600.00-
25310	079	000	53105018.475154.		646915	11/05/25	RC	RB	NRPAB APP EFW DEPOSIT 251105	8039266		1,200.00-
25310	079	000	53105018.475154.		646907	11/06/25	RC	RB	NRPAB DEPOSIT 251105	8039386		600.00-
25310	079	000	53105018.475154.		647570	11/10/25	RC	RB	NRPAB APP EFW DEPOSIT 251110	8043254		4,800.00-
25310	079	000	53105018.475154.		647506	11/12/25	RC	RB	NRPAB DEPOSIT 251112	8043297		600.00-
25310	079	000	53105018.475154.		647703	11/13/25	RC	RB	NRPAB DEPOSIT 251113	8045312		600.00-
25310	079	000	53105018.475154.		648502	11/17/25	RC	RB	NRPAB APP EFW DEPOSIT 251117	8050021		6,300.00-
25310	079	000	53105018.475154.		648970	11/20/25	RC	RB	NRPAB DEPOSIT 251120	8054482		1,500.00-
25310	079	000	53105018.475154.		649156	11/20/25	RC	RB	NRPAB APP EFW DEPOSIT 251120	8055234		4,800.00-
25310	079	000	53105018.475154.		649674	11/25/25	RC	RB	NRPAB DEPOSIT 251125	8058616		300.00-
25310	079	000	53105018.475154.		649828	11/24/25	RC	RB	NRPAB APP EFW DEPOSIT 251124	8058983		1,500.00-
25310	079	000	53105018.475154.		649784	11/25/25	RC	RB	NRPAB DEPOSIT 251125	8060311		600.00-
25310	079	000	53105018.475154.		650011	11/25/25	RC	RB	NRPAB APP EFW DEPOSIT 251125	8060387		6,300.00-
Total for Object			475154 CERTIFIED GENERAL RENEWAL									33,000.00-
25310	079	000	53105018.475155.		646468	11/04/25	RC	RB	NRPAB DEPOSIT 251104	8034908		300.00-
25310	079	000	53105018.475155.		646907	11/06/25	RC	RB	NRPAB DEPOSIT 251105	8039386		300.00-
25310	079	000	53105018.475155.		648502	11/17/25	RC	RB	NRPAB APP EFW DEPOSIT 251117	8050021		300.00-

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25310	079	000	53105018.475155.		649156	11/20/25	RC	RB	NRPAB APP EFW DEPOSIT 251120	8055234		300.00-
25310	079	000	53105018.475155.		649784	11/25/25	RC	RB	NRPAB DEPOSIT 251125	8060311		900.00-
25310	079	000	53105018.475155.		650011	11/25/25	RC	RB	NRPAB APP EFW DEPOSIT 251125	8060387		600.00-
Total for Object			475155 LICENSED RENEWAL									2,700.00-
25310	079	000	53105018.475157.		646468	11/04/25	RC	RB	NRPAB DEPOSIT 251104	8034908		300.00-
25310	079	000	53105018.475157.		646503	11/03/25	RC	RB	NRPAB APP EFW DEPOSIT 251103	8034958		1,200.00-
25310	079	000	53105018.475157.		646915	11/05/25	RC	RB	NRPAB APP EFW DEPOSIT 251105	8039266		600.00-
25310	079	000	53105018.475157.		646907	11/06/25	RC	RB	NRPAB DEPOSIT 251105	8039386		600.00-
25310	079	000	53105018.475157.		647570	11/10/25	RC	RB	NRPAB APP EFW DEPOSIT 251110	8043254		900.00-
25310	079	000	53105018.475157.		647703	11/13/25	RC	RB	NRPAB DEPOSIT 251113	8045312		600.00-
25310	079	000	53105018.475157.		647927	11/14/25	RC	RB	NRPAB DEPOSIT 251114	8046866		600.00-
25310	079	000	53105018.475157.		648502	11/17/25	RC	RB	NRPAB APP EFW DEPOSIT 251117	8050021		2,700.00-
25310	079	000	53105018.475157.		648970	11/20/25	RC	RB	NRPAB DEPOSIT 251120	8054482		900.00-
25310	079	000	53105018.475157.		649156	11/20/25	RC	RB	NRPAB APP EFW DEPOSIT 251120	8055234		2,700.00-
25310	079	000	53105018.475157.		649674	11/25/25	RC	RB	NRPAB DEPOSIT 251125	8058616		600.00-
25310	079	000	53105018.475157.		649828	11/24/25	RC	RB	NRPAB APP EFW DEPOSIT 251124	8058983		600.00-
25310	079	000	53105018.475157.		649784	11/25/25	RC	RB	NRPAB DEPOSIT 251125	8060311		600.00-
25310	079	000	53105018.475157.		650011	11/25/25	RC	RB	NRPAB APP EFW DEPOSIT 251125	8060387		3,900.00-
Total for Object			475157 CERTIFIED RESIDENTIAL RENEWAL									16,800.00-
25310	079	000	53105018.475161.		646915	11/05/25	RC	RB	NRPAB APP EFW DEPOSIT 251105	8039266		70.00-
25310	079	000	53105018.475161.		647570	11/10/25	RC	RB	NRPAB APP EFW DEPOSIT 251110	8043254		140.00-
25310	079	000	53105018.475161.		647934	11/13/25	RC	RB	NRPAB APP EFW DEPOSIT 251113	8046937		280.00-
25310	079	000	53105018.475161.		648502	11/17/25	RC	RB	NRPAB APP EFW DEPOSIT 251117	8050021		70.00-
25310	079	000	53105018.475161.		649156	11/20/25	RC	RB	NRPAB APP EFW DEPOSIT 251120	8055234		70.00-
25310	079	000	53105018.475161.		649828	11/24/25	RC	RB	NRPAB APP EFW DEPOSIT 251124	8058983		140.00-
25310	079	000	53105018.475161.		650011	11/25/25	RC	RB	NRPAB APP EFW DEPOSIT 251125	8060387		140.00-
Total for Object			475161 TEMPORARY CERTIFIED GENERAL									910.00-
25310	079	000	53105018.475166.		649674	11/25/25	RC	RB	NRPAB DEPOSIT 251125	8058616		300.00-
Total for Object			475166 LICENSED INACTIVE									300.00-
25310	079	000	53105018.475234.		646915	11/05/25	RC	RB	NRPAB APP EFW DEPOSIT 251105	8039266		120.00-
25310	079	000	53105018.475234.		647570	11/10/25	RC	RB	NRPAB APP EFW DEPOSIT 251110	8043254		240.00-
25310	079	000	53105018.475234.		647934	11/13/25	RC	RB	NRPAB APP EFW DEPOSIT 251113	8046937		480.00-
25310	079	000	53105018.475234.		648502	11/17/25	RC	RB	NRPAB APP EFW DEPOSIT 251117	8050021		120.00-
25310	079	000	53105018.475234.		648970	11/20/25	RC	RB	NRPAB DEPOSIT 251120	8054482		170.00-
25310	079	000	53105018.475234.		649156	11/20/25	RC	RB	NRPAB APP EFW DEPOSIT 251120	8055234		120.00-

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25310	079	000	53105018.475234.		649674	11/25/25	RC	RB	NRPAB DEPOSIT 251125	8058616		100.00-
25310	079	000	53105018.475234.		649828	11/24/25	RC	RB	NRPAB APP EFW DEPOSIT 251124	8058983		240.00-
25310	079	000	53105018.475234.		650011	11/25/25	RC	RB	NRPAB APP EFW DEPOSIT 251125	8060387		240.00-
Total for Object			475234 APPLICATION FEES									1,830.00-
25310	079	000	53105018.481100.		26988093	11/21/25	JE	G	OIP Oct 25 2.94892%	8058662		847.72-
Total for Object			481100 INVESTMENT INCOME									847.72-
25310	079	000	53105018.484500.		646907	11/06/25	RC	RB	NRPAB DEPOSIT 251105	8039386		20.00-
25310	079	000	53105018.484500.		647927	11/14/25	RC	RB	NRPAB DEPOSIT 251114	8046866		20.00-
25310	079	000	53105018.484500.		648970	11/20/25	RC	RB	NRPAB DEPOSIT 251120	8054482		1,250.00-
Total for Object			484500 REIMB NON-GOVT SOURCES									1,290.00-
25310	079	000	53105018.511100.		3193199	11/12/25	T2	7	PAYROLL LABOR DISTRIBUTION	8036349		5,898.47
25310	079	000	53105018.511100.		3193545	11/26/25	T2	7	PAYROLL LABOR DISTRIBUTION	8053683		4,866.08
Total for Object			511100 PERMANENT SALARIES-WAGES									10,764.55
25310	079	000	53105018.511600.		3193199	11/12/25	T2	7	PAYROLL LABOR DISTRIBUTION	8036349		325.00
Total for Object			511600 PER DIEM PAYMENTS									325.00
25310	079	000	53105018.512100.		3193199	11/12/25	T2	7	PAYROLL LABOR DISTRIBUTION	8036349		188.49
25310	079	000	53105018.512100.		3193545	11/26/25	T2	7	PAYROLL LABOR DISTRIBUTION	8053683		501.21
Total for Object			512100 VACATION LEAVE EXPENSE									689.70
25310	079	000	53105018.512200.		3193545	11/26/25	T2	7	PAYROLL LABOR DISTRIBUTION	8053683		110.79
Total for Object			512200 SICK LEAVE EXPENSE									110.79
25310	079	000	53105018.512300.		3193545	11/26/25	T2	7	PAYROLL LABOR DISTRIBUTION	8053683		608.69
Total for Object			512300 HOLIDAY LEAVE EXPENSE									608.69
25310	079	000	53105018.515100.		3193200	11/12/25	T3	7	ACTUAL BURDEN JOURNAL ENTRIES	8036349		455.78
25310	079	000	53105018.515100.		3193546	11/26/25	T3	7	ACTUAL BURDEN JOURNAL ENTRIES	8053683		455.76
Total for Object			515100 RETIREMENT PLANS EXPENSE									911.54
25310	079	000	53105018.515200.		3193200	11/12/25	T3	7	ACTUAL BURDEN JOURNAL ENTRIES	8036349		431.30
25310	079	000	53105018.515200.		3193546	11/26/25	T3	7	ACTUAL BURDEN JOURNAL ENTRIES	8053683		406.46
Total for Object			515200 FICA EXPENSE									837.76
25310	079	000	53105018.515500.		3193200	11/12/25	T3	7	ACTUAL BURDEN JOURNAL ENTRIES	8036349		2,133.26

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25310	079	000	53105018.515500.		3193546	11/26/25	T3	7	ACTUAL BURDEN JOURNAL ENTRIES	8053683		2,123.32
Total for Object			515500 HEALTH INSURANCE EXPENSE									4,246.68
25310	079	000	53105018.521100.		26947978	11/17/25	JE	G	POSTAGE DUE OCT 2025	8051103		246.41
Total for Object			521100 POSTAGE EXPENSE									246.41
25310	079	000	53105018.521400.		58867185	11/03/25	PV	V	AS - OCIO - COMMUNICATIONS	8028955		144.48
Total for Object			521400 CIO CHARGES									144.48
25310	079	000	53105018.521500.		26730971	11/10/25	JE	G	COPY SERVICES JUL-SEP 2025	8010126		668.28
25310	079	000	53105018.521500.		26882359	11/04/25	J1	G	PURCHASE CARD TRANSACTION	8036223		45.56
25310	079	000	53105018.521500.		26910866	11/10/25	JE	G	NRPAB COPY SERV JUL-SEP 2025	8044368		233.90-
Total for Object			521500 PUBLICATION & PRINT EXP									479.94
25310	079	000	53105018.524600.		26837136	11/07/25	JE	G	RENT & LB530 NOV 2025 - OTHER	8029490		1,112.53
25310	079	000	53105018.524600.		26910867	11/10/25	JE	G	NRPAB RENT NOV 2025	8044374		389.39-
25310	079	000	53105018.524600.		58986349	11/13/25	PV	V	SECRETARY OF STATE	8048130		18.59
Total for Object			524600 RENT EXPENSE-BUILDINGS									741.73
25310	079	000	53105018.524900.		26837136	11/07/25	JE	G	RENT & LB530 NOV 2025 - OTHER	8029490		388.64
25310	079	000	53105018.524900.		26910867	11/10/25	JE	G	NRPAB RENT NOV 2025	8044374		136.02-
Total for Object			524900 RENT EXP-DEPR SURCHARGE									252.62
25310	079	000	53105018.531100.		26882359	11/04/25	J1	G	PURCHASE CARD TRANSACTION	8036223		854.47
25310	079	000	53105018.531100.		2267402	11/06/25	OV	O	ODP BUSINESS SOLUTIONS LLC	8040955		84.03
Total for Object			531100 OFFICE SUPPLIES EXPENSE									938.50
25310	079	000	53105018.532280.		26882359	11/04/25	J1	G	PURCHASE CARD TRANSACTION	8036223		149.49
Total for Object			532280 VIDEO EQUIP									149.49
25310	079	000	53105018.539500.		58944293	11/04/25	PC	V	Purchase Card Offset	8036141		1,154.55
25310	079	000	53105018.539500.		26882359	11/04/25	J1	G	PURCHASE CARD TRANSACTION	8036223		1,154.55-
Total for Object			539500 PURCHASING CARD SUSPENSE									
25310	079	000	53105018.554900.		58923466	11/03/25	PV	V	BEETHE APPRAISAL SERVICES	8031603		1,250.00
25310	079	000	53105018.554900.		58954223	11/06/25	PV	V	NEBRASKA STATE PATROL	8040058		110.00
25310	079	000	53105018.554900.		58955199	11/06/25	PV	V	KEITH RICHARD L	8040194		1,250.00
Total for Object			554900 OTHER CONTRACTUAL SERVICES									2,610.00

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25310	079	000	53105018.559100.		58950961	11/05/25	PV	V	NELSEN APPRAISAL SERVICES INC	8039333		159.44
Total for Object			559100 OTHER OPERATING EXP									159.44
25310	079	000	53105018.571100.		58922797	11/03/25	PV	V	MINSHULL, DEREK	8030820		71.50
Total for Object			571100 LODGING									71.50
25310	079	000	53105018.571800.		58922763	11/03/25	PV	V	BATIE, ADAM	8030794		46.41
25310	079	000	53105018.571800.		58922775	11/03/25	PV	V	JOHNSON, RODNEY D	8030810		46.41
25310	079	000	53105018.571800.		58922797	11/03/25	PV	V	MINSHULL, DEREK	8030820		46.41
Total for Object			571800 MEALS - TRAVEL STATUS									139.23
25310	079	000	53105018.574500.		58922763	11/03/25	PV	V	BATIE, ADAM	8030794		118.30
25310	079	000	53105018.574500.		58922769	11/03/25	PV	V	HERMSEN, KEVIN P	8030800		39.13
25310	079	000	53105018.574500.		58922775	11/03/25	PV	V	JOHNSON, RODNEY D	8030810		112.84
25310	079	000	53105018.574500.		58922797	11/03/25	PV	V	MINSHULL, DEREK	8030820		205.66
Total for Object			574500 PERSONAL VEHICLE MILEAGE									475.93
25310	079	000	53105018.575100.		58922763	11/03/25	PV	V	BATIE, ADAM	8030794		8.78
25310	079	000	53105018.575100.		58922769	11/03/25	PV	V	HERMSEN, KEVIN P	8030800		3.48
25310	079	000	53105018.575100.		58922797	11/03/25	PV	V	MINSHULL, DEREK	8030820		8.78
Total for Object			575100 MISC TRAVEL EXPENSE									21.04
Total for Business Unit		53105018	NE REAL PROPERTY APPRAISER									34,692.95-
25320	079	000	53105200.475163.		649783	11/25/25	RC	RB	NRPAB AMC DEPOSIT 251125	8060322		2,000.00-
Total for Object			475163 AMC REGISTERED NEW FEES									2,000.00-
25320	079	000	53105200.475165.		646916	11/05/25	RC	RB	NRPAB AMC REN EFW DEP 251105	8039219		1,700.00-
25320	079	000	53105200.475165.		647571	11/10/25	RC	RB	NRPAB AMC REN EFW DEP 251110	8043275		1,700.00-
25320	079	000	53105200.475165.		647702	11/13/25	RC	RB	NRPAB AMC DEPOSIT 251113	8045277		1,700.00-
25320	079	000	53105200.475165.		647918	11/14/25	RC	RB	NRPAB AMC DEPOSIT 251114	8046705		3,400.00-
25320	079	000	53105200.475165.		647932	11/13/25	RC	RB	NRPAB AMC REN EFW DEP 251113	8046927		1,700.00-
25320	079	000	53105200.475165.		648474	11/18/25	RC	RB	NRPAB AMC DEPOSIT 251118	8049941		1,700.00-
25320	079	000	53105200.475165.		648504	11/17/25	RC	RB	NRPAB AMC REN EFW DEP 251117	8050060		1,700.00-
25320	079	000	53105200.475165.		649675	11/25/25	RC	RB	NRPAB AMC DEPOSIT 251125	8058547		1,700.00-
25320	079	000	53105200.475165.		649783	11/25/25	RC	RB	NRPAB AMC DEPOSIT 251125	8060322		1,700.00-
Total for Object			475165 AMC REGISTERED RENEWAL									17,000.00-
25320	079	000	53105200.481100.		26988093	11/21/25	JE	G	OIP Oct 25 2.94892%	8058662		728.29-

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Total for Object			481100 INVESTMENT INCOME									728.29-
25320	079	000	53105200.511100.		3193199	11/12/25	T2	7	PAYROLL LABOR DISTRIBUTION	8036349		3,176.21
25320	079	000	53105200.511100.		3193545	11/26/25	T2	7	PAYROLL LABOR DISTRIBUTION	8053683		2,620.14
Total for Object			511100 PERMANENT SALARIES-WAGES									5,796.35
25320	079	000	53105200.511600.		3193199	11/12/25	T2	7	PAYROLL LABOR DISTRIBUTION	8036349		175.00
Total for Object			511600 PER DIEM PAYMENTS									175.00
25320	079	000	53105200.512100.		3193199	11/12/25	T2	7	PAYROLL LABOR DISTRIBUTION	8036349		101.42
25320	079	000	53105200.512100.		3193545	11/26/25	T2	7	PAYROLL LABOR DISTRIBUTION	8053683		270.11
Total for Object			512100 VACATION LEAVE EXPENSE									371.53
25320	079	000	53105200.512200.		3193545	11/26/25	T2	7	PAYROLL LABOR DISTRIBUTION	8053683		59.79
Total for Object			512200 SICK LEAVE EXPENSE									59.79
25320	079	000	53105200.512300.		3193545	11/26/25	T2	7	PAYROLL LABOR DISTRIBUTION	8053683		327.77
Total for Object			512300 HOLIDAY LEAVE EXPENSE									327.77
25320	079	000	53105200.515100.		3193200	11/12/25	T3	7	ACTUAL BURDEN JOURNAL ENTRIES	8036349		245.43
25320	079	000	53105200.515100.		3193546	11/26/25	T3	7	ACTUAL BURDEN JOURNAL ENTRIES	8053683		245.45
Total for Object			515100 RETIREMENT PLANS EXPENSE									490.88
25320	079	000	53105200.515200.		3193200	11/12/25	T3	7	ACTUAL BURDEN JOURNAL ENTRIES	8036349		232.28
25320	079	000	53105200.515200.		3193546	11/26/25	T3	7	ACTUAL BURDEN JOURNAL ENTRIES	8053683		218.89
Total for Object			515200 FICA EXPENSE									451.17
25320	079	000	53105200.515500.		3193200	11/12/25	T3	7	ACTUAL BURDEN JOURNAL ENTRIES	8036349		1,143.36
25320	079	000	53105200.515500.		3193546	11/26/25	T3	7	ACTUAL BURDEN JOURNAL ENTRIES	8053683		1,143.40
Total for Object			515500 HEALTH INSURANCE EXPENSE									2,286.76
25320	079	000	53105200.521400.		58867185	11/03/25	PV	V	AS - OCIO - COMMUNICATIONS	8028955		77.79
Total for Object			521400 CIO CHARGES									77.79
25320	079	000	53105200.521500.		26882359	11/04/25	J1	G	PURCHASE CARD TRANSACTION	8036223		24.54
25320	079	000	53105200.521500.		26910866	11/10/25	JE	G	NRPAB COPY SERV JUL-SEP 2025	8044368		233.90
Total for Object			521500 PUBLICATION & PRINT EXP									258.44
25320	079	000	53105200.524600.		26910867	11/10/25	JE	G	NRPAB RENT NOV 2025	8044374		249.99

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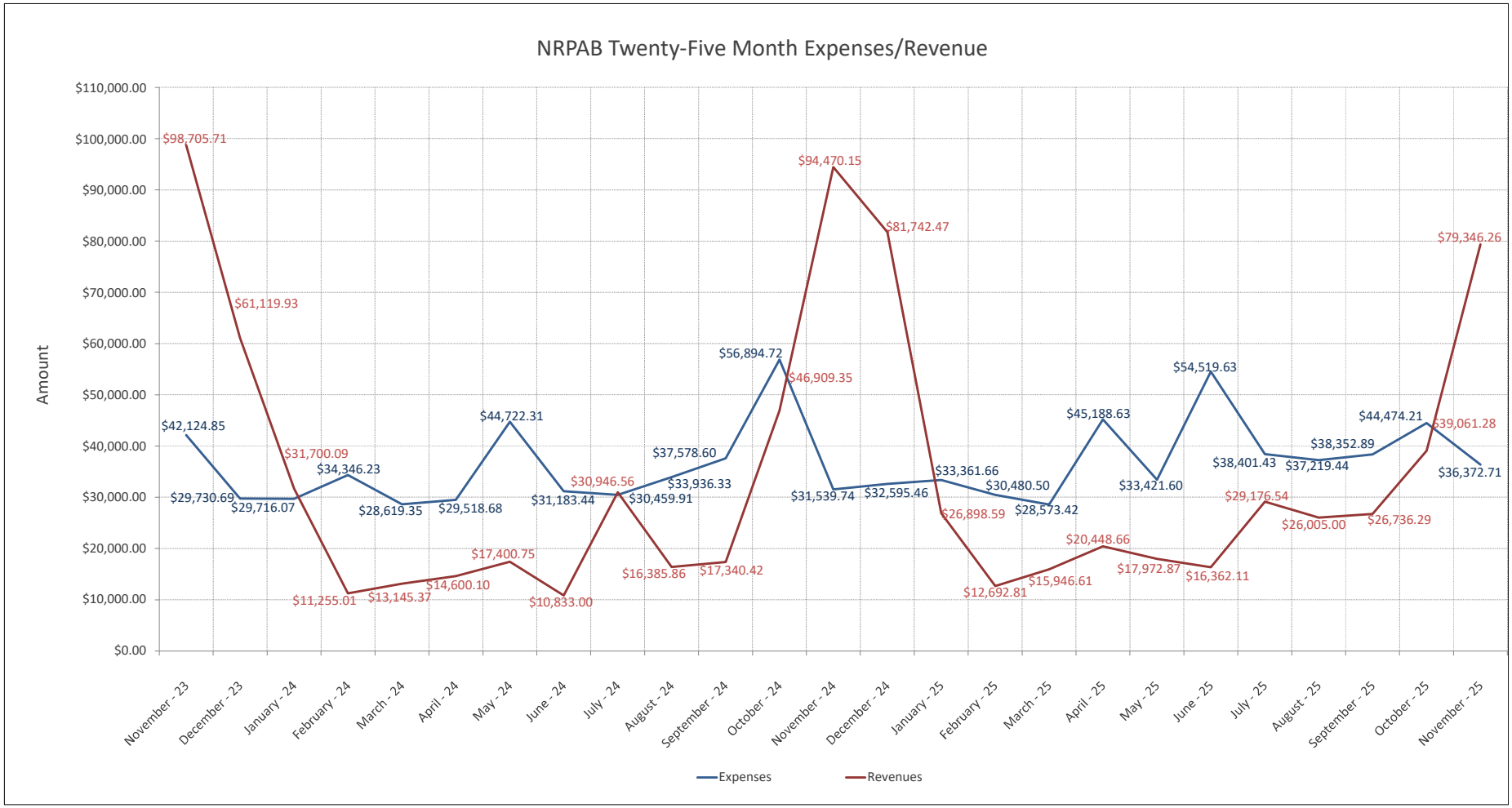
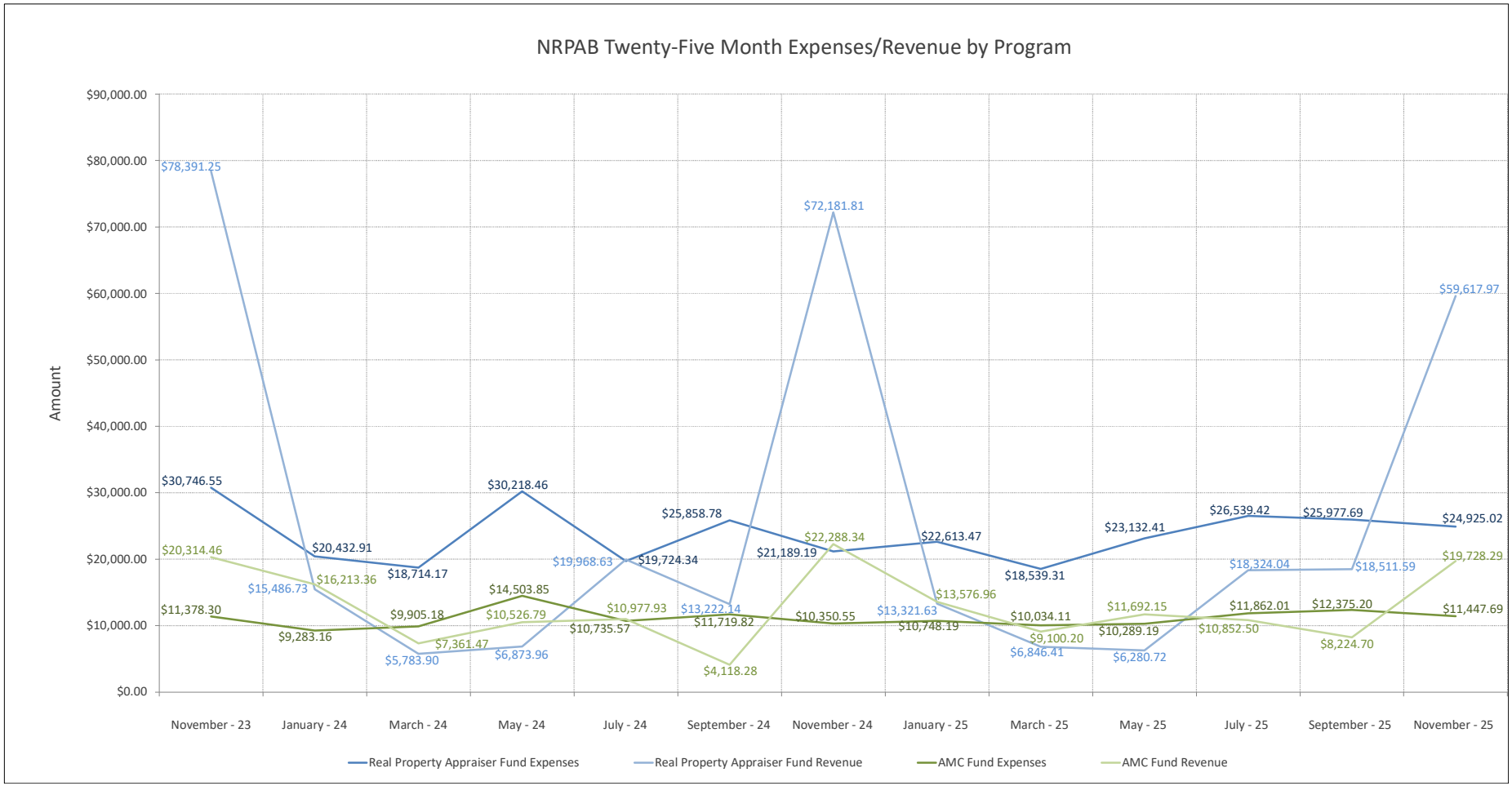
25320	079	000	53105200.524600.		58986349	11/13/25	PV	V	SECRETARY OF STATE	8048130		10.01
Total for Object			524600 RENT EXPENSE-BUILDINGS									399.40
25320	079	000	53105200.524900.		26910867	11/10/25	JE	G	NRPAB RENT NOV 2025	8044374		136.02
Total for Object			524900 RENT EXP-DEPR SURCHARGE									136.02
25320	079	000	53105200.531100.		2267402	11/06/25	OV	O	ODP BUSINESS SOLUTIONS LLC	8040955		45.25
Total for Object			531100 OFFICE SUPPLIES EXPENSE									45.25
25320	079	000	53105200.532280.		26882359	11/04/25	J1	G	PURCHASE CARD TRANSACTION	8036223		80.49
Total for Object			532280 VIDEO EQUIP									80.49
25320	079	000	53105200.554900.		58954223	11/06/25	PV	V	NEBRASKA STATE PATROL	8040058		110.00
Total for Object			554900 OTHER CONTRACTUAL SERVICES									110.00
25320	079	000	53105200.571100.		58922797	11/03/25	PV	V	MINSHULL, DEREK	8030820		38.50
Total for Object			571100 LODGING									38.50
25320	079	000	53105200.571800.		58922763	11/03/25	PV	V	BATIE, ADAM	8030794		24.99
25320	079	000	53105200.571800.		58922775	11/03/25	PV	V	JOHNSON, RODNEY D	8030810		24.99
25320	079	000	53105200.571800.		58922797	11/03/25	PV	V	MINSHULL, DEREK	8030820		24.99
Total for Object			571800 MEALS - TRAVEL STATUS									74.97
25320	079	000	53105200.574500.		58922763	11/03/25	PV	V	BATIE, ADAM	8030794		63.70
25320	079	000	53105200.574500.		58922769	11/03/25	PV	V	HERMSEN, KEVIN P	8030800		21.07
25320	079	000	53105200.574500.		58922775	11/03/25	PV	V	JOHNSON, RODNEY D	8030810		60.76
25320	079	000	53105200.574500.		58922797	11/03/25	PV	V	MINSHULL, DEREK	8030820		110.74
Total for Object			574500 PERSONAL VEHICLE MILEAGE									256.27
25320	079	000	53105200.575100.		58922763	11/03/25	PV	V	BATIE, ADAM	8030794		4.72
25320	079	000	53105200.575100.		58922769	11/03/25	PV	V	HERMSEN, KEVIN P	8030800		1.87
25320	079	000	53105200.575100.		58922797	11/03/25	PV	V	MINSHULL, DEREK	8030820		4.72
Total for Object			575100 MISC TRAVEL EXPENSE									11.31
Total for Business Unit		53105200	AMC LICENSING									8,280.60-
Total for Division		000										42,973.55-
Total for Agency		053	REAL PROPERTY APPRAISER BD									42,973.55-

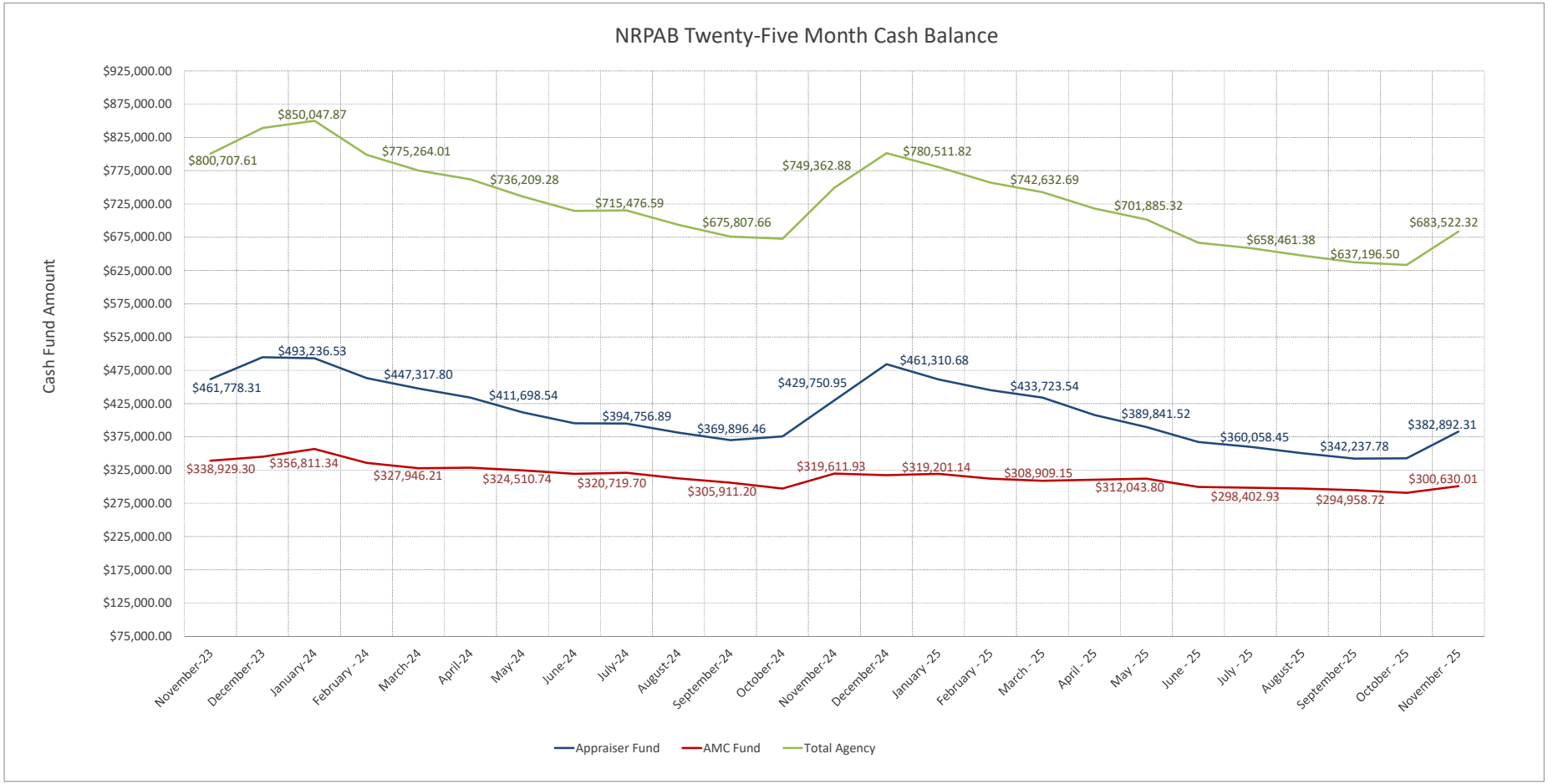
Financial Report and Considerations - Financial Charts



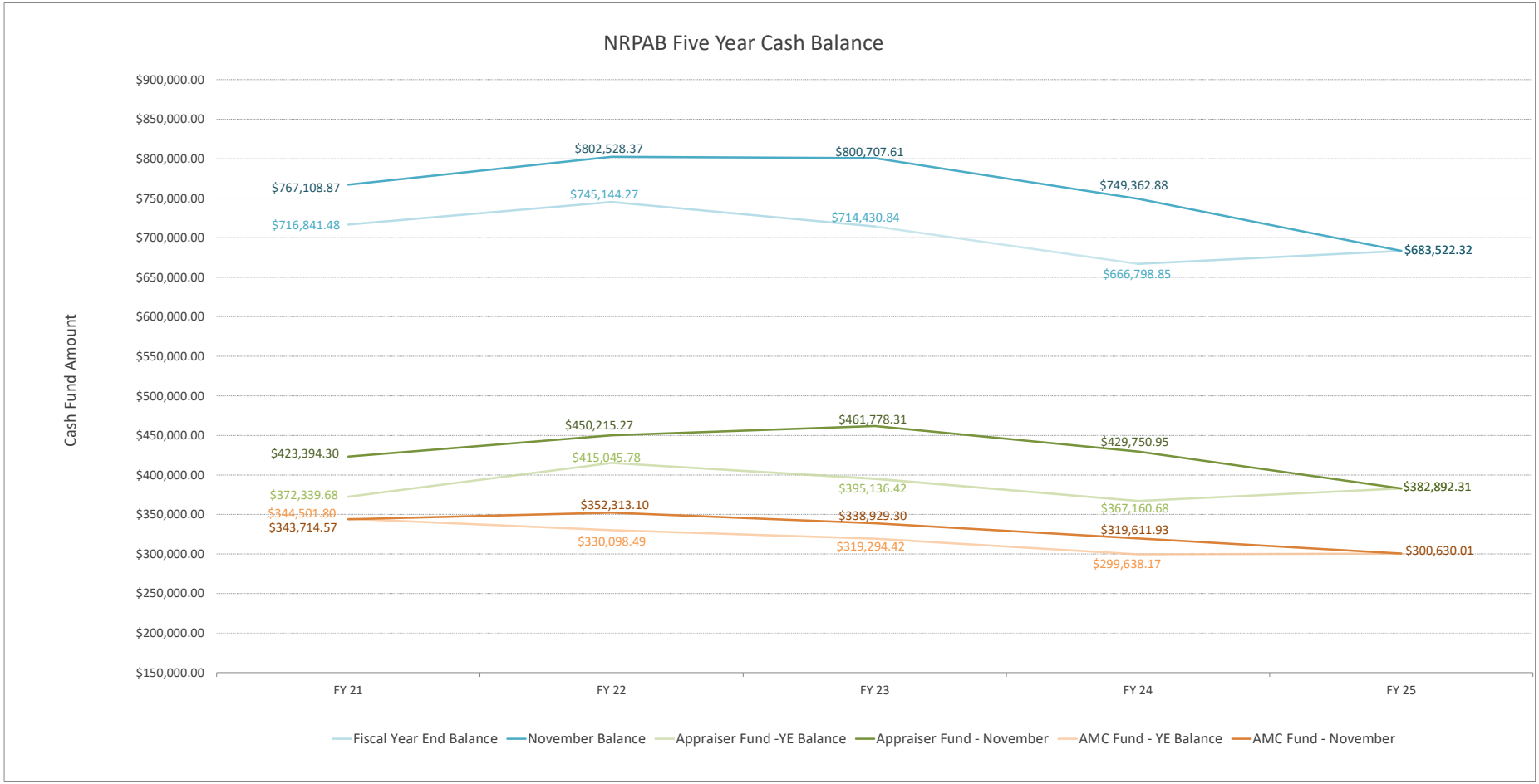
Financial Report and Considerations - Financial Charts



Financial Report and Considerations - Financial Charts



Financial Report and Considerations - Financial Charts



Agency 053 REAL PROPERTY APPRAISER BD
Division
Program 079 APPRAISER LICENSING

Percent of Time Elapsed = 41.92

ACCOUNT CODE	DESCRIPTION	BUDGETED AMOUNT	CURRENT MONTH ACTIVITY	YEAR-TO-DATE ACTUALS	PERCENT OF BUDGET	ENCUMBERANCES	VARIANCE
BUDGETED FUND TYPES - EXPENDITURES							
520000	**OPERATING EXPENSES**						
521400	CIO CHARGES	116,777.25		43,090.00	36.90		73,687.25
522200	CONFERENCE REGISTRATION	1,300.00		650.00	50.00		650.00
Major Account 520000 Total		118,077.25	0.00	43,740.00	37.04	0.00	74,337.25
570000	**TRAVEL EXPENSES**						
571100	LODGING	2,538.00		1,041.28	41.03		1,496.72
571800	MEALS - TRAVEL STATUS	510.00		197.05	38.64		312.95
574500	PERSONAL VEHICLE MILEAGE	1,377.00		955.50	69.39		421.50
Major Account 570000 Total		4,425.00	0.00	2,193.83	49.58	0.00	2,231.17
BUDGETED EXPENDITURES TOTAL		122,502.25	0.00	45,933.83	37.50	0.00	76,568.42
SUMMARY BY FUND TYPE - EXPENDITURES							
4	FEDERAL FUNDS	122,502.25		45,933.83	37.50		76,568.42
BUDGETED EXPENDITURES TOTAL		122,502.25	0.00	45,933.83	37.50	0.00	76,568.42

Fund	Program	Sub-Program	Account Number	Sub-ledger	Doc Number	Tran Date	Tran Type	Batch Type	Payee/Explanation	Batch Number	Posted Code	Month to Date

From: Walton, Ryan
To: Kohtz, Tyler
Subject: 053 - General Fund Transfers - 12/31/25
Date: Tuesday, December 2, 2025 5:08:49 PM

Tyler,

I was notified today the $150,000 General Fund transfer pursuant to LB 264 is slated to come out of 25310 on 12/31/25.
The $100,000 General Fund transfer pursuant to LB 264 is also slated to come out of 25320 on 12/31/25.

Any questions please let me know.

Thank you,

Ryan Walton
Budget Management Analyst II | STATE BUDGET DIVISION
Nebraska Department of Administrative Services-State Budget Division
State Capitol Bldg., Rm 1322; Lincoln, NE 68509
OFFICE 402-471-4174
Ryan.Walton@nebraska.gov
budget.nebraska.gov

NEBRASKA REAL PROPERTY APPRAISER BOARD

EDUCATION APPLICANTS

TABLE OF CONTENTS

December 18, 2025

New Continuing Education Activity Applications				
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2253498.01	ASFMRA	Appraising Ag Facilities Equine Seminar	Synchronous Delivery	16-29

NRPAB
Nebraska Real Property Appraiser Board

Agenda Item Summary

Prepared By: Kashinda Sims **Title:** Education Program Manager **Date:** December 18, 2025

Agenda Section: L. Education

Agenda Item Identification Number: 2251497.01

Subject: ASFMRA Deficient Application

Description: ASFMRA's Application for Approval as a Continuing Education Activity for, "Appraising Ag Facilities Equine Seminar" is deficient the requirements for approval in accordance with 298 NAC Chapter 6.

SUMMARY

An Application for Approval as a Continuing Education Activity ("Application") for, " Appraising Ag Facilities Equine Seminar" was received at the Board office on October 14, 2025 [Exhibit 1]. Upon review, the timed outline for the activity totals nine (9) hours when the Application requests eight (8) hours, and there are two qualification selections for instructor, Paul Harrington [Exhibit 2]. Additionally, the name on the document certifying completion does not match the name of the activity as listed on the Application [Exhibit 3].

Staff notified the provider of the Application's deficiencies in a November 13, 2025, letter requesting deficient materials before the end of the day on December 5, 2025, or the Applications will go before the Board for consideration at its next scheduled meeting on December 18, 2025 [Exhibit 4].

On December 8, 2025, staff reached out to ASFMRA, requesting a follow up. There was no response. On December 10, 2025, staff notified ASFMRA that the Applications remain deficient and would be presented to the Board at its regular meeting on December 10, 2025 [Exhibit 5].

The timed outline for the activity does not match the total number of hours requested on the Application in accordance with 298 NAC Chapter 6, §001.10B. The instructor qualifications for Paul Harrington remains unclear. In addition, the document certifying completion fails to include the name of the activity as listed on the Application in accordance with 298 NAC Chapter 6, §001.12.

RELEVANT LAWS/RULES/GUIDANCE DOCUMENTS/INTERNAL PROCEDURES

298 NAC Chapter 6, § 001.10B - For a timed outline in a non-schedule format, where each topic is assigned a specific duration, each minute engaged in instruction is utilized to determine the total minutes engaged in instruction. Fifty minutes engaged in instruction equals one hour.

298 NAC Chapter 6, § 001.12 - A document certifying completion will be issued to each attendee upon completion of any activity. The document may be transmitted to the attendee in person, by mail, by email, or any other electronic means that are secure. The document is required to include the name of education provider, signature of education provider and/or instructor, name of activity as approved, location at which activity was conducted or presentation method, date(s) activity was conducted, number of hours, pass or fail statement, and name of attendee, or be an official transcript from a university or college that includes the name of activity as approved, the number of credit hours awarded, and the name of attendee.

DISCIPLINARY/WRITTEN ADVISORY HISTORY

There are no known previous disciplinary actions taken by the Board or written advisories issued by the Board.

EXHIBITS

[Exhibit 1] "ASFMRA (Apprs Ag Facil-Equine Sem[class]) Application_October 14, 2025" located in Database under Education (Search Education/ Enter Activity Number '2251497'/ Select 'Appraising Ag Facilities Equine Seminar'/ Communication and Documentation Log dated 12/10/2025)

[Exhibit 2] "ASFMRA (Apprs Ag Facil-Equine Sem) Desc, Lrn Obj, TO_October 14, 2025" located in Database under Education (Search Education/ Enter Activity Number '2251497'/ Select 'Appraising Ag Facilities Equine Seminar'/ Communication and Documentation Log dated 12/10/2025)

[Exhibit 3] "ASFMRA (Apprs Ag Facil Equine Sem[class]) Certificate_Ocobter 14, 2025" located in Database under Education (Search Education/ Enter Activity Number '2251497'/ Select 'Appraising Ag Facilities Equine Seminar'/ Communication and Documentation Log dated 12/10/2025)

[Exhibit 4] "ASFMRA (Apprsing Ag Facil Equine Sem) Submissions Deficient_November 13, 2025" located in Database under Education (Search Education/ Enter Activity Number '2251497'/ Select 'Appraising Ag Facilities Equine Seminar'/ Communication and Documentation Log dated 12/10/2025)

[Exhibit 5] "ASFMRA (Apprsing Ag Facil Equine Sem) Applications on Board Agenda_December 10, 2025" located in Database under Education (Search Education/ Enter Activity Number'2251497'/ Select 'Appraising Ag Facilities Equine Seminar'/ Communication and Documentation Log dated 12/10/2025)

classroom setting

Exhibit #1

NRPAB
Nebraska Real Property Appraiser Board

301 Centennial Mall South, First Floor
PO Box 94963
Lincoln, NE 68509-4963
https://appraiser.ne.gov/
402-471-9015

Board Number: 2251497.01
Date Received:

RECEIVED
OCT 14 2025
BY: CF KL

For Board Use Only

APPLICATION FOR APPROVAL AS A CONTINUING EDUCATION ACTIVITY IN NEBRASKA

This application is to be used by an education provider applying for approval of a continuing education activity or resubmission of an active approved continuing education activity. A separate application form must be filed for each continuing education activity submitted for approval. Applicants should carefully read Chapter 6 of Title 298 of the Nebraska Administrative Code before completing the information below. Any application deemed to be incomplete may be returned.

Education Provider Information

Education Provider Name: American Society of Farm Managers and Rural Appraisers

Contact Person Name: Ilk (Last) Deanna (First) (Middle)

Address: 720 S Colorado Blvd Suite 360S (PO Box or Street Number) Glenadle (City) CO (State) 800246 (Zip Code + 4)

dilk@asfmra.org (Email Address) 303-692-1222 (Area Code + Phone Number)

Continuing Education Activity Information

Activity Title: Appraising Ag Facilities Equine Seminar ✓

Activity Length (Hours): 8 ✓

Each continuing education activity shall be at least two (2) hours in length, not to exceed eight (8) hours of instruction in any day. At least a one-half hour break shall be given to credential holder(s) by no later than the end of four (4) hours of instruction in any day. Except for semester hours received from an accredited college or university, education activity hours are determined as follows (exam included if applicable):

- *For a timed outline in a schedule format, where sixty (60) minutes equals one (1) hour in Coordinated Universal Time, the start time and the end time is utilized to determine the total minutes engaged in instruction. Breaks, meal periods, and time not engaged in instruction are removed. Fifty (50) minutes engaged in instruction out of each sixty (60) minute segment equals one (1) hour.*
- *For a timed outline in a non-schedule format, where each topic is assigned a specific duration, each minute engaged in instruction is utilized to determine the total minutes engaged in instruction. Fifty (50) minutes engaged in instruction equals one (1) hour.*

✓

Activity Setting: ☑ Classroom ☐ Synchronous ☐ Asynchronous ☐ Hybrid

Synchronous educational offering means, the instructor and students interact simultaneously online, similar to a phone call, video chat or live webinar, or web-based meeting. Asynchronous educational offering means the instructor and students' interaction is non-simultaneous, and the student progresses at their own pace and follows a structured course content and quiz/exam schedule.

#2251420 - withdrawn
OK to proceed

The activity is being submitted for approval as a:

☐ Seven-hour National USPAP Continuing Education Course

☐ Four-hour Valuation Bias and Fair Housing Laws and Regulations Course

☐ Seven-hour Valuation Bias and Fair Housing Laws and Regulations Course

✓ ■ Other

✓

classroom setting Exhibit #1

AQB CAP Approval: ☐ Yes ■ No

The seven-hour Uniform Standards of Professional Appraisal Practice Continuing Education Course, the four-hour valuation bias and fair housing laws and regulations course, and the seven-hour valuation bias housing laws and regulations course shall be approved by the Appraiser Qualifications Board of The Appraisal Foundation through its Course Approval Program.

This submission is a: ■ New Continuing Education Activity ☐ Resubmission of an Active Approved Continuing Education Activity

Continuing Education Activity Secondary Provider: ☐ Yes ■ No

Secondary provider means any education provider that purchases rights to, or otherwise lawfully acquires from another education provider, activity material to deliver.

Application Submission Requirements

All materials submitted to the Board related to an Application for Approval as a Continuing Education Activity in Nebraska are for Board use only and shall be retained by the Board.

If *New Continuing Education Activity* is selected under CONTINUING EDUCATION ACTIVITY INFORMATION, the following items are required:

■ Completed application.

☐ For an AQB CAP approved activity, a non-refundable continuing education application fee of $35.00.
OR
☐ For a non-AQB CAP approved activity, a non-refundable continuing education application fee of $100.00.

■ A document certifying completion issued to each attendee upon completion of any continuing education activity that includes the name of education provider, signature of education provider and/or instructor, name of activity as approved, location at which activity was conducted or presentation method, date(s) activity was conducted, number of hours, pass or fail statement, and name of attendee, **or** be an official transcript from a university or college that includes the name of activity as approved, the number of credit hours awarded, and the name of the attendee.

If *Yes* is selected for Education Provider is a Secondary Provider of the Continuing Education Activity Material is selected under CONTINUING EDUCATION ACTIVITY INFORMATION:

☐ Evidence that the rights to the continuing education activity have been purchased or lawfully acquired from the education provider that owns the rights to the activity materials.

If *Resubmission of an Approved Continuing Education Activity* is selected under CONTINUING EDUCATION ACTIVITY INFORMATION, the following items are required:

☐ Completed application.

☐ For an AQB CAP approved activity, a non-refundable continuing education application fee of $35.00.
OR
☐ For a non-AQB CAP approved activity, a non-refundable continuing education application fee of $100.00.

☐ A document certifying completion issued to each attendee upon completion of any continuing education activity. The document includes the name of education provider, signature of education provider and/or instructor, name of activity as approved, location at which activity was conducted or presentation method, date(s) activity was conducted, number of hours, pass or fail statement, and name of attendee, or be an official transcript from a university or college that includes the name of activity as approved, the number of credit hours awarded, and the name of the attendee.
OR

☐ The name of education provider, signature of education provider and/or instructor, name of activity as approved, location at which activity was conducted or presentation method, date(s) activity was conducted, number of hours, pass or fail statement, name of attendee, or format have not changed on the document certifying completion since the Board's approval of the continuing education activity.

☐ A written explanation of the reason for resubmission.

classroom setting

Exhibit #1

Purpose for Resubmission of an Active Approved Continuing Education Activity

If *Resubmission of an Active Approved Continuing Education Activity* is selected under CONTINUING EDUCATION ACTIVITY INFORMATION, the reason for resubmission is:

- ☐ There is a change in the status of approval by the Appraiser Qualifications Board of The Appraisal Foundation through its Course Approval Program.
- ☐ There is a change in the status of 298 NAC Chapter 6, § 001.15 qualifications under which a distance education activity was approved.
- ☐ There is a substantial change to the materials, presentation, or policies.
- ☐ There is a change in the qualifications as specified in 298 NAC Chapter 6, § 005 for any instructor.
- ☐ One or more instructors are added or removed by the education provider.
- ☐ The materials, theories, and/or methodologies are no longer current.
- ☐ The activity content and/or policies are no longer communicated or administered as approved.
- ☐ There is a change to a secondary provider's rights to the activity.

Non-AQB CAP Approved Continuing Education Activities

For an activity not approved by the Appraiser Qualifications Board of The Appraisal Foundation through its Course Approval Program for continuing education, submit the following (If *Resubmission of an Active Approved Continuing Education Activity* is selected under CONTINING EDUCATION ACTIVITY INFORMATION, only information that has changed since the Board's approval of the continuing education activity is required):

- ■ An activity description that clearly describes the content.
- ■ All learning objectives that meet the requirements of 298 NAC Chapter 6, § 003.02A.2d.
- ■ An instructor policy that requires the use of instructors who meet the requirements of NAC Chapter 6, § 005.
- ■ All student and instructor materials that meet the requirements of 298 NAC Chapter 6, § 003.02A.2e.
- ■ A timed outline/activity matrix that accounts for the general flow and recommended time spent on topics contained within the activity and reflects hours of credit per topic.
- ■ A record retention policy that requires that a record of attendance for each activity is maintained for a period of at least five (5) years.
- ■ An attendance policy that meets the requirements of 298 NAC Chapter 6, § 003.02A.2h.
- ☐ If applicable, a closed-book final examination proctored in person or remotely by an official approved by the education provider that meets the requirements of 298 NAC Chapter 6, § 003.02A.2f. Bio-metric proctoring is acceptable. The examination may be written on paper or administered electronically on a computer workstation or other device. Oral exams are not acceptable.

Distance Education Continuing Education Activities

If *Asynchronous, or Hybrid (in which the learning environment includes Asynchronous interaction)* is selected under CONTINUING EDUCATION ACTIVITY INFORMATION, education activity includes:

- ☐ A closed-book final examination.

OR

- ☐ Prescribed activity mechanisms required to demonstrate knowledge of the subject matter.

If *Asynchronous* or *Hybrid (in which the learning environment includes asynchronous interaction)* is selected under CONTINUING EDUCATION ACTIVITY INFORMATION, evidence of delivery mechanism approval from one of the following sources:

- ☐ The Appraiser Qualifications Board of The Appraisal Foundation.

OR

- ☐ An organization approved by the Appraiser Qualifications Board of The Appraisal Foundation that provides approval of activity design and delivery (Secondary providers must have approval under own name). IDECC/ARELLO are acceptable.

OR

- ☐ Is conducted by an accredited college, community college, or university that offers distance education programs and is approved or accredited by the Commission on Colleges, a regional or national accreditation association, or by an accrediting agency that is recognized by the U.S. Secretary of Education, that awards academic credit for the distance education courses or that maintains an education delivery program that approves activity design and delivery that incorporate interactivity (If no closed-book final examination is included, evidence of prescribed activity mechanisms must be submitted with the application) **AND**
- ☐ The activity provides interaction in a reciprocal environment where the student has verbal or written communication with the instructor.

classroom setting Exhibit #1

Instructor Information

An instructor is an individual who is responsible for ensuring that the activity content is communicated to the activity's audience as presented to the Board for approval, and that the activity contributes to the quality of valuation services provided to the public. An individual who communicates assigned materials or a portion of activity content under the authorization of the education provider, but is not responsible for the activity content, is not an instructor.

If reporting more than two instructors for the activity, submit the form titled, "Supplemental Instructor Information for Education Activity Application" at https://appraiser.ne.gov/Education/

Instructor Name: Penley (Last) Cara (First) Cara (Middle)

cara.penley@e-farmcredit.com (Email Address) (330) 614-5597 (Area Code + Phone Number)

Is the instructor a Nebraska real property appraiser or hold an appraiser license, registration, or certification in any other jurisdiction? ■ Yes ☐ No

Is the instructor an AQB Certified USPAP Instructor by the Appraiser Qualifications Board of The Appraisal Foundation? *Required if the activity is a seven-hour National USPAP Continuing Education Course* ☐ Yes ■ No

An instructor for any continuing education activity must satisfy at least one of the following qualifications: *Select one option only*

- ☐ Hold a bachelor's degree in any field and have at least three years of experience directly related to the subject matter to be taught;
- ☐ Hold a master's degree or higher in any field and have at least one year of experience directly related to the subject matter to be taught;
- ☐ Hold a master's degree or higher in a field that is directly related to the subject matter to be taught;
- ☒ Have five years of real property appraisal practice teaching experience directly related to the subject matter to be taught; or
- ☐ Have seven years of real property appraisal practice experience directly related to the subject matter to be taught.

Instructor Name: Herrtington, ARA (Last) Paul (First) (Middle)

paul.herrington@farmcrediteast.com (Email Address) (518) 279-6978 (Area Code + Phone Number)

Is the instructor a Nebraska real property appraiser or hold an appraiser license, registration, or certification in any other jurisdiction? ■ Yes ☐ No

Is the instructor an AQB Certified USPAP Instructor by the Appraiser Qualifications Board of The Appraisal Foundation? *Required if the activity is a seven-hour National USPAP Continuing Education Course* ☐ Yes ■ No

An instructor for any continuing education activity must satisfy at least one of the following qualifications: *Select one option only*

- ■ Hold a bachelor's degree in any field and have at least three years of experience directly related to the subject matter to be taught;
- ☐ Hold a master's degree or higher in any field and have at least one year of experience directly related to the subject matter to be taught;
- ☐ Hold a master's degree or higher in a field that is directly related to the subject matter to be taught;
- ☒ Have five years of real property appraisal practice teaching experience directly related to the subject matter to be taught; or
- ☐ Have seven years of real property appraisal practice experience directly related to the subject matter to be taught.

classroom setting Exhibit #1

General Requirements

1. The Board may at any time conduct an audit of any approved education activity to verify that the activity is being conducted in accordance with the Real Property Appraiser Act and Title 298 as approved. If requested, electronic access will be provided to the Board for any approved distance education activity. The electronic access must provide administrative rights that allow for access to the activity, quizzes, and examinations, without having to take the distance education activity in sequential order and without having to take quizzes to examinations to proceed with the activity. In addition, at the Board's request, a transcript of the distance education activity must be provided to the Board.

2. The Board may at any time review activity and instructor materials approved by the Appraiser Qualifications Board of The Appraisal Foundation through its Course Approval Program to verify that the activity and/or instructor(s) meets the requirements of the Real Property Appraiser Act and Title 298 as approved.

3. Approval of activities does not transfer from one education provider to another, unless one education provider obtains the legal rights to all activities of another education provider. The expiration date of any continuing education activity will remain the same as approved under the previous education provider.

4. Education providers and instructors will comply with the Nebraska Private Postsecondary Career Schools Act, NEB. REV. STAT § 85-1601, et seq. as applicable.

5. Knowingly offering or attempting to offer a qualifying or continuing education activity as being approved to a real property appraiser or an applicant, without first obtaining approval of the activity, except for activities required by an accredited degree-awarding college or university for completion of a degree in real estate, if the college or university had its curriculum approved by the Appraiser Qualifications Board as qualifying education is a violation of Neb. Rev. Stat. § 76-2238(21).

6. Any continuing education activity must contribute to a credential holder's development of real property appraiser related skill, knowledge, and competency in any one or more of the following subjects:
   (1) Real property appraisal practice,
   (2) Valuation methodology and/or techniques,
   (3) Market fundamentals, characteristics, conditions, and analysis,
   (4) Real property concepts, characteristics, and analysis,
   (5) Real property appraiser client communication,
   (6) Arbitration, dispute resolution
   (7) Ethics and standards of professional practice, USPAP
   (8) Valuation bias and fair housing laws and regulations,
   (9) Land use, planning, zoning
   (10) Management, leasing, timesharing,
   (11) Property development, partial interests,
   (12) Real Estate law, easements, and legal interests,
   (13) Real estate litigation, damages, condemnation,
   (14) Real estate financing and investment,
   (15) Real property appraisal-related computer applications,
   (16) Real estate securities and syndication,
   (17) Seller concessions and impact on value, and/or
   (18) Energy-efficient items and "green building" appraisals.

7. An activity in which the primary purpose is training in the use of a specific software, and not utilization of a software to improve competency in any of the previously listed subjects does not meet the requirements for approval as a continuing education activity.

8. No activity may rely upon a textbook as the primary instructional material. Textbooks are permitted to be used as a background reference for an activity; however, textbooks will not be reviewed as the activity. All activities must contain sufficient stand-alone instructional material supporting the specific activity learning objectives.

9. An instructor for any qualifying education activity, continuing education activity, or supervisory real property appraiser and trainee course, must meet qualifications established pursuant to any other applicable law.

10. An instructor for any qualifying education activity, continuing education activity, or supervisory real property appraiser and trainee course, who holds a credential as a real property appraiser in Nebraska or any other jurisdiction shall maintain each credential in good standing in accordance with the laws of the jurisdiction in which each credential is held, not have had a credential revoked, suspended, or have surrendered a credential in lieu of disciplinary action within five (5) years; and not have had disciplinary action taken against his or her credential that may constitute a violation of NEB. REV. STAT. § 76-2238 within five (5) years.

11. The standing of an instructor identified on an education provider's application submitted for approval, who holds a credential as a real property appraiser in Nebraska or an appraiser credential any other jurisdiction, may be verified through the Appraiser Registry of the Appraisal Subcommittee for the Federal Financial Institutions Examination Council.

12. Any instructor of the qualifying education fifteen-hour National Uniform Standards of Professional Appraisal Practice Course, the continuing education seven-hour National Uniform Standards of Professional Appraisal Practice Continuing Education Course, and/or the supervisory real property appraiser and trainee course, must be an AQB Certified USPAP Instructor by the Appraiser Qualifications Board of The Appraisal Foundation.

13. An instructor for any qualifying education activity, continuing education activity, or supervisory real property appraiser and trainee course must satisfy the education provider's instructor policy that requires the use of instructors who meet the requirements of the Nebraska Real Property Appraiser Act and Title 298.

classroom setting Exhibit #1

I hereby attest that I have included all required materials, complied with all the listed requirements, completed the submitted application in its entirety, and that all statements and materials are true and correct to the best of my knowledge and belief. I understand that, should this application be found to be incomplete, that it may be considered invalid and be returned. Furthermore, I understand that if the Board finds that one or more statements made in this application, or materials submitted with this application, are not true and correct, the Board may deny the application.

Print Name: Ilk (Last) Deanna (First) _____ (Middle)

_____ (Signature) 10/10/25 (Date)

Expiration Date and Rescinding Approval

1. Except for the seven-hour Uniform Standards of Professional Practice Continuing Education Course, the seven-hour valuation bias and fair housing laws and regulations course, and the four-hour valuation bias and fair housing laws and regulations course, which expire on the date on which the approval by the Appraiser Qualifications Board expires, a continuing education activity shall expire on the date five years after the date of approval.
2. The Board may rescind approval of a continuing education activity if the Board finds:
    1) Falsification of information submitted for activity approval,
    2) A change in approval by Appraiser Qualifications Board of The Appraisal Foundation through its Course Approval Program,
    3) A change in status of 298 NAC Chapter 6, § 001.15 qualifications under which a distance education activity was approved,
    4) Substantial errors and/or deficiencies in the materials or presentation,
    5) The materials, theories, and/or methodologies are not current and/or practical,
    6) The instructor(s) responsible for the activity content and presentation do not meet the qualification specified in 298 NAC Chapter 6, § 005,
    7) The activity content and/or policies are not communicated or administered as approved,
    8) A material violation of Real Property Appraiser Act or Title 298 by the education provider or instructor for the activity, or
    9) There is a change in the secondary provider's rights to the activity.
3. If reason to rescind approval of an activity is found, a written notice shall be made to the education provider that includes a description of the reason(s) for rescinding approval. The education provider has sixty (60) days from the date of notice to provide a written response. If the response is satisfactory to the Board, the Board will not rescind its approval. If the response is not satisfactory to the Board, or no response is received, the Board may rescind approval of the activity. If approval is rescinded, the education provider may file a new application for approval of the qualifying education activity, and if so, meet the requirements in place at the time a new application is submitted to the Board.
4. Nothing in 298 NAC Chapter 6 may be construed to preclude education providers from surrendering approval of education activities.

Directions

1. Complete entire application. If required information is not provided, application will be considered incomplete and may be returned.
2. Along with the application, all information requested must be included.
3. Mail application, fee, and supporting documentation to:
    NEBRASKA REAL PROPERTY APPRAISER BOARD
    PO BOX 94963
    LINCOLN NE 68509-4963

    Deliver to (FedEx of UPS):
    NEBRASKA REAL PROPERTY APPRAISER BOARD
    301 CENTENNIAL MALL SOUTH, FIRST FLOOR
    LINCOLN NE 68508
4. Questions or concerns may be directed to Board staff at 402-471-9015 or nrpab.education@nebraska.gov.

classroom setting

Exhibit #1

RECEIPT

NEBRASKA REAL PROPERTY APPRAISER BOARD

No.: 23445 Date: 10/14/2025

Received from: ASFMRA

For: 1 CE New App (non-AQB approval)

Check # 32325

Application Fee	$	
AMC Registration Fee: ___ new ___ renewal		
AMC ASC National Registry Fee: _____ appraisers @ $25		
Reporting Year ___/___/_____ to ___/___/_____		
Review of Courses: ___ QE __1__ CE ___ CE renewal		100.00
Penalty Fees/Fines		
Fingerprint Processing		
Late Processing: _____ months @ $25		
Other: _____		
TOTAL	$	100.00

Received by: Kathi Ging

THE FACE OF THIS DOCUMENT HAS A COLORED BACKGROUND ON WHITE PAPER

American Society of Farm Managers and Rural Appraisers
720 South Colorado Blvd.
Suite 360 S
Glendale, CO 80246

Independent Financial

32325
Date: 10/09/2025

VOID VOID VOID

Pay To
The Order Of NE Real Estate Appraisers Board

$**100.00**

One Hundred Dollars

NE Real Estate Appraisers Board
United States

Brian Hoskinson

VOID VOID VOID

Exhibit #2

Appraising Ag Facilities Equine Seminar

Description: Equine facilities range from estates, events, breeding and racing to hobby barns and training and boarding. This seminar is designed to introduce an appraiser to types of hobby and commercial equine facilities. Students will learn about equine facility conditions and key value factors including flow and functionality. The seminar will also discuss valuing equine facilities with each valuation approach.

	Timed Outline		LEARNING OBJECTIVES *The student will be able to:*
90	1:30	Introduction	Understand the different hobby and commercial facility types
		Break	
90	1:30	Facility components	Recognize equine facility conditions including property type, useful life, size, surfaces and other amenities as well as site improvements.
	1:00	Lunch	
90	1:30	Facility conditions	(continued) Recognize equine facility conditions including property type, useful life, size, surfaces and other amenities as well as site improvements.
90	1:30	Facility amenities	Evaluate balance of equine amenities (flow of facility/functionality)
		Break	
120	2:00	Valuation	Understand basics of each valuation approach including sales, income, and cost.

=480/50=9.6 hours

Exhibit #3

American Society of Farm Managers & Rural Appraisers

THE MOST TRUSTED RURAL PROPERTY PROFESSIONALS

CERTIFICATE OF ATTENDANCE

Student Name

Student Address
City, State Zip
STATE LICENSE NO. : _____

has attended

Appraising Ag Facilities Equine

City, State

Approval Number:

Start Date – End Date

Student attended all instructional presentations

Course Hours: 8

This class is approved by the _____ Appraisal Board

Provider #:_____

Brian Stockman
Executive Vice President
Date certificate completed

The American Society of Farm Managers and Rural Appraisers, Inc.
720 S. Colorado Blvd., Suite 360-S, Glendale, Colorado 80246 ♦ (303) 758-3513

Exhibit #4

NRPAB
Nebraska Real Property Appraiser Board
301 Centennial Mall South, First Floor
PO Box 94963
Lincoln, NE 68509-4963

Jim Pillen, Governor
Tyler N. Kohtz, Director
Tyler.kohtz@nebraska.gov

Website: https://appraiser.ne.gov/
Facebook: www.facebook.com/nrpab
Phone: 402-471-9015
Fax: 402-471-9017

November 13, 2025

DEANNA ILK
ASFMRA
720 S COLORADO BLVD STE 360S
GLENDALE CO 80246-1931

RE: Continuing Education Activity Submission Deficiencies

Dear Deanna Ilk,

The Nebraska Real Property Appraiser Board ("Board") has received an Application for Approval of Continuing Education Activity in Nebraska from ASFMRA for the following education activities:

- Appraising Ag Facilities Equine Seminar (classroom)
- Appraising Ag Facilities Equine Seminar (synchronous)

In accordance with 298 NAC Chapter 6, § 003.02A.2, For an activity not approved by The Appraiser Qualifications Board of The Appraisal Foundation through its Course Approval Program for continuing education, submit the following (in part):

- A timed outline that accounts for the general flow and recommended time spent on topics contained within the activity.

The timed outline received with the applications state that the total number of hours spent on the activity is nine (9) hours. 298 NAC Chapter 6, § 001.10A states, " For a timed outline in a schedule format, where sixty minutes equals one hour in Coordinated Universal Time, the start time and the end time is utilized to determine the total minutes engaged in instruction. Breaks, meal periods, and time not engaged in instruction are removed. Fifty minutes engaged in instruction out of each sixty minute segment equals one hour."

- Upon review of the listed instructors, Paul Herrington has two different selections for instructor qualifications. Please clarify this instructors qualifications.

- The certificate submitted does not match the name of the activity as listed on the application.

The continuing education activity submittals identified above are deficient the listed materials required in 298 NAC Chapter 6, § 003.02A.2. Please provide the deficient materials before the end of the day on December 5, 2025.

The materials may be sent via email to nrpab.education@nebraska.gov or by the address listed below.

Chairperson of the Board
Cody Gerdes, Lincoln
Certified General Appraiser
1st District Representative
Term Expires: January 1, 2026

Vice-chairperson of the Board
Kevin P. Hermsen, Gretna
Certified General Appraiser
2nd District Representative
Term Expires: January 1, 2027

Board Member
Rodney Johnson, Norfolk
Certified General Appraiser
Licensed Real Estate Broker Rep
Term Expires: January 1, 2028

Board Member
Derek Minshull, North Platte
Financial Institutions
Representative
Term Expires: January 1, 2029

Board Member
Adam Batie, Kearney
Certified General Appraiser
3rd District Representative
Term Expires: January 1, 2030

Exhibit #4

NEBRASKA REAL PROPERTY APPRAISER BOARD
301 CENTENNIAL MALL SOUTH
PO BOX 94963
LINCOLN NE 68509-4963

If the requested materials are not received at the Board's office by the end of the day on December 5, 2025, the applications will go before the Board for consideration at its next scheduled meeting on December 18, 2025.

Please feel free to contact me with any questions or concerns by phone at 402-471-9022, or by email at kashinda.sims@nebraska.gov.

Sincerely,

Kashinda Sims
Education Program Manager

Exhibit #5

NRPAB
Nebraska Real Property Appraiser Board
301 Centennial Mall South, First Floor
PO Box 94963
Lincoln, NE 68509-4963

Jim Pillen, Governor
Tyler N. Kohtz, Director
Tyler.kohtz@nebraska.gov

Website: https://appraiser.ne.gov/
Facebook: www.facebook.com/nrpab
Phone: 402-471-9015
Fax: 402-471-9017

December 10, 2025

DEANNA ILK
ASFMRA
720 S COLORADO BLVD STE 360S
GLENDALE CO 80246-1931

RE: Nebraska Applications for Approval

Dear Deanna Ilk,

The Nebraska Real Property Appraiser Board ("Board") has received an Application for Approval as a Continuing Education Activity ("Application") of the following activities:

- *Appraising Ag Facilities Equine Seminar* for 8 hours (classroom)
- *Appraising Ag Facilities Equine Seminar* for 8 hours (synchronous)

The applications will be put in front of the Board for consideration at its next scheduled meeting on December 18, 2025. You will receive another letter informing you of the Board's decision after the meeting occurs.

In the meantime, please feel free to contact me with any questions or concerns at 402-471-9015.

Sincerely,

Kashinda Sims
Education Program Manager

Chairperson of the Board
Cody Gerdes, Lincoln
Certified General Appraiser
1st District Representative
Term Expires: January 1, 2026

Vice-chairperson of the Board
Kevin P. Hermsen, Gretna
Certified General Appraiser
2nd District Representative
Term Expires: January 1, 2027

Board Member
Rodney Johnson, Norfolk
Certified General Appraiser
Licensed Real Estate Broker Rep
Term Expires: January 1, 2028

Board Member
Derek Minshull, North Platte
Financial Institutions
Representative
Term Expires: January 1, 2029

Board Member
Adam Batie, Kearney
Certified General Appraiser
3rd District Representative
Term Expires: January 1, 2030

NRPAB
Nebraska Real Property Appraiser Board

Agenda Item Summary

Prepared By: Kashinda Sims **Title:** Education Program Manager **Date:** December 18, 2025

Agenda Section: L. Education

Agenda Item Identification Number: 2253498.01

Subject: ASFMRA Deficient Application

Description: ASFMRA's Application for Approval as a Continuing Education Activity for, "Appraising Ag Facilities Equine Seminar" is deficient the requirements for approval in accordance with 298 NAC Chapter 6.

SUMMARY

An Application for Approval as a Continuing Education Activity ("Application") for, "Appraising Ag Facilities Equine Seminar" was received at the Board office on October 14, 2025 [Exhibit 1]. Upon review, the timed outline for the activity totals nine (9) hours when the Application requests eight (8) hours, and there are two qualification selections for instructor, Paul Harrington [Exhibit 2]. Additionally, the name on the document certifying completion does not match the name of the activity as listed on the Application [Exhibit 3].

Staff notified the provider of the Application's deficiencies in a November 13, 2025, letter requesting deficient materials before the end of the day on December 5, 2025, or the Applications will go before the Board for consideration at its next scheduled meeting on December 18, 2025 [Exhibit 4].

On December 8, 2025, staff reached out to ASFMRA, requesting a follow up. There was no response. On December 10, 2025, staff notified ASFMRA that the Applications remain deficient and would be presented to the Board at its regular meeting on December 10, 2025 [Exhibit 5].

The timed outline for the activity does not match the total number of hours requested on the Application in accordance with 298 NAC Chapter 6, §001.10B. The instructor qualifications for Paul Harrington remains unclear. In addition, the document certifying completion fails to include the name of the activity as listed on the Application in accordance with 298 NAC Chapter 6, §001.12.

RELEVANT LAWS/RULES/GUIDANCE DOCUMENTS/INTERNAL PROCEDURES

298 NAC Chapter 6, § 001.10B - For a timed outline in a non-schedule format, where each topic is assigned a specific duration, each minute engaged in instruction is utilized to determine the total minutes engaged in instruction. Fifty minutes engaged in instruction equals one hour.

298 NAC Chapter 6, § 001.12 - A document certifying completion will be issued to each attendee upon completion of any activity. The document certifying completion may be transmitted to the attendee in person, by mail, by email, or any other electronic means that are secure. The document is required to include the name of education provider, signature of education provider and/or instructor, name of activity as approved, location at which activity was conducted or presentation method, date(s) activity was conducted, number of hours, pass or fail statement, and name of attendee, or be an official transcript from a university or college that includes the name of activity as approved, the number of credit hours awarded, and the name of attendee.

DISCIPLINARY/WRITTEN ADVISORY HISTORY

There are no known previous disciplinary actions taken by the Board or written advisories issued by the Board.

EXHIBITS

[Exhibit 1] "ASFMRA (Apprs Ag Facil-Equine Sem[synch]) Application_October 14, 2025" located in Database under Education (Search Education/ Enter Activity Number '2253498'/ Select 'Appraising Ag Facilities Equine Seminar'/ Communication and Documentation Log dated 12/10/2025)

[Exhibit 2] "ASFMRA (Apprs Ag Facil-Equine Sem) Desc, Lrn Obj, TO_October 14, 2025" located in Database under Education (Search Education/ Enter Activity Number '2253498'/ Select 'Appraising Ag Facilities Equine Seminar'/ Communication and Documentation Log dated 12/10/2025)

[Exhibit 3] "ASFMRA (Apprs Ag Facil Equine Sem[synch]) Certificate_Ocobter 14, 2025" located in Database under Education (Search Education/ Enter Activity Number '2253498'/ Select 'Appraising Ag Facilities Equine Seminar'/ Communication and Documentation Log dated 12/10/2025)

[Exhibit 4] "ASFMRA (Apprsing Ag Facil Equine Sem) Submissions Deficient_November 13, 2025" located in Database under Education (Search Education/ Enter Activity Number '2253498'/ Select 'Appraising Ag Facilities Equine Seminar'/ Communication and Documentation Log dated 12/10/2025)

[Exhibit 5] "ASFMRA (Apprsing Ag Facil Equine Sem) Applications on Board Agenda_December 10, 2025" located in Database under Education (Search Education/ Enter Activity Number '2253498'/ Select 'Appraising Ag Facilities Equine Seminar'/ Communication and Documentation Log dated 12/10/2025)

synchronous setting

Exhibit #1

NRPAB
Nebraska Real Property Appraiser Board

301 Centennial Mall South, First Floor
PO Box 94963
Lincoln, NE 68509-4963
https://appraiser.ne.gov/
402-471-9015

Board Number: 2253498.01
Date Received:

RECEIVED
OCT 14 2025
BY: CF KL

For Board Use Only

APPLICATION FOR APPROVAL AS A CONTINUING EDUCATION ACTIVITY IN NEBRASKA

This application is to be used by an education provider applying for approval of a continuing education activity or resubmission of an active approved continuing education activity. A separate application form must be filed for each continuing education activity submitted for approval. Applicants should carefully read Chapter 6 of Title 298 of the Nebraska Administrative Code before completing the information below. Any application deemed to be incomplete may be returned.

Education Provider Information

Education Provider Name: American Society of Farm Managers and Rural Appraisers

Contact Person Name: Ilk (Last) Deanna (First) _____ (Middle)

Address: 720 S Colorado Blvd Suite 360S (PO Box or Street Number) Glenadle (City) CO (State) 800246 (Zip Code + 4)

dilk@asfmra.org (Email Address) 303-692-1222 (Area Code + Phone Number)

Continuing Education Activity Information

Activity Title: Appraising Ag Facilities Equine Seminar

Activity Length (Hours): 8

Each continuing education activity shall be at least two (2) hours in length, not to exceed eight (8) hours of instruction in any day. At least a one-half hour break shall be given to credential holder(s) by no later than the end of four (4) hours of instruction in any day. Except for semester hours received from an accredited college or university, education activity hours are determined as follows (exam included if applicable):

- *For a timed outline in a schedule format, where sixty (60) minutes equals one (1) hour in Coordinated Universal Time, the start time and the end time is utilized to determine the total minutes engaged in instruction. Breaks, meal periods, and time not engaged in instruction are removed. Fifty (50) minutes engaged in instruction out of each sixty (60) minute segment equals one (1) hour.*
- *For a timed outline in a non-schedule format, where each topic is assigned a specific duration, each minute engaged in instruction is utilized to determine the total minutes engaged in instruction. Fifty (50) minutes engaged in instruction equals one (1) hour.*

Activity Setting: ☐ Classroom ☐ Synchronous ☐ Asynchronous ☐ Hybrid

Synchronous educational offering means, the instructor and students interact simultaneously online, similar to a phone call, video chat or live webinar, or web-based meeting. Asynchronous educational offering means the instructor and students' interaction is non-simultaneous, and the student progresses at their own pace and follows a structured course content and quiz/exam schedule.

The activity is being submitted for approval as a:

☐ Seven-hour National USPAP Continuing Education Course

☐ Four-hour Valuation Bias and Fair Housing Laws and Regulations Course

☐ Seven-hour Valuation Bias and Fair Housing Laws and Regulations Course

■ Other

synchronous setting Exhibit #1

AQB CAP Approval: ☐ Yes ■ No

The seven-hour Uniform Standards of Professional Appraisal Practice Continuing Education Course, the four-hour valuation bias and fair housing laws and regulations course, and the seven-hour valuation bias housing laws and regulations course shall be approved by the Appraiser Qualifications Board of The Appraisal Foundation through its Course Approval Program.

This submission is a: ■ New Continuing Education Activity ☐ Resubmission of an Active Approved Continuing Education Activity

Continuing Education Activity Secondary Provider: ☐ Yes ■ No

Secondary provider means any education provider that purchases rights to, or otherwise lawfully acquires from another education provider, activity material to deliver.

Application Submission Requirements

All materials submitted to the Board related to an Application for Approval as a Continuing Education Activity in Nebraska are for Board use only and shall be retained by the Board.

If *New Continuing Education Activity* is selected under CONTINUING EDUCATION ACTIVITY INFORMATION, the following items are required:

■ Completed application.

☐ For an AQB CAP approved activity, a non-refundable continuing education application fee of $35.00.
OR
☐ For a non-AQB CAP approved activity, a non-refundable continuing education application fee of $100.00.

■ A document certifying completion issued to each attendee upon completion of any continuing education activity that includes the name of education provider, signature of education provider and/or instructor, name of activity as approved, location at which activity was conducted or presentation method, date(s) activity was conducted, number of hours, pass or fail statement, and name of attendee, **or** be an official transcript from a university or college that includes the name of activity as approved, the number of credit hours awarded, and the name of the attendee.

If *Yes* is selected for Education Provider is a Secondary Provider of the Continuing Education Activity Material is selected under CONTINUING EDUCATION ACTIVITY INFORMATION:

☐ Evidence that the rights to the continuing education activity have been purchased or lawfully acquired from the education provider that owns the rights to the activity materials.

If *Resubmission of an Approved Continuing Education Activity* is selected under CONTINUING EDUCATION ACTIVITY INFORMATION, the following items are required:

☐ Completed application.

☐ For an AQB CAP approved activity, a non-refundable continuing education application fee of $35.00.
OR

☐ For a non-AQB CAP approved activity, a non-refundable continuing education application fee of $100.00.

☐ A document certifying completion issued to each attendee upon completion of any continuing education activity. The document includes the name of education provider, signature of education provider and/or instructor, name of activity as approved, location at which activity was conducted or presentation method, date(s) activity was conducted, number of hours, pass or fail statement, and name of attendee, or be an official transcript from a university or college that includes the name of activity as approved, the number of credit hours awarded, and the name of the attendee.
OR

☐ The name of education provider, signature of education provider and/or instructor, name of activity as approved, location at which activity was conducted or presentation method, date(s) activity was conducted, number of hours, pass or fail statement, name of attendee, or format have not changed on the document certifying completion since the Board's approval of the continuing education activity.

☐ A written explanation of the reason for resubmission.

synchronous setting Exhibit #1

Purpose for Resubmission of an Active Approved Continuing Education Activity

If *Resubmission of an Active Approved Continuing Education Activity* is selected under CONTINUING EDUCATION ACTIVITY INFORMATION, the reason for resubmission is:

- ☐ There is a change in the status of approval by the Appraiser Qualifications Board of The Appraisal Foundation through its Course Approval Program.
- ☐ There is a change in the status of 298 NAC Chapter 6, § 001.15 qualifications under which a distance education activity was approved.
- ☐ There is a substantial change to the materials, presentation, or policies.
- ☐ There is a change in the qualifications as specified in 298 NAC Chapter 6, § 005 for any instructor.
- ☐ One or more instructors are added or removed by the education provider.
- ☐ The materials, theories, and/or methodologies are no longer current.
- ☐ The activity content and/or policies are no longer communicated or administered as approved.
- ☐ There is a change to a secondary provider's rights to the activity.

Non-AQB CAP Approved Continuing Education Activities

For an activity not approved by the Appraiser Qualifications Board of The Appraisal Foundation through its Course Approval Program for continuing education, submit the following (If *Resubmission of an Active Approved Continuing Education Activity* is selected under CONTINING EDUCATION ACTIVITY INFORMATION, only information that has changed since the Board's approval of the continuing education activity is required):

- ■ An activity description that clearly describes the content.
- ■ All learning objectives that meet the requirements of 298 NAC Chapter 6, § 003.02A.2d.
- ■ An instructor policy that requires the use of instructors who meet the requirements of NAC Chapter 6, § 005.
- ■ All student and instructor materials that meet the requirements of 298 NAC Chapter 6, § 003.02A.2e.
- ■ A timed outline/activity matrix that accounts for the general flow and recommended time spent on topics contained within the activity and reflects hours of credit per topic.
- ■ A record retention policy that requires that a record of attendance for each activity is maintained for a period of at least five (5) years.
- ■ An attendance policy that meets the requirements of 298 NAC Chapter 6, § 003.02A.2h.
- ☐ If applicable, a closed-book final examination proctored in person or remotely by an official approved by the education provider that meets the requirements of 298 NAC Chapter 6, § 003.02A.2f. Bio-metric proctoring is acceptable. The examination may be written on paper or administered electronically on a computer workstation or other device. Oral exams are not acceptable.

Distance Education Continuing Education Activities

If *Asynchronous, or Hybrid (in which the learning environment includes Asynchronous interaction)* is selected under CONTINUING EDUCATION ACTIVITY INFORMATION, education activity includes:

- ☐ A closed-book final examination.

OR

- ☐ Prescribed activity mechanisms required to demonstrate knowledge of the subject matter.

If *Asynchronous* or *Hybrid (in which the learning environment includes asynchronous interaction)* is selected under CONTINUING EDUCATION ACTIVITY INFORMATION, evidence of delivery mechanism approval from one of the following sources:

- ☐ The Appraiser Qualifications Board of The Appraisal Foundation.

OR

- ☐ An organization approved by the Appraiser Qualifications Board of The Appraisal Foundation that provides approval of activity design and delivery (Secondary providers must have approval under own name). IDECC/ARELLO are acceptable.

OR

- ☐ Is conducted by an accredited college, community college, or university that offers distance education programs and is approved or accredited by the Commission on Colleges, a regional or national accreditation association, or by an accrediting agency that is recognized by the U.S. Secretary of Education, that awards academic credit for the distance education courses or that maintains an education delivery program that approves activity design and delivery that incorporate interactivity (If no closed-book final examination is included, evidence of prescribed activity mechanisms must be submitted with the application) **AND**
- ☐ The activity provides interaction in a reciprocal environment where the student has verbal or written communication with the instructor.

synchronous setting Exhibit #1

Instructor Information

An instructor is an individual who is responsible for ensuring that the activity content is communicated to the activity's audience as presented to the Board for approval, and that the activity contributes to the quality of valuation services provided to the public. An individual who communicates assigned materials or a portion of activity content under the authorization of the education provider, but is not responsible for the activity content, is not an instructor.

If reporting more than two instructors for the activity, submit the form titled, "Supplemental Instructor Information for Education Activity Application" at https://appraiser.ne.gov/Education/

Instructor Name: Penley (Last) | Cara (First) | Cara (Middle)

cara.penley@e-farmcredit.com (Email Address) | (330) 614-5597 (Area Code + Phone Number)

Is the instructor a Nebraska real property appraiser or hold an appraiser license, registration, or certification in any other jurisdiction? ■ Yes ☐ No

Is the instructor an AQB Certified USPAP Instructor by the Appraiser Qualifications Board of The Appraisal Foundation? *Required if the activity is a seven-hour National USPAP Continuing Education Course* ☐ Yes ■ No

An instructor for any continuing education activity must satisfy at least one of the following qualifications: *Select one option only*

- ☐ Hold a bachelor's degree in any field and have at least three years of experience directly related to the subject matter to be taught;
- ☐ Hold a master's degree or higher in any field and have at least one year of experience directly related to the subject matter to be taught;
- ☐ Hold a master's degree or higher in a field that is directly related to the subject matter to be taught;
- ☐ Have five years of real property appraisal practice teaching experience directly related to the subject matter to be taught; or
- ☐ Have seven years of real property appraisal practice experience directly related to the subject matter to be taught.

Instructor Name: Herrtington, ARA (Last) | Paul (First) | (Middle)

paul.herrington@farmcrediteast.com (Email Address) | (518) 279-6978 (Area Code + Phone Number)

Is the instructor a Nebraska real property appraiser or hold an appraiser license, registration, or certification in any other jurisdiction? ■ Yes ☐ No

Is the instructor an AQB Certified USPAP Instructor by the Appraiser Qualifications Board of The Appraisal Foundation? *Required if the activity is a seven-hour National USPAP Continuing Education Course* ☐ Yes ■ No

An instructor for any continuing education activity must satisfy at least one of the following qualifications: *Select one option only*

- ■ Hold a bachelor's degree in any field and have at least three years of experience directly related to the subject matter to be taught;
- ☐ Hold a master's degree or higher in any field and have at least one year of experience directly related to the subject matter to be taught;
- ☐ Hold a master's degree or higher in a field that is directly related to the subject matter to be taught;
- ☐ Have five years of real property appraisal practice teaching experience directly related to the subject matter to be taught; or
- ☐ Have seven years of real property appraisal practice experience directly related to the subject matter to be taught.

L.21

synchronous setting Exhibit #1

General Requirements

1. The Board may at any time conduct an audit of any approved education activity to verify that the activity is being conducted in accordance with the Real Property Appraiser Act and Title 298 as approved. If requested, electronic access will be provided to the Board for any approved distance education activity. The electronic access must provide administrative rights that allow for access to the activity, quizzes, and examinations, without having to take the distance education activity in sequential order and without having to take quizzes to examinations to proceed with the activity. In addition, at the Board's request, a transcript of the distance education activity must be provided to the Board.

2. The Board may at any time review activity and instructor materials approved by the Appraiser Qualifications Board of The Appraisal Foundation through its Course Approval Program to verify that the activity and/or instructor(s) meets the requirements of the Real Property Appraiser Act and Title 298 as approved.

3. Approval of activities does not transfer from one education provider to another, unless one education provider obtains the legal rights to all activities of another education provider. The expiration date of any continuing education activity will remain the same as approved under the previous education provider.

4. Education providers and instructors will comply with the Nebraska Private Postsecondary Career Schools Act, NEB. REV. STAT § 85-1601, et seq. as applicable.

5. Knowingly offering or attempting to offer a qualifying or continuing education activity as being approved to a real property appraiser or an applicant, without first obtaining approval of the activity, except for activities required by an accredited degree-awarding college or university for completion of a degree in real estate, if the college or university had its curriculum approved by the Appraiser Qualifications Board as qualifying education is a violation of Neb. Rev. Stat. § 76-2238(21).

6. Any continuing education activity must contribute to a credential holder's development of real property appraiser related skill, knowledge, and competency in any one or more of the following subjects:
   (1) Real property appraisal practice,
   (2) Valuation methodology and/or techniques,
   (3) Market fundamentals, characteristics, conditions, and analysis,
   (4) Real property concepts, characteristics, and analysis,
   (5) Real property appraiser client communication,
   (6) Arbitration, dispute resolution
   (7) Ethics and standards of professional practice, USPAP
   (8) Valuation bias and fair housing laws and regulations,
   (9) Land use, planning, zoning
   (10) Management, leasing, timesharing,
   (11) Property development, partial interests,
   (12) Real Estate law, easements, and legal interests,
   (13) Real estate litigation, damages, condemnation,
   (14) Real estate financing and investment,
   (15) Real property appraisal-related computer applications,
   (16) Real estate securities and syndication,
   (17) Seller concessions and impact on value, and/or
   (18) Energy-efficient items and "green building" appraisals.

7. An activity in which the primary purpose is training in the use of a specific software, and not utilization of a software to improve competency in any of the previously listed subjects does not meet the requirements for approval as a continuing education activity.

8. No activity may rely upon a textbook as the primary instructional material. Textbooks are permitted to be used as a background reference for an activity; however, textbooks will not be reviewed as the activity. All activities must contain sufficient stand-alone instructional material supporting the specific activity learning objectives.

9. An instructor for any qualifying education activity, continuing education activity, or supervisory real property appraiser and trainee course, must meet qualifications established pursuant to any other applicable law.

10. An instructor for any qualifying education activity, continuing education activity, or supervisory real property appraiser and trainee course, who holds a credential as a real property appraiser in Nebraska or any other jurisdiction shall maintain each credential in good standing in accordance with the laws of the jurisdiction in which each credential is held, not have had a credential revoked, suspended, or have surrendered a credential in lieu of disciplinary action within five (5) years; and not have had disciplinary action taken against his or her credential that may constitute a violation of NEB. REV. STAT. § 76-2238 within five (5) years.

11. The standing of an instructor identified on an education provider's application submitted for approval, who holds a credential as a real property appraiser in Nebraska or an appraiser credential any other jurisdiction, may be verified through the Appraiser Registry of the Appraisal Subcommittee for the Federal Financial Institutions Examination Council.

12. Any instructor of the qualifying education fifteen-hour National Uniform Standards of Professional Appraisal Practice Course, the continuing education seven-hour National Uniform Standards of Professional Appraisal Practice Continuing Education Course, and/or the supervisory real property appraiser and trainee course, must be an AQB Certified USPAP Instructor by the Appraiser Qualifications Board of The Appraisal Foundation.

13. An instructor for any qualifying education activity, continuing education activity, or supervisory real property appraiser and trainee course must satisfy the education provider's instructor policy that requires the use of instructors who meet the requirements of the Nebraska Real Property Appraiser Act and Title 298.

synchronous setting Exhibit #1

I hereby attest that I have included all required materials, complied with all the listed requirements, completed the submitted application in its entirety, and that all statements and materials are true and correct to the best of my knowledge and belief. I understand that, should this application be found to be incomplete, that it may be considered invalid and be returned. Furthermore, I understand that if the Board finds that one or more statements made in this application, or materials submitted with this application, are not true and correct, the Board may deny the application.

Print Name: Ilk (Last) Deanna (First) (Middle)

Signature 10/10/24 Date

Expiration Date and Rescinding Approval

1. Except for the seven-hour Uniform Standards of Professional Practice Continuing Education Course, the seven-hour valuation bias and fair housing laws and regulations course, and the four-hour valuation bias and fair housing laws and regulations course, which expire on the date on which the approval by the Appraiser Qualifications Board expires, a continuing education activity shall expire on the date five years after the date of approval.
2. The Board may rescind approval of a continuing education activity if the Board finds:
    1) Falsification of information submitted for activity approval,
    2) A change in approval by Appraiser Qualifications Board of The Appraisal Foundation through its Course Approval Program,
    3) A change in status of 298 NAC Chapter 6, § 001.15 qualifications under which a distance education activity was approved,
    4) Substantial errors and/or deficiencies in the materials or presentation,
    5) The materials, theories, and/or methodologies are not current and/or practical,
    6) The instructor(s) responsible for the activity content and presentation do not meet the qualification specified in 298 NAC Chapter 6, § 005,
    7) The activity content and/or policies are not communicated or administered as approved,
    8) A material violation of Real Property Appraiser Act or Title 298 by the education provider or instructor for the activity, or
    9) There is a change in the secondary provider's rights to the activity.
3. If reason to rescind approval of an activity is found, a written notice shall be made to the education provider that includes a description of the reason(s) for rescinding approval. The education provider has sixty (60) days from the date of notice to provide a written response. If the response is satisfactory to the Board, the Board will not rescind its approval. If the response is not satisfactory to the Board, or no response is received, the Board may rescind approval of the activity. If approval is rescinded, the education provider may file a new application for approval of the qualifying education activity, and if so, meet the requirements in place at the time a new application is submitted to the Board.
4. Nothing in 298 NAC Chapter 6 may be construed to preclude education providers from surrendering approval of education activities.

Directions

1. Complete entire application. If required information is not provided, application will be considered incomplete and may be returned.
2. Along with the application, all information requested must be included.
3. Mail application, fee, and supporting documentation to:
    NEBRASKA REAL PROPERTY APPRAISER BOARD
    PO BOX 94963
    LINCOLN NE 68509-4963

    Deliver to (FedEx of UPS):
    NEBRASKA REAL PROPERTY APPRAISER BOARD
    301 CENTENNIAL MALL SOUTH, FIRST FLOOR
    LINCOLN NE 68508
4. Questions or concerns may be directed to Board staff at 402-471-9015 or nrpab.education@nebraska.gov.

synchronous setting Exhibit #1

RECEIPT

NEBRASKA REAL PROPERTY APPRAISER BOARD

No.: 23446 Date: 10/14/2025

Received from: ASFMRA

For: 1 CE New App (non-AQB approved)

Check # 32326

Application Fee	$	
AMC Registration Fee: ___ new ___ renewal		
AMC ASC National Registry Fee: _____ appraisers @ $25		
Reporting Year ___/___/_____ to ___/___/_____		
Review of Courses: ___ QE 1 CE ___ CE renewal		100.00
Penalty Fees/Fines		
Fingerprint Processing		
Late Processing: _____ months @ $25		
Other: _____		
TOTAL	$	100.00

Received by: [signature]

THE FACE OF THIS DOCUMENT HAS A COLORED BACKGROUND ON WHITE PAPER

American Society of Farm Managers and Rural Appraisers
720 South Colorado Blvd.
Suite 360-S
Glendale, CO 80246

Independent Financial

32326
Date: 10/09/2025

VOID VOID VOID

Pay To The Order Of NE Real Estate Appraisers Board

One Hundred Dollars

$**100.00**

NE Real Estate Appraisers Board
United States

VOID VOID VOID

[signature]

VOID VOID VOID

Exhibit #2

Appraising Ag Facilities Equine Seminar

Description: Equine facilities range from estates, events, breeding and racing to hobby barns and training and boarding. This seminar is designed to introduce an appraiser to types of hobby and commercial equine facilities. Students will learn about equine facility conditions and key value factors including flow and functionality. The seminar will also discuss valuing equine facilities with each valuation approach.

	Timed Outline		LEARNING OBJECTIVES *The student will be able to:*
90	1:30	Introduction	Understand the different hobby and commercial facility types
		Break	
90	1:30	Facility components	Recognize equine facility conditions including property type, useful life, size, surfaces and other amenities as well as site improvements.
	1:00	Lunch	
90	1:30	Facility conditions	(continued) Recognize equine facility conditions including property type, useful life, size, surfaces and other amenities as well as site improvements.
90	1:30	Facility amenities	Evaluate balance of equine amenities (flow of facility/functionality)
		Break	
120	2:00	Valuation	Understand basics of each valuation approach including sales, income, and cost.

=480/50=9.6 hours

synchronous setting

Exhibit #3

American Society of Farm Managers & Rural Appraisers

THE MOST TRUSTED RURAL PROPERTY PROFESSIONALS

CERTIFICATE OF ATTENDANCE

Student Name

Student Address
City, State Zip
STATE LICENSE NO. : _____

has attended

Appraising Ag Facilities Equine

Livestream

Approval Number:

Start Date – End Date

Student attended all instructional presentations

Course Hours: 8

This class is approved by the _____ Appraisal Board

Provider #:_____

Brian Stockman
Executive Vice President
Date certificate completed

The American Society of Farm Managers and Rural Appraisers, Inc.
720 S. Colorado Blvd., Suite 360-S, Glendale, Colorado 80246 ♦ (303) 758-3513

Exhibit #4

NRPAB
Nebraska Real Property Appraiser Board
301 Centennial Mall South, First Floor
PO Box 94963
Lincoln, NE 68509-4963

Jim Pillen, Governor
Tyler N. Kohtz, Director
Tyler.kohtz@nebraska.gov

Website: https://appraiser.ne.gov/
Facebook: www.facebook.com/nrpab
Phone: 402-471-9015
Fax: 402-471-9017

November 13, 2025

DEANNA ILK
ASFMRA
720 S COLORADO BLVD STE 360S
GLENDALE CO 80246-1931

RE: Continuing Education Activity Submission Deficiencies

Dear Deanna Ilk,

The Nebraska Real Property Appraiser Board ("Board") has received an Application for Approval of Continuing Education Activity in Nebraska from ASFMRA for the following education activities:

- Appraising Ag Facilities Equine Seminar (classroom)
- Appraising Ag Facilities Equine Seminar (synchronous)

In accordance with 298 NAC Chapter 6, § 003.02A.2, For an activity not approved by The Appraiser Qualifications Board of The Appraisal Foundation through its Course Approval Program for continuing education, submit the following (in part):

- A timed outline that accounts for the general flow and recommended time spent on topics contained within the activity.

The timed outline received with the applications state that the total number of hours spent on the activity is nine (9) hours. 298 NAC Chapter 6, § 001.10A states, " For a timed outline in a schedule format, where sixty minutes equals one hour in Coordinated Universal Time, the start time and the end time is utilized to determine the total minutes engaged in instruction. Breaks, meal periods, and time not engaged in instruction are removed. Fifty minutes engaged in instruction out of each sixty minute segment equals one hour."

- Upon review of the listed instructors, Paul Herrington has two different selections for instructor qualifications. Please clarify this instructors qualifications.

- The certificate submitted does not match the name of the activity as listed on the application.

The continuing education activity submittals identified above are deficient the listed materials required in 298 NAC Chapter 6, § 003.02A.2. Please provide the deficient materials before the end of the day on December 5, 2025.

The materials may be sent via email to nrpab.education@nebraska.gov or by the address listed below.

Chairperson of the Board
Cody Gerdes, Lincoln
Certified General Appraiser
1st District Representative
Term Expires: January 1, 2026

Vice-chairperson of the Board
Kevin P. Hermsen, Gretna
Certified General Appraiser
2nd District Representative
Term Expires: January 1, 2027

Board Member
Rodney Johnson, Norfolk
Certified General Appraiser
Licensed Real Estate Broker Rep
Term Expires: January 1, 2028

Board Member
Derek Minshull, North Platte
Financial Institutions
Representative
Term Expires: January 1, 2029

Board Member
Adam Batie, Kearney
Certified General Appraiser
3rd District Representative
Term Expires: January 1, 2030

Exhibit #4

NEBRASKA REAL PROPERTY APPRAISER BOARD
301 CENTENNIAL MALL SOUTH
PO BOX 94963
LINCOLN NE 68509-4963

If the requested materials are not received at the Board's office by the end of the day on December 5, 2025, the applications will go before the Board for consideration at its next scheduled meeting on December 18, 2025.

Please feel free to contact me with any questions or concerns by phone at 402-471-9022, or by email at kashinda.sims@nebraska.gov.

Sincerely,

Kashinda Sims
Education Program Manager

Exhibit #5

NRPAB
Nebraska Real Property Appraiser Board
301 Centennial Mall South, First Floor
PO Box 94963
Lincoln, NE 68509-4963

Jim Pillen, Governor
Tyler N. Kohtz, Director
Tyler.kohtz@nebraska.gov

Website: https://appraiser.ne.gov/
Facebook: www.facebook.com/nrpab
Phone: 402-471-9015
Fax: 402-471-9017

December 10, 2025

DEANNA ILK
ASFMRA
720 S COLORADO BLVD STE 360S
GLENDALE CO 80246-1931

RE: Nebraska Applications for Approval

Dear Deanna Ilk,

The Nebraska Real Property Appraiser Board ("Board") has received an Application for Approval as a Continuing Education Activity ("Application") of the following activities:

- *Appraising Ag Facilities Equine Seminar* for 8 hours (classroom)
- *Appraising Ag Facilities Equine Seminar* for 8 hours (synchronous)

The applications will be put in front of the Board for consideration at its next scheduled meeting on December 18, 2025. You will receive another letter informing you of the Board's decision after the meeting occurs.

In the meantime, please feel free to contact me with any questions or concerns at 402-471-9015.

Sincerely,

Kashinda Sims
Education Program Manager

Chairperson of the Board
Cody Gerdes, Lincoln
Certified General Appraiser
1st District Representative
Term Expires: January 1, 2026

Vice-chairperson of the Board
Kevin P. Hermsen, Gretna
Certified General Appraiser
2nd District Representative
Term Expires: January 1, 2027

Board Member
Rodney Johnson, Norfolk
Certified General Appraiser
Licensed Real Estate Broker Rep
Term Expires: January 1, 2028

Board Member
Derek Minshull, North Platte
Financial Institutions
Representative
Term Expires: January 1, 2029

Board Member
Adam Batie, Kearney
Certified General Appraiser
3rd District Representative
Term Expires: January 1, 2030

2026 NRPAB Calendar

Calendar for Year 2026 (United States)

timeanddate

January

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February

S	M	T	W	T	F	S
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22	23	24	25	26	27	28

March

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22	23	24	25	26	27	28
29	30	31				

April

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26	27	28	29	30		

May

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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June

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14	15	16	17	18	19	20
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28	29	30				

July

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19	20	21	22	23	24	25
26	27	28	29	30	31	

August

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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September

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27	28	29	30			

October

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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

S	M	T	W	T	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Jan 1 New Year's Day
Jan 7 State of Nebraska Legislature First Day
Jan 15 NRPAB January Meeting
Jan 19 Martin Luther King, Jr. Day
Feb 16 President's Day
Feb 19 NRPAB February Meeting
Mar 19 NRPAB March Meeting
Apr 16 NRPAB April Meeting
Apr 17 State of Nebraska Legislature Last Day
Apr 24 Arbor Day
Apr 27 Spring AARO Conference
Apr 28 Spring AARO Conference
Apr 29 Spring AARO Conference
May 21 NRPAB May Meeting
May 25 Memorial Day
Jun 18 NRPAB June Meeting
Jun 19 Juneteenth
Jul 1 State of Nebraska FY2026-27 Fiscal Year Begins
Jul 3 Independence Day
Jul 16 NRPAB July Meeting
Aug 20 NRPAB August Meeting
Sep 7 Labor Day
Sep 17 NRPAB September Meeting
Sep 28 Fall AARO Conference
Sep 29 Fall AARO Conference
Sep 30 Fall AARO Conference
Oct 12 Indigenous Peoples Day
Oct 15 NRPAB October Meeting
Nov 11 Veteran's Day
Nov 19 NRPAB November Meeting
Nov 26 Thanksgiving
Nov 27 Day after Thanksgiving
Dec 17 NRPAB December Meeting
Dec 25 Christmas

R.1

SPRING 2026 CONFERENCE REGISTRATION FORM
April 27-29, 2026
Wyndham San Diego Bayside in San Diego, CA

Complete one registration form per attendee.

ATTENDEE INFORMATION	
Full Name	Preferred Name for Badge
State Agency Name / Organization Name	Job Title
Email Address	Direct Line / Cell Phone Number
1st AARO Conference? ☐ Yes ☐ No	If yes, would you like to be assigned a buddy/mentor? ☐ Yes ☐ No Your attendance at the meet and greet the morning of April 27, 2026, is appreciated.
Badge Ribbon Selection (Check All That Apply) ☐ First Time Attendee ☐ Past President ☐ Speaker/Moderator ☐ AARO EC or BOD Member ☐ Honorary Member	
Please list any food allergies or special accommodations needed during the conference.	

REGISTRATION FEES		
Early Bird Rate Paid on 2/27/26 or Before ☐ Member $700 ☐ Non-Member $1,000	Standard Rate Paid on 2/28/26 or Later ☐ Member $800 ☐ Non-Member $1,150	Miscellaneous & Daily Rates ☐ Complimentary (Preapproval Required) ☐ Guest Pass Reception $50 Name:_____ ☐ Day 1 $500 ☐ Day 2 or 3 $600 Specify: ☐ Tuesday ☐ Wednesday

PAYMENT METHOD & DETAILS		
☐ Mailing Check ☐ EFT ☐ On-Site ☐ *Credit Card (CC) ☐ Invoice Me Via Square (CC)		
* Name on Card:	*Card Billing Zip Code	*Total Amount Authorized
* Card Number	*Expiration Date	*CVV

Early Bird Rate: If you are registering using the Early Bird Rate, payment must be received by AARO or be postmarked on or before February 27, 2026. Registrations which do not have payment received and/or postmarked by this date will be charged the applicable standard rate. Agencies/organizations who do not have control over when payments are processed should provide their finance department with these details and/or register using the standard rate.

Cancellation Policy: When requested in writing, a refund of the registration fee will be made up to Friday, April 10, 2026. Refunds requested after this date will only be approved in strict accordance with the AARO Cancellation/Refund policy.

Room Reservations: Reservations may be made by calling Wyndham San Diego Bayside (1-800-996-3426) and referencing the AARO block or online here. Hotel rate is $249 per night, plus a minimum of 12.75% in taxes and subject to any hotel fees. **(Blocked rooms are available until 3/25/2026 (5:00 PM Pacific) or until they sell out, whichever comes first)**.

Hotel Information: Check-in time is 4:00 PM. Check-out is at 11:00 AM. Parking is $50.00 per day. The hotel offers complimentary airport shuttle, balcony views, an outdoor pool, fitness center, and various dining options.

Buddy/Mentor: If requested, a Buddy/Mentor will be made available to you for any/all of the following: sitting by you; answering questions; introducing you to others; including you in offsite dinners/events; explaining the role and importance of AARO.

First Exposure Draft of Proposed Changes to the Real Property Appraiser Qualification Criteria (*Criteria*)

The Appraisal FOUNDATION®

Authorized by Congress as the Source of Appraisal Standards and Appraiser Qualifications

APPRAISER QUALIFICATIONS BOARD

R.3

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Introduction

The Appraiser Qualifications Board (AQB) is issuing this First Exposure Draft to invite public comment on proposed revisions to the *Real Property Appraiser Qualification Criteria* (Criteria). These proposals are the product of a multi-year review designed to modernize the *Criteria*, reduce unnecessary barriers to entry, and enhance clarity for state and federal regulators, existing real property appraisers, and applicants alike.

The proposed revisions reflect the AQB's commitment to maintaining rigorous professional qualifications and related requirements while ensuring that pathways into the appraisal profession remain practical, fair, and accessible. The revisions are informed by the 2025 National Job Analysis[1], structured decision-making with The Decision Lab, and extensive input from many interested organizations and individuals.

At a high level, this Exposure Draft proposes to:

- **Eliminate all college-course and college-degree requirements** for the Certified Residential and Certified General classifications, replacing them with enhanced qualifying-education expectations and a more detailed Examination Content Outline[2].
- **Increase qualifying education** requirements for all credentials, except for the Trainee Appraiser, to strengthen analytical skills.
- **Remove elective coursework** from the Required Core Curriculum to reduce administrative burdens, ensure uniformity, and focus on essential minimum competencies.
- **Revise experience requirements** to allow Licensed and Certified credential experience to be earned before, during, or after completing qualifying education and the national examination (with Trainee Appraisers continuing to be allowed to earn experience only after completing their required qualifying education).
- **Refine definitions of Practicum and supervision**, distinguishing Practicum from PAREA and clarifying supervisory authority and limits.
- **Affirm that Trainee Appraisers are not required to complete continuing education** while holding the Trainee Appraiser classification.
- **Clarify the three-Trainee Appraiser supervision limit**, explaining the circumstances under which states may authorize a higher number of Trainee Appraisers under one Supervisory Appraiser.

[1] The 2025 Job Analysis was conducted by the PSI Services, LLC on behalf of the Appraiser Qualifications Board.
[2] The Examination Content Outline is available on The Appraisal Foundation website. A new version of the outline will be published in the coming months on the website.

- **Add two new experience allowances**: (1) for appraisers working within legally confidential environments such as the IRS, and (2) for appraisers performing work under recognized International Valuation Standards.
- **Add new Guide Note 12**, providing guidance on signatures and supervisory documentation requirements in experience logs, including how those requirements apply in mass appraisal.
- **Update language and structure throughout** the Criteria to improve readability, consistency, and usability.

These proposals reflect several years of detailed research, technical review and evaluation, and broad stakeholder engagement. Much of the *Criteria* remain substantively unchanged because they continue to serve the profession and the public effectively.

The AQB invites all interested parties to review these proposed revisions and provide written comments. The Board values detailed, evidence-based feedback and encourages commenters to reference specific sections of the draft when possible.

Public comments will inform the AQB's decisions in preparing the next version of the *Real Property Appraiser Qualification Criteria*.

Thank you in advance for your comments. If you have any questions, please contact the Board at AQB@appraisalfoundation.org

Jerry Yurek

Chair, Appraiser Qualifications Board

Join the Conversation

The AQB will also accept verbal comments at its webinar on January 22, 2026, at 1:00 PM ET. You may register **here**.

Send Your Comments by March 3, 2026

All interested parties are encouraged to comment in writing to the AQB before the deadline of March 3, 2026. Each member of the AQB will thoroughly analyze and consider all comments.

When commenting on various aspects of the exposure draft, it is very helpful to reference the line numbers, fully explain the reasons for concern or support, provide examples or illustrations, and suggest any alternatives or additional issues the AQB should consider.

To submit comments, please visit: https://www.surveymonkey.com/r/AQBComments

While for ease of processing, we prefer you use the SurveyMonkey for your comments, if you are unable to provide your comments via SurveyMonkey, you may also email AQB@appraisalfoundation.org.

All written comments will be posted for public viewing, exactly as submitted, on the Foundation's website. Names may be redacted upon request. The Foundation reserves the right not to post written comments that contain offensive or inappropriate statements.

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Brief History of the Criteria Reassessment Project

Background and Context

Over the past several years, the AQB has undertaken a comprehensive review of the *Criteria* to ensure that the *Criteria* remain relevant, clear, and reflective of modern appraisal practice. This Exposure Draft marks the most extensive reconsideration of the *Criteria* since their initial adoption in 1989, addressing both structural and interpretive issues that have accumulated over decades of incremental updates. The AQB's objective here is to clarify requirements, eliminate unnecessary barriers to entry, broaden pathways into the profession, and strengthen the consistency with which states can apply the *Criteria,* all while maintaining the sufficient qualifications and related requirements necessary to protect the public trust.

Foundational Research and Deliberation

The AQB's review was guided by the 2025 National Job Analysis, which identified the competencies required for credible appraisal practice and provided data confirming that competency in appraising is best measured through applied knowledge rather than formal academic attainment. This job analysis validated the view that appraisal expertise required to be minimally qualified is built through appraisal-specific education, structured experience, and examination and not necessarily through the completion of unrelated college coursework.

To help structure its deliberations, the AQB engaged The Decision Lab, an independent research firm, to facilitate a series of structured decision-making and alignment sessions. These sessions provided a disciplined framework for evaluating reform options, weighing fairness, feasibility, and regulatory clarity, and prioritizing which issues should move forward to public exposure. The result was a focused set of proposals reflecting both empirical evidence and the collective experience of the appraisal profession.

Stakeholder Engagement

Throughout this process, the AQB gathered input from a broad spectrum of stakeholders. The AQB and staff conducted targeted interviews with state appraiser regulatory agencies, educators, appraisal organizations, federal agencies, and appraisers working in both traditional and non-traditional settings. These conversations, along with written feedback from prior concept papers, helped the Board understand where requirements were working as intended and where confusion or unnecessary barriers existed.

This collaboration was not merely consultative but iterative. For example, feedback from State Appraiser Regulatory Agencies directly shaped proposed changes related to clarity and organization and stakeholders and practitioners provided insight into how experience and examination sequencing affect entry into the profession. The AQB's proposals reflect the convergence of these, and many other perspectives.

Evolution of the Current Proposals

The proposals presented here result from several years of study and discussion. The AQB prioritized reforms that remove barriers not tied to demonstrated minimum qualifications, improve clarity for regulators, and align with validated professional practices. Examples include the proposed elimination of college-course and college-degree requirements, removal of elective coursework from the Required Core Curriculum, and when and how experience may be obtained.

At the same time, the AQB intentionally retained large portions of the *Criteria* that continue to function effectively. These include the general structure of qualifying education, experience verification, and continuing-education requirements. Maintaining continuity in these areas preserves stability for states, education providers, and appraisers while ensuring that modernization efforts remain focused where they are most needed.

Exploration of a Skills-Based Pathway

As part of this modernization effort, the AQB explored a potential *skills-based experience pathway,* which could be an alternative to the traditional hours-based system that would focus on verified competency rather than verifying accumulated time. The Board completed extensive design work, including draft frameworks and testing of potential verification models.

Ultimately, the AQB determined that while the concept remains potentially promising, it cannot yet be implemented without introducing significant complexity and inconsistency across states. A central challenge is the lack of a clear, uniform framework for evaluating and verifying specific competencies across the wide range of practice settings in which appraisal work occurs. The administrative burden associated with consistently validating individual skills under such varied conditions is substantial. For these reasons, a skills-based model is not proposed within this exposure draft.

However, the lessons from that exploration directly informed several practical revisions now being proposed in this First Exposure Draft. Two specific pathways identified during that work (experience gained within legally confidential environments such as the Internal Revenue Service, and experience completed under internationally recognized valuation standards) have been integrated into this draft as new allowances. These reflect the AQB's commitment to broadening access while preserving verifiability and adherence to recognized professional standards.

Please refer to Concept Paper 1, *which summarizes the "Skills-Based Pathway".*

Consideration of an Examination-Only Pathway

In addition to evaluating potential alternatives to hours-based experience, the AQB also examined a separate idea that had been on its work plan for discussion: the possibility of adding an examination-only pathway (or, of what some stakeholders often refer to as a "Super-Exam,") to the *Criteria*. This topic had arisen periodically from stakeholders who questioned whether a sufficiently rigorous and comprehensive examination could, on its own, demonstrate readiness for practice. This idea had **not** previously been explored in a concept paper. As the Board worked through the broader experience review, members determined that the examination-only question raised a distinct set of issues that should be acknowledged openly and made available for public comment.

During its review, the Board considered the types of questions that would need to be answered before an examination-only pathway could ever be viable. These included whether such an exam could realistically test the full range of applied judgment expected of an appraiser, how ethical obligations could (if any) realistically be evaluated without the context of real-world assignments, and whether an exam could ever replicate the practical learning embedded in supervised experience, Practicum programs, or PAREA. The AQB also noted the significant resource and infrastructure requirements associated with developing and maintaining an exam of this scale, which differ substantially from the current National Exam (a multiple choice test that takes a few hours to complete).

A related consideration is the historical reason appraisal regulation exists in the first place. Prior to the adoption of USPAP and the establishment of federal oversight under FIRREA, appraisers followed a wide variety of practices and judgment frameworks, with no consistent standard to evaluate credibility. Much of the profession's early difficulty stemmed from the absence of a common set of expectations for ethical conduct, competency, and analytical development. The AQB's role in supporting a single, uniform standards framework is rooted in this history. Any discussion of an examination-only pathway therefore must recognize that experience requirements were created to ensure that new appraisers learn to apply USPAP in real assignments, under conditions that test independence, impartiality, and sound judgment. An exam, no matter how rigorous, assesses knowledge; it does not replicate the practical learning that originally drove some of the reasons for regulation.

Because these issues are materially different from those involved in the skills-based pathway discussion noted in Concept Paper 1, and because an examination-only pathway would represent a fundamental shift in how competency and understanding is currently tested and demonstrated, the AQB determined that the topic warranted a separate concept paper. **Concept Paper 2: Examination-Only Pathway** provides additional background on the considerations, challenges, and outstanding questions associated with this idea.

The AQB felt it was important to make this topic available for public comment so stakeholders have the opportunity to express their views during this review cycle, even though the Board has not concluded if this pathway is truly feasible or advisable. The Board welcomes feedback on whether this direction should be explored further and, if so, what additional information would be needed to evaluate it appropriately.

***Please refer to Concept Paper 2** which summarizes the "Examination-Only Pathway"*

Rationale for Proposed Revisions

1. Executive Overview

The Appraiser Qualifications Board (AQB) is issuing this Exposure Draft to invite public comment on a comprehensive revision of the *Real Property Appraiser Qualification Criteria*. This effort stems from a multi-year reassessment of the *Criteria* and is informed by the 2025 National Job Analysis, structured decision-making support from The Decision Lab, extensive input from state and federal regulators, educators, professional organizations, and individual appraisers, and the AQB's detailed internal review of current pathways into the profession.

Over time, the *Criteria* accumulated multiple layers of incremental edits. Similar concepts were described in different places using varying terminology, provisions that should have been unified were scattered across unrelated sections, and important requirements were difficult for applicants and state agencies to locate or interpret. Several long-standing requirements also created barriers that did not directly contribute to public trust or demonstrated competency. The AQB determined that a thorough modernization was necessary to support clarity, consistency, and accessibility, while maintaining the rigorous professional standards required by Title XI.

Because this revision touches nearly every section of the *Criteria*, the AQB has provided rationales that are concise enough to be digestible but detailed enough to reflect a general summary of the reasoning behind each proposed change. This is intentionally balanced. Producing exhaustive narrative for every revision would overwhelm readers and obscure the substance of the proposed *Criteria*.

The rationales below explain the considerations that guided the AQB in proposing these revisions and reflect both stakeholder feedback and the Board's analysis of current appraisal practice and workforce needs.

2. Structural and Format Revisions

A. Comprehensive Reorganization of the *Criteria*

The existing *Criteria* were not structured in a way that reflected how applicants actually move through the credentialing process. Requirements applicable to all classifications appeared inconsistently across pages, while related content was separated into distant sections and expressed using different language. Regulators and practitioners reported repeated difficulty locating requirements, understanding cross-references, and interpreting provisions that applied across multiple credential levels.

The proposed *Criteria* present the requirements in a logical, sequential structure:

1. Definitions
2. *Criteria* applicable to all classifications (including the Trainee Appraiser classification)
3. *Criteria* applicable just to Licenses or Credentials (aka not the Trainee Appraiser classification)
4. *Criteria* applicable to Supervisory Appraisers
5. The *Required Core Curriculum* for all classifications

6. *Criteria* specific to the Trainee Appraiser classification
7. *Criteria* specific to the Licensed Residential credential
8. *Criteria* specific to the Certified Residential credential
9. *Criteria* specific to the Certified General credential
10. *Criteria* specific to the Supervisory and Trainee Appraiser Course Outline
11. *Criteria* specific to the Valuation Bias and Fair Housing Laws and Regulations Course Outline
12. Guide Notes

This structure mirrors the actual progression of applicants, reflects how state agencies review and process applications, and aligns with contemporary regulatory document design.

B. Plain-Language Rewrite and Clarity Improvements

The proposed *Criteria* apply modern plain-language principles throughout. For this, the AQB engaged the services of The Regulatory Group, who are experts in Federal Plain Language writing. As such, sentences have been shortened and clarified, outdated phrasing has been removed, passive voice was replaced where appropriate, and long paragraphs were converted to structured lists. These changes do not alter the substance of the requirements unless explicitly stated in this rationale. They are intended to improve readability, reduce confusion, and support consistent interpretation across jurisdictions.

C. Terminology Alignment and Definitions

The existing *Criteria* used several key terms inconsistently, including “credential,” “classification,” “supervisor,” “trainee,” and “applicant.” The proposed revision introduces a consolidated definitions section and uses terminology consistently throughout the document. This supports uniform implementation and reduces misinterpretation without affecting state authority to define terms in their own statutes and rules.

D. Alignment of Numbering and Internal Cross-References

A full renumbering of the *Criteria* was necessary because of the structural reorganization. All internal cross-references have been updated to match the new layout.

3. Education Revisions

A. Removal of College-Course and College-Degree Requirements

The AQB proposes removing all college-course and college-degree related requirements for the Certified Residential and Certified General classifications. Stakeholders have, for many years, expressed concern that degree requirements created barriers unrelated to competency and disproportionately affected individuals without traditional academic backgrounds. The 2025 National Job Analysis confirmed that degree attainment did not correlate with better performance in appraisal practice. Instead, the strongest predictors of competency were appraisal-specific education, the ability to write a USPAP compliant appraisal report, and examination performance.

Eliminating degree requirements maintains public-trust protections while reducing unnecessary barriers to entry. The AQB paired this change with strengthened qualifying-education requirements and preparing to issue a more detailed Examination Content Outline. This will ensure that analytical and critical-thinking competencies traditionally associated with degree pathways are still validated through more targeted appraisal-specific learning and instruction.

B. Required Core Curriculum Adjustments

The Core Curriculum modules remain the foundation of appraisal education. The proposed *Criteria* remove elective coursework requirements that caused uncertainty and inconsistency. Elective content is not relevant to being minimally qualified, and it placed unnecessary administrative burden on both applicants and state agencies. The updated structure clarifies the exact required curriculum.

The 2025 Job Analysis and most recent National Exam results indicate weakness on the part of first-time test takers in the following critical areas:

- Sales Comparison Approach
- Market Analysis
- Statistics

Additionally, feedback from the residential GSEs indicates weakness in support of adjustments in the sales comparison approach. All approaches to value reflect weakness to a lesser extent in the exam results. Extraction of germane data from the market and application of same to the appraisal problem appears a common thread running through all these identified weaknesses. As statistics-based tools with graphic analysis and presentation/explanation become more prevalent in appraisal, new entrants should possess a basic understanding of their functions, strengths, weaknesses and applications.

Instead of adding hours to each of the affected topic areas individually, AQB proposes addition of a single module to the Required Core Curriculum as the most effective means to address these weaknesses: **Market Data Analytics Applications and Case Studies.** We chose to add this new module to the Required Core Curriculum to ensure its topic area coverage in qualifying education noting that subheadings under Guide Note 1, while helpful, remain optional for course providers.

This new module brings focus to proper extraction of germane data from the market and proper application of same to the appraisal problem across the market analysis, HBU, approaches to value and reconciliations. This course should necessarily make heavy use of case studies allowing students to gain practical experience in application.

Guide Note 1 continues to support the curriculum by identifying subtopics that inform Examination Content Outlines, and the AQB confirms that Guide Note 1 remains advisory.

C. No Proposed Changes to Overall PAREA Structure

The AQB considered whether to introduce a direct zero-to–Certified Residential PAREA pathway. This would have required substantial redesign:

- Reconsideration of prerequisites
- Determining whether Licensed Residential and Certified Residential content should remain separate
- Developing new report-production requirements
- Redesigning the competency structure and sequencing
- Ensuring USPAP-compliant appraisal development and reporting within a single integrated track

Because of the significant structural implications, the AQB is **not** proposing such changes in this revision. This explanation is provided to inform stakeholders of the evaluative process.

E. Experience Credit for PAREA Completion

The proposed *Criteria* preserve the detailed percentage-based credit structure already associated with PAREA:

- Completion of a Licensed Residential PAREA program confers defined credit toward the Licensed Residential, Certified Residential, and Certified General classifications.
- Completion of a Certified Residential PAREA program confers defined credit toward the Certified Residential and Certified General classifications.

For the corresponding classification, the revised *Criteria* specify that a completed PAREA program **satisfies** the full hour and minimum-time requirements. This is a change from the 2026 Criteria, where completion is currently allowed to be "up to" the full hour and minimum-time requirements (meaning the states were allowed to determine how much credit to give towards completion of a PAREA program towards experience requirements).

This resolves prior confusion regarding credit for the corresponding credential level while leaving cross-crediting rules unchanged.

4. Examination Revisions

A. Examination Eligibility Based on Completion of Qualifying Education

The proposed *Criteria* clarify that the qualifying examination is intended to test mastery of qualifying education. Under the existing *Criteria*, exam eligibility was tied to experience progression, which limited the flexibility of applicants. Under the proposed *Criteria*, applicants for a License or Certification may sit for the exam once they complete the required qualifying education for their intended credential (Licensed Residential, Certified Residential, or Certified General). Trainee Appraisers would, however, not be allowed to accumulate experience until after they successfully completed all their required QE.

B. Removal of Two-Year Timing Restrictions

The existing *Criteria* required applicants to take the exam within two years of eligibility and caused passing exam results to expire after two years. These provisions created inconsistent implementation across states, imposed unnecessary retesting on individuals whose competency had not changed, and added administrative burden without improving public trust or protection.

The proposed *Criteria* remove all timing restrictions. A passing score would remain valid indefinitely.

5. Experience Revisions

The experience section underwent extensive review because stakeholders consistently identified it as one of the most confusing and possibly limiting areas of the existing *Criteria*. The proposed revisions address sequencing, documentation, alternative pathways, mass appraisal, confidential environments, and clarification of supervisory structures. These proposed changes are intended to modernize the experience framework, increase pathways towards experience and still maintain the AQB's longstanding emphasis on competency, verifiability, and public trust.

A. Change to Requirement of When Experience May Be Obtained

Historically, many stakeholders believed that experience must occur in a rigid sequence after education and before examination. These assumptions became deeply embedded in state processes despite not being required by Title XI. The proposed *Criteria* clarify that applicants may obtain required experience before, during, or after completing qualifying education and the examination (with the exception of the Trainee Appraiser, who must complete all their qualifying education before they may begin gaining experience). What matters is that all components are complete before a credential is issued.

This flexibility reflects actual practice pathways, reduces unnecessary delays, and responds to concerns that rigid sequencing created bottlenecks for entering the profession. Competency safeguards remain in place through USPAP-compliant experience, structured pathways, and examination requirements.

B. Distinguishing Between Experience Types

There are now more proposed ways to meet experience requirements. The "Log-Based Experience" has been in the Criteria since its inception, however, now it has the proposed name. PAREA and Practicum also remain as alternative pathways toward gaining experience.

Existing and additional new proposed experience pathways are also summarized below.

1. Log-Based Experience

Log-based experience pathway (a.k.a. the "supervisor-trainee pathway") remains the traditional model. This *Criteria* remains the same:

- All experience must be USPAP-compliant.
- Logs must include sufficient detail to demonstrate the applicant's role, hours, and contribution.
- Supervisory Appraisers provide signatures where applicable.
- The existing requirement that separate logs be maintained for each Supervisory Appraiser is retained for clarity.

Any proposed changes to this pathway in the *Criteria* do not reduce supervision expectations but clarify more how supervision applies where the log-based model is used.

2. Mass Appraisal and Ad Valorem Environments

The proposed *Criteria* recognizes that state and local assessment authorities often operate under statutory structures that include internal review systems, mandated compliance with USPAP, and recognized International Association of Assessing Officers standards. These environments do not always utilize AQB-defined “Supervisory Appraisers”.

The revised *Criteria* clarify that:

- Experience obtained in mass appraisal or ad valorem settings may be accepted when USPAP compliance is required by law or regulation.
- Internal review functions may be performed by individuals who are not credentialed appraisers.
- The chief assessing officer or authorized official may verify the experience log.
- This verification is not the same as AQB-defined supervision but is recognized as valid assurance within the statutory framework.

This clarification resolves longstanding questions from regulators about how to treat valuation experience in assessment offices and supports uniform treatment across jurisdictions.

3. Confidential or Specialized Valuation Environments

The proposed *Criteria* introduces a new experience allowance for work performed in environments where the applicant is legally restricted from sharing report details, such as certain federal agencies including the Internal Revenue Service. This experience may be credited when:

- The applicant provides alternative forms of verification permitted by the agency;
- The work is USPAP-compliant; and
- The applicant can demonstrate that the assignments performed meet the scope and complexity expectations for the credential being sought.

This pathway addresses an identified gap in the *Criteria* while maintaining consistent appraisal standards.

4. International Valuation Standards (IVS) Assignments

The proposed *Criteria* allow experience gained under International Valuation Standards to be accepted when the assignments:

- Were conducted in accordance with IVS;
- Demonstrate competencies equivalent to those required under USPAP; and
- Can be verified in accordance with state requirements.

This addresses global mobility concerns raised by regulators and organizations that operate internationally and aligns U.S. pathways more closely with global valuation practice while maintaining USPAP-based competency expectations.

C. Combining Experience Pathways

The proposed *Criteria* states how multiple experience pathways may be combined. Applicants may blend PAREA, Practicum, log-based experience, mass appraisal, and confidential environment experience, so long as:

- All experience is verifiable;
- Partial program completion never confers credit; and
- The total combined experience meets or exceeds both the hour and required time components.

The *Criteria* includes detailed examples that illustrate common combinations. These examples are not prescriptive but help clarify the AQB's intent for state agencies and applicants.

D. Practicum

Stakeholders repeatedly requested the *Criteria* clearly define Practicum, which would also help to distinguish it from PAREA. The proposed *Criteria* places Practicum requirements into its own subsection with a formal definition, requirements, and approval expectations. Practicum is defined as a structured, instructor-led program that uses actual property assignments to demonstrate USPAP-compliant appraisal development and reporting. Key clarifications include:

- Practicum must specify its credential-level applicability.
- Programs must justify awarded hours based on instructional design.
- Instructors must be appropriately credentialed and able to demonstrate USPAP competency.
- Partial completion of Practicum does not confer experience credit.

These clarifications respond to concerns about possible inconsistent program design and documentation created uncertainty regarding the legitimacy of Practicum experience.

E. Clarifying the Distinction Between PAREA, Practicum, and Logged Experience

The proposed *Criteria* reinforce that:

- **PAREA** uses simulated experience to teach applied valuation practice.
- **Practicum** involves real properties in structured instructional settings.
- **Log-based experience** consists of real-world assignments performed under supervision.

Each pathway serves a distinct role. This clarification supports state agencies in applying the *Criteria* consistently and helps applicants understand how to structure their training.

F. Changes to Certified Residential "Months" requirement

The Criteria have long required Certified Residential applicants to complete their experience in no fewer than 12 months. The Board is proposing to reduce that minimum to 9 months to align the CR timeframe with the proportional structure used for the other credential levels. Licensed Residential requires 1,000 hours over 6 months, and Certified General requires 3,000 hours over 18 months. Adjusting the CR minimum to 9 months maintains consistency across the framework and reflects the same underlying ratio of hours to required months.

G. Explanation of Changes Not Proposed

The AQB reviewed additional ideas, including a redesigned PAREA structure allowing direct entry into the Certified Residential level without prior Licensed Residential experience. After evaluating the complexity of such a redesign and its implications for prerequisites, competency sequencing, and assignment expectations, the Board determined that such a change is not being proposed.

6. Continuing Education Revisions

A. Removal of Continuing Education Requirements for Trainee Appraisers

The proposed *Criteria* clarify that individuals holding the Trainee Appraiser classification are not required to complete continuing education while they hold that classification. The prior *Criteria* were sometimes viewed as ambiguous (or at least, difficult to understand), and states implemented this requirement inconsistently.

Requiring CE of Trainee Appraisers imposed administrative and financial burdens without contributing to public trust, because Trainee Appraisers cannot perform appraisal assignments independently and the goal is for them to become minimally qualified to obtain a credential. CE requirements now begin at the point an individual becomes credentialed (Licensed Residential, Certified Residential, and Certified General).

B. Clarification of CE Requirements Upon Reactivation

The proposed *Criteria* clarify that an individual reactivating an inactive credential must complete all CE that would have been required had the credential remained active, including the most recent USPAP course and the most recent course that meets the requirements in the *Criteria's Valuation Bias and Fair Housing Laws and Regulations Course Outline*. This ensures CE expectations are consistent and prevents confusion for credential holders returning after periods of inactivity.

7. Supervisory and Trainee Appraiser Requirements

The proposed *Criteria* retain the core elements of the Supervisory Appraiser and Trainee Appraiser relationship but clarify several issues that caused inconsistent implementation.

A. Three-Trainee Supervision Limit

The *Criteria* clarify that Supervisory Appraisers may supervise up to three Trainee Appraisers at a time, unless a state regulatory agency authorizes a higher number. This guidance better explains how a state could ensure meaningful supervision given the diversity of appraisal practice environments.

B. Supervisory Responsibilities

The proposed *Criteria* reinforce that Supervisory Appraisers are responsible for:

- Training and guidance
- Direct supervision appropriate to the assignment
- Signing log entries where applicable
- Ensuring compliance with USPAP and state law

These clarifications are not new requirements, just reorganized and clarified.

8. Guide Notes

A. Limited Revisions to Existing Guide Notes

Guide Notes have been updated only where needed to align terminology and references with the reorganized *Criteria*. They remain advisory and continue to serve as interpretive guidance.

B. Retirement of Guide Note 4

Guide Note 4 is proposed for retirement because its subject matter is being more fully articulated within the *Criteria* itself. Practicum has long been part of the *Criteria*, but the revised Practicum section provides clearer expectations and a more complete description of what constitutes an acceptable Practicum program. As a result, the standalone guidance in Guide Note 4 is no longer necessary.

The AQB is also adding more Practicum requirements to its Course Approval Policies, and those polices are available to state regulatory agencies, should they wish to view them to adopt their own approval policies.

C. Retirement of Guide Note 10

Guide Note 10 explained college-level substitution pathways that no longer exist under the proposed *Criteria*. It is therefore proposed for retirement.

D. Addition of Guide Note 12

Guide Note 12 provides detailed guidance on signatures and experience-log documentation, including how those requirements apply in mass appraisal and non-traditional settings. It responds to frequent regulatory questions and supports consistent national treatment of experience verification.

9. Closing Summary

These proposed revisions represent a major modernization of the *Criteria*. The revisions promote clarity, consistency, and accessibility while maintaining the competency expectations needed to protect the public. The AQB invites detailed comment from all stakeholders and encourages individuals to identify specific sections for which they would like further explanation.

Proposed Criteria

Important Note to Readers:

Because of the proposed extensive reorganization, renumbering, and rewriting throughout this version of the *Real Property Appraiser Qualification Criteria*, it is ***not feasible*** to show redlined edits as compared to the current *Criteria (2026)*. It is recommended readers review the document in its entirety, as both structure and content have substantial proposed revisions.

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APPRAISER QUALIFICATIONS BOARD

R.23

DEFINITIONS

For the purposes of the Real Property Appraiser Qualification Criteria, the following definitions apply. These definitions are intended solely to clarify how specific terms are used within the Criteria. States and other regulatory bodies may define these terms differently for their own purposes, and those definitions would apply within their respective jurisdictions.

A

Applicant
An individual who has applied to a State Appraiser Regulatory Agency for the issuance, upgrade, or renewal of an appraiser classification and whose education, examination, and experience qualifications are subject to review for compliance with the *Real Property Appraiser Qualification Criteria*.

Appraiser Qualifications Board (AQB)
An independent board of The Appraisal Foundation that is authorized by Title XI of the Financial Institutions Reform, Recovery, and Enforcement Act of 1989 (Title XI). The AQB's primary role is to establish the minimum education, experience, and examination requirements for real property appraisers to obtain a state credential. These requirements are published as the *Real Property Appraiser Qualification Criteria*.

Appraisal Standards Board (ASB)
An independent board of The Appraisal Foundation that is authorized by Title XI. The ASB is responsible for developing, interpreting, and amending the Uniform Standards of Professional Appraisal Practice (USPAP).

Appraisal Subcommittee (ASC)
A federal entity created by Title XI that oversees State Appraiser Regulatory Agencies, maintains the National Registry of state-licensed and certified real property appraisers, and monitors and reviews the practices, procedures, activities, and organizational structure of the Appraisal Foundation. This National Registry can be searched to verify if a licensed or certified real property appraiser is qualified by their State Appraiser Regulatory Agency and in good standing. It also can be used to determine if a certified real estate appraiser can serve as a Supervisory Appraiser.

Approved Program Experience Pathway
An alternative to the Log-Based Experience Pathway through which an appraiser candidate may obtain experience credit by completing an AQB–approved or State Appraiser Regulatory Agency–approved program that meets all applicable experience requirements for a specific credential level.

Asynchronous (Distance Education)
A form of distance education in which the interaction between the instructor and student is non-simultaneous. In an asynchronous course, students' progress at their own pace through a structured curriculum.

B

Biometric proctoring
An approved way to monitor students taking exams for distance education courses. It uses technology to continuously confirm a student's identity and detect any unusual activity during an exam. This technology includes tools like facial recognition, analysis of keystroke cadence, and observation of the testing environment.

C

Certified General Real Property Appraiser or Certified General Appraiser
The appraiser credential in these *Real Property Appraiser Qualification Criteria* that qualifies an appraiser to appraise all types of real property without limitations on value or complexity.

Certified Residential Real Property Appraiser or Certified Residential Appraiser
The appraiser credential in these *Real Property Appraiser Qualification Criteria* that qualifies an appraiser to appraise one-to-four residential units without regard to value or complexity.

Class hour
A unit of measurement for educational offerings, defined as a period of 60 minutes, of which at least 50 minutes consist of instruction attended by the student.

Classification
A defined level or category of appraiser authorization established under Title XI and the *Real Property Appraiser Qualification Criteria.*

The AQB recognizes four classifications:

1. Trainee Appraiser
2. Licensed Residential Real Property Appraiser
3. Certified Residential Real Property Appraiser
4. Certified General Real Property Appraiser

Each classification specifies the education, experience, and examination requirements that must be met to obtain a classification at that level.

Continuing education (CE)
The ongoing, hour-based learning required under these *Real Property Appraiser Qualification Criteria* for a credentialed appraiser to maintain and enhance professional knowledge, skills, and competency.

Course Approval Program (CAP)

A voluntary program established by the AQB as a service to state appraiser regulatory agencies and providers of real estate appraisal education. CAP provides a minimum level of acceptance for real estate appraisal education courses meeting the *Criteria* as established by the AQB.

Credential
The official authorization issued by a State Appraiser Regulatory Agency that confirms an individual has met all AQB and state requirements for the **Licensed Residential**, **Certified Residential**, and **Certified General** classifications. The **Trainee Appraiser** classification authorizes supervised appraisal practice but is not considered a credential and cannot be used as a basis for reciprocity, temporary, or independent practice.

Cumulative experience
A term used to describe how appraisal experience may be acquired over multiple, non-continuous time periods.

D

Distance education
Any educational process characterized by the geographical separation of the student and the instructor. Distance education includes synchronous and asynchronous delivery methods, which may also be combined with in-person instruction in a hybrid delivery format. Hybrid delivery refers to any combination of in-person, synchronous online, or asynchronous online elements. Each delivery method must meet the requirements established in these *Real Property Appraiser Qualification Criteria* related to interaction, content approval, and examinations to be acceptable for qualifying or continuing education credit.

E

Experience
The practical application of appraisal knowledge and skills obtained through USPAP-compliant work in the appraisal process. The experience requirement for a credential may be satisfied through completion of a *Log-Based Experience Pathway*, an *Approved Program Experience Pathway,* or a combination of both.

G

Good standing
An appraiser is in good standing if they have not been subject to any disciplinary action that has affected their legal eligibility to practice appraisal. This status is required for a credentialed appraiser to qualify for temporary practice or reciprocity in a state other than the appraiser's home credentialing state.

This status also is required for a period of at least three years for an individual to serve as a Supervisory Appraiser or a Practical Applications of Real Estate Appraisal Mentor.

Guide Notes
Guidance or advice issued by the AQB to assist in the understanding and implementation of the *Real Property Appraiser Qualification Criteria*. Guide Notes are advisory and, unlike Interpretations, are not binding requirements.

I

Interpretations
Official elaborations or clarifications of the *Real Property Appraiser Qualification Criteria* issued by the AQB. Interpretations are binding upon users of the *Real Property Appraiser Qualification Criteria* and are considered essential for understanding the *Real Property Appraiser Qualification Criteria*.

L

Licensed Residential Real Property Appraiser or ***Licensed Residential Appraiser***
The appraiser credential in these *Real Property Appraiser Qualification Criteria* that qualifies a real property appraiser to appraise non-complex one-to-four residential units with a transaction value less than $1,000,000, and complex one-to-four residential units with a transaction value less than $400,000.

Log-Based Experience Pathway
A defined pathway through which an appraiser applicant obtains experience credit by participating in appraisal or appraisal review assignments performed in compliance with USPAP. Experience is documented in an experience log that records, at a minimum, the type of property, date of report, description of work performed by the trainee or applicant, the scope of review and supervision provided, the number of hours contributed, and, when applicable, verification by a supervisory appraiser or by a qualified Supervisory Appraiser. This pathway may also include, where permitted by the *Real Property Appraiser Qualification Criteria*, independent valuation work performed in accordance with recognized standards such as the International Valuation Standards.

M

Mentor
An official role held by a state-certified real property appraiser within a Practical Applications of Real Estate Appraisal program who provides guidance and oversight to that program's participants.

Module
A major content area within the AQB Required Core Curriculum. Each module represents a distinct body of appraisal knowledge and skills, is assigned a specific number of qualifying education hours by credential level, and contains a list of required subtopics that must be taught in any qualifying education course covering that module.

P

Practical Applications of Real Estate Appraisal (PAREA)
A comprehensive training program approved by the AQB that provides an alternative way for obtaining appraisal experience.

Practicum Program
Coursework approved by the AQB or a State Appraiser Regulatory Agency that provides an alternative way for satisfying part or all of the required appraisal experience.

Q

Qualifying education (QE)
Prelicensure education required under these *Real Property Appraiser Qualification Criteria*. QE consists of the specified course topics and associated class hours in the Required Core Curriculum, each of which must be successfully completed and tested as part of the requirements for an appraiser credential.

R

Real Property Appraiser Qualification Criteria (Criteria)
The official title for the body of minimum education, experience, and examination requirements established by the AQB. State Appraiser Regulatory Agencies are required by federal law to implement appraiser licensing and certification requirements that are no less stringent than the *Criteria* for appraisals related to federally related transactions.

Required Core Curriculum
This curriculum specifies the set of mandatory appraisal topics (modules) and number of educational hours required per topic for each appraiser classification level.

S

State Appraiser Regulatory Agency
A state (or U.S. territory) regulatory agency established in compliance with Title XI**.** These agencies certify and license real estate appraisers in conformance with the *Criteria* and ensure that those appraisers perform their appraisals in connection with federally related transactions consistent with USPAP.

Subtopics
Areas of appraisal education (as identified in AQB Guide Note 1) that may be included within the modules of the Required Core Curriculum.

Because Guide Note 1 is not a binding requirement, coverage of the subtopics is not required for educational offerings to be valid; however, individuals will be expected to demonstrate competency in the subtopics in order to pass the respective licensing or certification examinations.

Supervisory Appraiser
An official role, not an appraiser classification, held by a Certified Residential or Certified General appraiser who is responsible for the training, guidance, and direct supervision of a Trainee Appraiser. A Supervisory Appraiser is subject to the Supervisory Appraiser Requirements established in the *Criteria*.

Synchronous (distance education)
A form of distance education, such as live webinars or video chats, in which the instructor and students interact simultaneously online, providing an experience substantially the same as an on-site classroom course.

T

The Appraisal Foundation (TAF)
The nation's federally authorized authority regarding the real property appraisal profession, including the profession's minimum appraisal standards and appraiser qualifications. It is a private, non-profit organization that accomplishes its mission through the work of its two independent boards, the AQB and ASB, and councils.

trainee appraiser *(lowercase)*
A general term referring to any individual gaining appraisal experience under supervision. The term does not imply the formal classification of "Trainee Appraiser" as defined in the *Criteria*.

Trainee Appraiser *(capitalized)*
The entry-level classification for individuals authorized by a State Appraiser Regulatory Agency to perform appraisal assignments under the direct supervision of a qualified Supervisory Appraiser.

This classification is not a credential but provides a pathway for obtaining the experience required to qualify for a credential at a higher classification level.

Training
The process by which an individual develops appraisal knowledge and skills through a program authorized under these *Criteria*. Training may occur through a direct supervision by an appraiser providing supervision (including by a Supervisory Appraiser), participation in a Practicum program, or completion of an approved program such as PAREA. Training involves instruction, guidance, and feedback intended to help the individual gain experience necessary for credentialing but is distinct from the experience credit itself.

U

USPAP
The Uniform Standards of Professional Appraisal Practice (USPAP) as promulgated by the ASB are the generally accepted standards of practice for the appraisal profession in the United States. USPAP establishes the minimum ethical and performance requirements for appraisers in appraisal practice.

CRITERIA APPLICABLE TO ALL CLASSIFICATIONS

The following requirements apply to **all individuals governed by the *Criteria***, including the **Trainee Appraiser** and all levels of licensure and certification, *i.e.,* **Licensed Residential, Certified Residential, and Certified General**.

I. Standards of Practice

Appraisers in all classifications must perform and practice in compliance with USPAP.

II. Extension of Time Frames Due to Extenuating Circumstances

A State Appraiser Regulatory Agency may allow an applicant or credential holder additional time to meet any time frame or deadline established under these *Criteria* when the applicant or credential holder cannot comply with that time frame or deadline due to *Qualifying Circumstances*. The applicant or credential holder must notify the State Appraiser Regulatory Agency as soon as practicable that they are unable to meet a required time frame.

A. Qualifying Circumstances
Circumstances that are unavoidable, extraordinary, and beyond an applicant's or credential holder's control such as being called to military duty, unavoidable processing delays or other procedural errors by a State Appraiser Regulatory Agency, a state- or federally- declared disaster; or other circumstances that meet these prerequisites.

B. Resumption of Time Frames
When the qualifying circumstances have ended, the individual must notify, as soon as practical, the State Appraiser Regulatory Agency providing relief that they can resume the affected activity. The State Appraisal Regulatory Agency then may restart the applicable time frame, allowing the individual the remaining duration of the original period to complete the requirement.

C. Examples
This section may apply to, but is not limited to:

- examination scheduling windows;
- continuing education cycles; or
- completion of experience or training requirements.

D. State Discretion
Each State Appraiser Regulatory Agency retains discretion to determine the documentation required to claim such an extension of time, its duration, and any conditions necessary to ensure compliance with these *Criteria* and state law.

III. Background Checks

A. All applicants for a real property appraiser credential or for a Trainee Appraiser classification must have a background that does not call the public trust into question.

B. Applicants must provide State Appraiser Regulatory Agencies with all information and documentation the jurisdiction needs to determine the applicant's fitness for licensure or certification.

C. An applicant is not eligible for a Trainee Appraiser classification or for a credential if, within the five (5) years before the application date, the applicant was convicted of, or pled guilty or *nolo contendere* to, a crime that would call the applicant's fitness into question.

D. An applicant may not be eligible for a Trainee Appraiser classification or for a credential if, within five (5) years before the application date, the applicant was held civilly liable for any act that could call into question their fitness to perform the functions authorized by Trainee Appraiser classification or by the credential.

E. Additional guidance related to background checks for applicants for a real property appraiser classification may be found in Guide Note 9 (GN-9).

IV. Interpretations and Guide Notes (GN)

The AQB periodically may issue Interpretations to the *Criteria* (binding) or Guide Notes (advisory) on interpretations or application of the *Criteria*.

CRITERIA APPLICABLE TO ALL LEVELS OF LICENSURE AND CERTIFICATION

The following sections apply only to individuals seeking or holding a **Licensed Residential, Certified Residential,** or **Certified General** real property appraiser credential. The sections define the qualifications, education, examination, experience, and continuing education requirements that must be met to **obtain and maintain** a credential.

I. Reciprocity and Credential Recognition

A. Recognition of Existing Credentials
An existing credentialed holder, *i.e.,* Licensed Residential, Certified Residential, and Certified General, in good standing in any jurisdiction is considered to be in compliance with current *Criteria* if they have passed an AQB-approved qualifying examination and have met all other requirements for their credential.

B. Application to Mobility and Reciprocity
This recognition applies to reciprocity, temporary practice, renewals, and applications for the same or lower-level credential in another jurisdiction.

C. Ongoing CE Requirement
Someone credentialed in more than one jurisdiction must meet the CE requirements in each jurisdiction, with the exception of temporary practice.

D. CE Reciprocity
Notwithstanding *Section I.C. "Ongoing CE Requirement"* above, when an appraiser's CE has

been completed and accepted by one State Appraiser Regulatory Agency, that completion ***may*** be recognized by other State Appraiser Regulatory Agencies as satisfying the appraiser's CE obligations under this *Criteria*, provided the courses were approved by CAP or by a State Appraiser Regulatory Agency as meeting the requirements of this *Criteria*.

State Appraiser Regulatory Agencies may require documentation and/or charge administrative fees for verifying CE completion but are encouraged to recognize valid CE credit earned in other jurisdictions.

II. General Education Criteria

A. Class-Hour Definition

1. A class-hour is defined as fifty (50) minutes of student instruction out of each sixty (60) minute segment.
2. The prescribed class-hour total includes time allocated for examinations.

B. Acceptable Education Providers

Credit for the class hour requirements may be obtained only from the following providers:

1. Accredited colleges or universities;
2. Community or junior colleges;
3. Real estate appraisal or real estate-related organizations;
4. State or federal agencies or commissions;
5. Proprietary schools;
6. Providers approved by State Appraiser Regulatory Agencies; or
7. The Appraisal Foundation, AQB or ASB**.**

C. Restriction on Using Experience as Education Credit

Experience may not be substituted for education.

D. Distance Education (Synchronous, Asynchronous, and Hybrid)

1. Synchronous courses

Synchronous courses provide for instruction and interaction substantially the same as on-site classroom courses. Synchronous courses meet class hour requirements if they comply with section *II.A "Class Hour Definition*" and section *II.B "Acceptable Education Providers"* above.

2. Asynchronous courses

An asynchronous distance education course meets class hour requirements if it satisfies all of the following conditions:

a. Interaction. The course provides reciprocal interaction where the student can communicate verbally or in writing with the instructor.

b. Content Approval. The course content is approved by one of the following:

i. The AQB;
ii. A State Appraiser Regulatory Agency; or
iii. An accredited college, community college, or university that offers distance education programs approved or accredited by;
1.) The Commission on Colleges,
2.) A regional or national accreditation association, or
3.) An accrediting agency that is recognized by the U.S. Secretary of Education.

Non-academic credit college courses provided by a college shall be approved by the AQB or the State Appraiser Regulatory Agency.

c. Course Delivery Mechanism Approval. Course delivery mechanism approval is obtained from one of the following sources:
i. The AQB;
ii. An AQB-approved organization that reviews course design and delivery (such as TAF or other approved independent entity); or
iii. A qualifying college or university that:

1.) Awards academic credit for the distance education course; or
2.) Approves course design and delivery that incorporate interactivity.

3. Hybrid delivery

Hybrid courses meet class hour requirements if each session satisfies the requirement for the delivery method used:

a. In-person course sessions must meet II.A and II.B
b. Synchronous course sessions must meet II.A and II.B
c. Asynchronous courses sessions must meet II.A., II.B., and II.D.2

E. Qualifying Education (QE)

1. Required Core Curriculum for QE

Class hours will be credited only for educational offerings whose content follows the Required Core Curriculum for each respective classification.

Course content requirements may be general or specific to particular property types.

The *Required Core Curriculum* is organized by major headings, each identifying the number of required classroom hours. Guide Note 1 (GN-1) provides non-mandatory guidance for curriculum content, including subtopics listed under each major module. These subtopics are used by the AQB to develop the Examination Content Outlines for

each credential classification and may be amended periodically to reflect updates in appraisal methodology, technology, or the Body of Knowledge.

2. QE Credit for Accredited College or University Programs

While not required, an applicant may receive credit toward qualifying education requirements by completing a real estate–related certificate or degree from an accredited, degree-granting college or university that:

- **a.** Is approved by the Association to Advance Collegiate Schools of Business (AACSB) or by a regional or national accreditation agency recognized by the U.S. Secretary of Education; and
- **b.** Has had its curriculum reviewed and approved by the AQB.

To count as qualifying education, any course in a certificate program offered by an accredited, degree-granting college or university also must be offered as part of that institution's baccalaureate or graduate curriculum.

The AQB maintains a list of approved college or university certificate and degree programs, identifying the portions of the Required Core Curriculum hours satisfied by each program.

Candidates who hold degrees from AQB-approved institutions must complete any additional education required for the credential in which the approved degree is judged to be deficient by the AQB.

3. Minimum QE Course Length and Final Examination Requirements

a. Minimum Course Length

Each qualifying education course must be at least fifteen (15) hours in length, except for an eight (8)-hour course that meets the content requirements of the *Valuation Bias and Fair Housing Laws and Regulations Course Outline*, which is specifically recognized as a qualifying education course of shorter duration.

b. Final Examination

The individual must successfully complete a proctored, closed-book, final examination that is pertinent to the content of the course.

4. Testing Requirements for Courses Covering Multiple Curriculum Modules

When a qualifying education course includes instructional content from more than one Curriculum Module listed in the Required Core Curriculum, the course must include a separate and appropriate test for each Curriculum Module represented in that course. For example, if a single course covers topics from both the *Basic Appraisal Principles* module and the *Basic Appraisal Procedures* module, the course must either provide a distinct examination for each module, or a single exam that covers all of the material for both modules.

5. Duplicate Course Credit

Applicants may not receive qualifying education credit for the same course more than once.

6. 15-Hour National USPAP Course (or AQB-Approved Equivalent)

a. Completion Requirement

Applicants must successfully complete the 15-Hour National USPAP Course or its AQB-approved equivalent and pass the associated 15-Hour National USPAP Course examination as part of the qualifying education requirements for initial credentialing.

b. Equivalency Determination

Equivalency shall be determined through CAP or by an alternate method established by the AQB. For purposes of this requirement, an "AQB-approved equivalent" means a course developed and delivered by a provider that has been independently approved by the AQB through CAP or other AQB recognized processes as covering the same content as the current edition of the 15-Hour National USPAP Course.

Each new edition of the 15-Hour National USPAP Course or any approved equivalent developed by a different provider is considered a separate course for qualifying education credit.

c. Instructor Requirement

Qualifying education credit for the 15-Hour National USPAP Course or its AQB-approved equivalent shall be awarded only when the course is instructed by at least one AQB-Certified USPAP Instructor who is also a Certified Residential or General Residential appraiser in good standing.

7. Distance Education Requirements (QE)

Distance education courses used for qualifying education must meet the general requirements described in Section *II.D "Distance Education (Synchronous, Asynchronous, and Hybrid)"* and include the following:

a. Final Examination Requirement

A written, closed-book, final examination is required. The exam must be proctored by an official approved by the college, university, or sponsoring organization and may be administered in person, remotely, or using biometric proctoring methods. The term "written" includes exams delivered on paper or electronically.

b. ADA-Approved Alternative Formats

Oral or alternative exam formats may be provided as a reasonable accommodation under the Americans with Disabilities Act (ADA) or other applicable laws, provided that the integrity of the examination and proctoring process is maintained.

c. Compliance Requirement

The final examination must comply with all applicable proctoring and final examination requirements specified in Section *II.E.3 "Minimum QE Course Length and Final Examination Requirements".*

F. Continuing Education (CE)

1. Purpose of CE

The purpose of CE is to support appraisers in maintaining and enhancing their professional knowledge, skills, and competency in real property appraisal practice.

2. Repeating Courses

Appraisers may not receive credit for repeating the same CE course within a single CE cycle.

3. Minimum Course Length

Credit toward the CE hour requirements for each appraiser classification may be granted only where the length of the educational offering is at least two (2) hours.

4. Acceptable Course Topics

Credit may be granted for education offerings that are consistent with the purpose of CE and cover real property related appraisal topics, including, but not limited to:

- **a.** Ad valorem taxation;
- **b.** Arbitration, dispute resolution;
- **c.** Courses related to the practice of real estate appraisal or consulting;
- **d.** Development cost estimating;
- **e.** Ethics and standards of professional practice, USPAP;
- **f.** Valuation bias and fair housing laws and regulations;
- **g.** Land use planning, zoning;
- **h.** Management, leasing, timesharing;
- **i.** Property development, partial interests;
- **j.** Real estate law, easements, and legal interests;
- **k.** Real estate litigation, damages, condemnation;
- **l.** Real estate financing and investment;
- **m.** Real estate appraisal-related computer applications;
- **n.** Real estate securities and syndication;
- **o.** Developing opinions of real property value in appraisals that also include personal property and/or business value;
- **p.** Seller concessions and impact on value; and/or
- **q.** Energy-efficient items and "green building" appraisals.

5. Instructor or Author CE Credit

Up to one-half of an individual's CE requirement may be granted for participating (other than as a student) in appraisal educational processes and programs. Examples include

teaching, program development, authorship of textbooks, or similar activities that are determined to be equivalent to obtaining CE.

Credit for instructing any given course or seminar can be awarded only once during a CE cycle.

6. QE Also Credited as CE

When a credentialed appraiser takes an approved QE course to meet the education requirements for a higher credential, that same course may also be applied toward the CE requirement for the appraiser's current credential, provided the course meets all CE standards in this section.

7. Distance Education Requirements

Distance education courses used for CE must include at least one of the following methods to verify student learning:

a. Final Examination Option

A final examination proctored by an official approved by the college, university, or sponsoring organization. The exam may be administered in person, remotely, or using biometric proctoring methods. The term "written" includes exams delivered on paper or electronically.

b. ADA-Approved Alternative Formats

Oral or alternative exam formats may be provided as a reasonable accommodation in accordance with the Americans with Disabilities Act (ADA) or other applicable laws, provided the integrity of the examination and proctoring process is maintained.

c. Learning Check Option

Successful completion of the course's required learning checks (such as graded quizzes, exercises, or interactive lessons) designed to demonstrate the student's understanding of the material.

8. Field Trip Credit

Real property appraisal–related field trips may be acceptable for CE credit if they are directly related to appraisal practice and include structured instructional content.

Transit time to and from a field trip cannot be included when awarding credit unless instruction occurs during the transit period.

9. 7-Hour National USPAP CE Course (or AQB-Approved Equivalent)

a. Completion Requirement

Appraisers must successfully complete the 7-Hour National USPAP Continuing Education Course, or its AQB-approved equivalent, once every two calendar years.

b. Equivalency Determination

The AQB determines equivalency through CAP or by an alternate method established by the AQB. For purposes of this requirement, an "AQB-approved equivalent" means a course developed and delivered by a different provider that has been independently approved by the AQB through CAP or other AQB recognized processes as covering the same content as the current edition of the 7-Hour National USPAP Continuing Education Course.

Each new edition of the 7-Hour National USPAP Continuing Education Course, or any approved equivalent developed by a different provider, is considered a separate course for CE credit.

c. Instructor Requirement

To qualify for USPAP CE credit, the course must be instructed by at least one AQB-Certified USPAP Instructor who is also a Certified Residential or General Appraiser in good standing.

d. Multiple-Jurisdiction Credit

Individuals credentialed in more than one jurisdiction are required to complete only one 7-Hour National USPAP Continuing Education Course (or its AQB-approved equivalent) within each two-calendar-year period to satisfy the *Criteria* for all jurisdictions in which they hold a credential.

Individuals credentialed in more than one jurisdiction are likewise required to complete only one course that meets the content requirements of the Valuation Bias and Fair Housing Laws and Regulations Course Outline within each two-calendar-year period to satisfy the *Criteria* for all jurisdictions in which they hold a credential.

e. AQB Certified USPAP Instructors

AQB-Certified USPAP Instructors who successfully complete an *Instructor Recertification Course* and exam (if an exam is required) within their current CE cycle will have satisfied the *7-Hour National USPAP Continuing Education Course* CE requirement.

10. Valuation Bias and Fair Housing Laws and Regulations

Appraisers must successfully complete a course of at least 4 hours in length that meets the content requirements of the Valuation Bias and Fair Housing Laws and Regulations Course Outline once every two calendar years.

Each edition or provider version of this course that meets the *Criteria* outline requirements is considered a separate course for CE credit.

11. CE Hour Requirement

The equivalent of fourteen (14) class hours of instruction for each year during the period preceding renewal is required.

For example, a two-year CE cycle would require twenty-eight hours (28). The class hour requirement may be fulfilled at any time during the cycle.

12. Inactive Status and Extenuating Circumstances

A State Appraiser Regulatory Agency with appropriate authority may place a credential holder on inactive status if the State Appraiser Regulatory Agency determines a deficiency in CE qualifies for relief under Section *II. "Extension of Time Frames Due to Extenuating Circumstances".*

Prior to reactivation, credential holders in an inactive status must complete all CE hours that would have been required if the credential holder held active status.

Credential holders are required to complete one current edition of each of the following courses, regardless of how many CE cycles were missed:

a. The 7-Hour National USPAP Continuing Education Course (or its AQB-approved equivalent); and
b. A course meeting the AQB's Valuation Bias and Fair Housing Laws and Regulations Course Outline that is at least four (4) hours in length.

Waivers cannot be granted to credential holders who have failed to meet the CE requirements.

13. CE Requirements for Partial-Year Cycles

Credentialed appraisers are required to complete CE based on the length of time their credential was active during the period preceding renewal.

This requirement applies when an appraiser's credential has been active for less than a full year period, such as when a credential is first issued, reinstated after inactivity, or renewed on a shortened schedule. The number of CE hours required is determined by how long the credential was active during that year:

a. If a credential was active for 185 days or more within a CE year, the appraiser must complete 14 hours of CE for that year.
b. If a credential was active for less than 185 days, the appraiser is not required to complete CE for that year.

> **Example #1**: A credential issued August 15 and expiring December 31 of the same year requires no CE hours for that year.
>
> **Example #2**: A credential issued May 15 and expiring December 31 of the same year requires 14 CE hours for that year.
>
> **Example #3**: A credential issued August 15 and expiring December 31 of the following year requires 14 hours of CE to renew.

CE hours may be completed at any time during the appraiser's CE cycle, provided the total required hours are completed before renewal.

14. CE Credit for State Appraiser Regulatory Agency Meetings

Credentialed appraisers may receive CE credit for attending a State Appraiser Regulatory Agency meeting, under the following conditions:

a. Credit may be granted for only one meeting each CE cycle.
b. The meeting must be open to the public and must be a minimum of two (2) hours in length.
c. The total credit that may be earned for attending such meetings cannot exceed seven (7) hours.
d. The State Appraiser Regulatory Agency must verify that the attending appraiser was present for its entire meeting.

III. General Experience Criteria

An applicant for any classification may satisfy the experience requirement through one, or a combination (unless an exception is noted) of any, of the AQB-recognized experience pathways described in this section.

The *Log-Based Experience Pathway* is the traditional method where a log is retained in which experience is measured, verified, and documented in hours under the supervision of a qualified supervisory appraiser.

An *Approved Program Experience Pathway* includes AQB-approved, or State Appraiser Regulatory Agency-approved programs that provide an alternative means of earning experience through structured and verified program completion rather than logged hours. Examples of approved programs include the PAREA and Practicum Programs.

Experience may be earned through either pathway or a combination of both.

Partial completion of an approved program does not qualify for experience credit.

A. Log-Based Experience Pathway

This pathway requires an applicant to document a specific number of experience hours in the appraisal process.

1. Restriction on Substitution of Education for Experience
Education may not be substituted for log-based experience credit.

2. Quantitative Experience Requirements
Applicants must satisfy the experience requirement through time spent participating in the real property appraisal process.

Acceptable experience includes appraisal, appraisal review, appraisal consulting, and mass appraisal as long as they are performed in conformance with USPAP, including the applicable development and reporting standards (i.e. STANDARDS 1 and 2, 3 and 4, or 5 and 6).

Log-based experience must be obtained from participation in appraisal-related activities that contribute to the development or reporting of an appraisal or appraisal review assignment that results in a USPAP-compliant appraisal report or appraisal review report.

Qualifying experience may include one or more of the following activities within the appraisal process:

- **a.** Identifying the problem to be solved;
- **b.** Determining the scope of work necessary to develop credible results;
- **c.** Conducting market analysis and analyzing factors that affect value;
- **d.** Gathering, verifying, and analyzing relevant data;
- **e.** Applying one or more approaches to value as appropriate to the assignment;
- **f.** Reconciling the quality and quantity of data and analyses to develop an opinion of value; and
- **g.** Communicating the appraisal or appraisal review results in a USPAP-compliant report.

An applicant is not required to have performed every step in each assignment. However, all claimed experience must demonstrate participation in one or more components of the appraisal process itself and must be part, or all, of the work that contributed to a USPAP-compliant result.

3. Definition of an Hour of Experience

An hour of experience is defined as verifiable time an applicant spends performing tasks consistent with acceptable real property appraisal practice.

4. Cumulative Experience Credit

Hours of experience may be accumulated over multiple time periods to meet the total experience requirement for a credential. Experience is not required to be earned consecutively or without interruption.

The following is an example of cumulative experience:

Year 1	200 Hours
Year 2	300 Hours
Year 3	100 Hours
Year 4	400 Hours
Year 5	500 Hours
Total	**1,500 Hours**

5. Client Requirement for Experience Credit

Log-based experience credit may be earned for appraisal or appraisal review work performed without a traditional client, such as an assignment completed for an educational

program, employer, or other intended user. Consistent with USPAP, each appraisal or appraisal review report must state the identity of the client, which may include a non-traditional client when permitted by the State Appraiser Regulatory Agency. Experience gained through such work may satisfy any portion of the total experience requirement, provided it demonstrates meaningful participation in appraisal development or reporting activities and is properly documented.

6. Documentation of Experience

Applicants must provide documentation to the State Appraiser Regulatory Agency supporting all claimed experience.

Documentation may include reports, certifications, or file memoranda showing USPAP compliance.

If these are unavailable for good cause, the agency may accept other evidence at its discretion.

7. Experience Log Verification

The experience log must accurately reflect the applicant's own work and any supervision provided, including the nature and scope of the applicant's participation in each appraisal or appraisal review assignment. The State Appraiser Regulatory Agency will provide specific forms and instructions for verifying log-based experience. Verification must confirm that the logged assignments were completed in compliance with the applicable requirements of these *Criteria* and USPAP and that the applicant's participation was appropriately supervised and documented.

At a minimum, the applicant's experience log must include:

- **a.** Property Type;
- **b.** Date of report;
- **c.** Property identification (address, APN, survey description, etc.);
- **d.** Description of the work performed by the applicant
- **e.** Scope of the supervision provided by the appraiser providing supervision, ***if applicable*;**
- **f.** Number of actual work hours spent by the applicant on the assignment;
- **g.** The signature of the applicant; and
- **h.** The signature and state certification number of the appraiser providing supervision, ***if applicable.***

Each signature on the log attests that the information provided is accurate, current, and complies with the requirements of the credentialing State Appraiser Regulatory Agency. When an appraiser provides supervision, that appraiser's signature further attests that the supervision provided met the requirements of the Criteria, USPAP, and applicable State law.

Separate logs must be maintained for each appraiser providing supervision (if supervision is applicable or required).

8. No Maximum Time Limit for Gaining Experience

There is no maximum time limit during which experience hours may be obtained.

9. Earliest Acceptable Date for Experience

All experience must have been gained after January 30, 1989.

10. Log-Based Experience Earned Under International Valuation Standards (IVS)[3]

Experience gained under IVS may be accepted for log-based experience credit if the following conditions are met:

a. The applicant must have completed valuation assignments in accordance with IVS for at least:

i. Six (6) months and 1000 hours for the Licensed Residential Appraiser level;
ii. Nine (9) months and 1500 hours for the Certified Residential Appraiser level; or
iii. Eighteen (18) months and 3000 hours (1500 of which were in non-residential work) for the Certified General Appraiser level.

b. The applicant must have served as the appraiser of record for the assignments included in the log and be able to verify that the reports were completed in compliance with IVS.

c. Experience must be documented using a log-based document that includes, for each report, at a minimum:

i. Property type;
ii. Date of report;

Property identification (address, APN, survey description, etc.);

a. Description of the work performed by the applicant;
b. Scope of supervision provided by the appraiser providing supervision, ***if applicable.***
c. Number of actual work hours spent by the applicant on the assignment;
d. The signature of the applicant; and
i. When applicable, include the name of the appraiser providing supervision or oversight, their professional designation or credential identifier (if applicable), and the organization or authority through which that credential is recognized.
ii. The log does not require the signature of an appraiser providing supervision, when no supervision occurred.
iii. All claimed experience must be verifiable and auditable, and the applicant must retain documentation sufficient to demonstrate compliance with IVS.
iv. The applicant must submit three USPAP-compliant demonstration appraisal reports to the State Appraiser Regulatory Agency that evidence competency at

[3] The AQB in the future may authorize State Appraiser Regulatory Agencies to accept work performed under other acceptable international valuation/appraisal standards.

the credential level sought. These reports may be prepared for a real client or developed solely for demonstration purposes.

v. This pathway may not be combined with other experience pathways.

B. Approved Program Experience Pathway

Experience credit may also be earned through AQB or State Appraisal Regulatory Agency-approved programs that simulate or replicate the appraisal process and award defined experience credit equivalency upon completion.

Types of approved programs include only:

1. **PAREA;**
2. **Practicum; and**
3. **AQB-approved confidential or specialized training programs** – programs individually reviewed and approved by the AQB that meet the intent of this pathway.

Each approved program must be completed in its entirety to receive experience credit.

C. Combining Experience Pathways

Experience credit may be earned through any combination of AQB-recognized experience pathways.

1. A State Appraiser Regulatory Agency may grant credit from multiple pathways, provided that all experience is verifiable and meets the requirements for the credential level sought.
2. The total of all combined experience credit must equal or exceed both the hour and time requirements for the credential level.
   a. How Pathways May Be Combined

Applicants may satisfy the experience requirement through a combination of career-based programs, Practicum programs, and log-based experience, subject to approval by the state appraiser regulatory agency. The table below provides illustrative examples of how these combinations can be applied.

EXAMPLE COMBINATION	CREDENTIAL GOAL	EXPERIENCE CREDIT APPLIED	EXPLANATION
LR PAREA + LOG-BASED EXPERIENCE	Certified Residential	LR PAREA credit (up to 1,000 hours / 6 months) combined with additional verified experience (up to 500 hours / 3 months)	Demonstrates progression from LR PAREA to CR through additional supervised work.
LR PAREA + CR PAREA	Certified Residential	Combined credit up to 1,500 hours / 9 months	LR PAREA credit carries forward and CR PAREA

			credit adds remaining requirements.
ANY PAREA + PRACTICUM + LOG-BASED EXPERIENCE	Any	Variable, per AQB or State approval	Illustrates flexible combinations; States determine acceptability and verification.

b. Key Clarifications

i. Each PAREA program is approved for a specific credential level. Some are direct-entry, encompassing all necessary competencies for that level; others are sequential, designed to build on prior PAREA or credential completion.

ii. The phrase "up to" denotes the *maximum* amount of experience credit that can be applied toward the requirement; State Appraiser Regulatory Agencies determine the actual amount credited.

iii. Partial completion of a PAREA or of a Practicum program is not eligible for experience credit.

iv. Verification:

1.) Each completed PAREA program must include a provider-issued certificate of completion from an AQB-approved program

2.) Each completed Practicum program must include a provider-issued certificate of completion from an AQB-approved or State Appraiser Regulatory Agency-approved program

3.) Log-based experience must be supported by a signed experience log.

v. State discretion: State Appraiser Regulatory Agencies may allow combinations of approved experience sources, provided all combined credit satisfies or exceeds AQB minimums for both hours and time.

IV. Specific Experience Criteria (for Approved Programs)

The following sections describe the specific experience requirements for each type of AQB-approved program identified in Section *III.B "Approved Program Experience Pathway".* These programs provide structured, competency-based alternatives to log-based experience and must be completed in accordance with AQB- or State Appraiser Regulatory Agency-approval for the related credential level.

A. PAREA

To qualify as creditable experience, AQB-approved PAREA programs must:

1. Contain, at a minimum, the content specified in the Practical Applications of Real Estate Appraisal section of the *Criteria*.

2. Require participants to have the following prerequisites before starting training:

a. For the Licensed Residential Track: 158 hours of qualifying education as specified in the *Required Core Curriculum* for the Licensed Residential Real Property Appraiser credential.

b. For the Certified Residential Track: 203 hours of qualifying education as specified in the *Required Core Curriculum* for the Certified Residential Real Property Appraiser credential; and

i. Possession of a valid Licensed Residential credential; or

ii. Successful completion of an AQB-approved PAREA program for the Licensed Residential Real Property Appraiser classification.

3. Provide an adequate number of Mentors to ensure timely and competent mentoring for all program participants.

4. Ensure Mentors meet or exceed the following qualifications:

a. Mentors must be Certified Residential or General appraisers in good standing for a period of at least three (3) years before becoming eligible to become a Mentor and

b. Mentors must not have been subject to any disciplinary action, within any jurisdiction, within the last three (3) years that affected the Mentor's legal eligibility to engage in appraisal practice, or to act as a Supervisory Appraiser. A Mentor who was subject to a disciplinary action is considered in good standing three (3) years after completing the sanction.

5. Ensure program participants produce appraisal reports and meet or exceed the following requirements:

a. Licensed Residential

i. No fewer than three (3) appraisal reports;

ii. Reports must represent a variety of assignment types and property types that are consistent with the Licensed Residential program content; and

iii. Reports must comply with the edition of USPAP that is in effect at the time the appraisal reports were prepared.

b. Certified Residential

i. No fewer than three (3) appraisal reports;

ii. Reports must represent a variety of assignment types and property types that are consistent with the Certified Residential program content; and

iii. Reports must comply with the edition of USPAP that is in effect at the time the appraisal reports were prepared.

6. Provide each program participant that successfully completes PAREA training with a certificate of completion, subject to the following:

a. Participants cannot receive partial credit for PAREA training.

b. Participants cannot receive a certificate of completion until all required components of PAREA training have been successfully completed and approved by a program Mentor.
c. Certificates of completion must be signed by an individual from the training entity qualified to verify a participant's successful completion; and
d. Certificates of completion must not contain an expiration date or other constraints that either limit or restrict the participant's ability to receive appropriate credit.

7. Allow participants successfully completing approved PAREA programs to receive the following experience credit:

a. For participants completing an approved Licensed Residential program:

i. Licensed Residential credential: satisfies 100 percent of the required experience hours and up to the six (6) month minimum time requirement.
ii. Certified Residential credential: satisfies 67 percent of the required experience hours and up to six (6) of the nine (9) month minimum time requirement.
iii. Certified General credential: satisfies 33 percent of the total required experience, none of which is eligible towards the required non-residential hours, and up to six (6) of the eighteen (18) month minimum time requirement.

b. For participants completing an approved Certified Residential program:

i. Licensed Residential credential: satisfies 100 percent of the required experience hours and up to the six (6) month minimum time requirement.
ii. Certified Residential credential: satisfies 100 percent of the required experience hours and up to the nine (9) month minimum time requirement.
iii. Certified General credential: satisfies 50 percent of the total required experience, none of which is eligible towards the required non-residential hours, and up to nine (9) of the eighteen (18) month minimum time requirement.

B. Practicum

Practicum programs approved by the AQB or a State Appraiser Regulatory Agency provide structured, instructor-led appraisal assignments performed on actual, verifiable properties.

To qualify as creditable experience, an AQB- or State Appraiser Regulatory Agency-approved Practicum program, the provider (*see section II.B. "Acceptable Education Providers", above)* must:

1. Define Learning Objectives and Covered Content

a. Clearly identify the learning objectives of the program, including:
b. The credential level(s) (Licensed Residential, Certified Residential, or Certified General) for which the program is intended to qualify experience; and
c. The type and complexity of appraisal assignment(s) to be completed, demonstrating that they are appropriate to the credential level identified. Also see Section IV.B.5 "Define Appraisal Assignments".

d. Include appraisal assignment(s) that reflect real-property valuation practice appropriate to the learning objectives and credential level.

2. Establish Program Structure and Hour Equivalency Justification

a. The program must specify the total number of hours to be awarded upon completion, including time spent in live instruction, supervised work, self-directed study, and assignment development.

b. The program approval submission must include justification for the assigned hours based on the instructional design, content, and expected time required for participants to complete all appraisal assignments.

c. The program must be repeatable and consistently deliverable, with defined structure, content, and instructional methods that ensure each approved version of the program is conducted in the same manner.

3. Provide Adequate Instructor Supervision

a. Each Practicum program must include one or more qualified instructors who provide direct supervision, guidance, and feedback to participants throughout each assignment.

b. Programs must maintain a student-to-instructor ratio that allows adequate oversight, timely feedback and ensures effective supervision.

c. A minimum of twenty-five percent (25%) of the total program hours must involve live, two-way interaction between the instructor and participants, conducted either in person or synchronously online.

d. Recorded materials and independent work may supplement learning but may not replace the required live instructional component.

4. Instructor Qualifications

a. Anyone instructing, supervising, or reviewing participant assignments must hold an active certified residential or certified general credential, as applicable to the property type being taught, and must have been in good standing for at least three (3) years prior to instructing.

b. Instructors are required to comply with all USPAP requirements that apply to their role in developing, reviewing, or presenting the assignments used in the Practicum program.

c. The instructor(s) and the person(s) supervising or reviewing appraisal assignments may be different individuals, provided each meets the applicable credential and competency requirements.

5. Define Appraisal Assignments

a. Practicum assignments do not require an actual client; for USPAP purposes, the practicum program provider serves as the client and intended user, and the assignments carry no business purpose.

b. Each Practicum program must include one or more appraisal assignment(s) performed on actual, verifiable properties. These may include extraordinary assumptions or hypothetical conditions when appropriate[4].

c. Each assignment must represent the complete appraisal process (from problem identification through development and reporting) and be performed in compliance with the current edition of USPAP.

d. Each assignment must result in a USPAP-compliant appraisal report (one assignment equals one report).

e. A practicum program may include structured exercises or case studies that develop specific components of the appraisal process (such as data collection, market analysis, or application of an approach to value). These instructional components must be integrated into, and contribute directly to, the participant's ability to complete the required USPAP-compliant appraisal assignment(s). Exercises alone do not constitute experience credit unless they are part of completing a full practicum assignment.

6. Completion and Experience Credit

a. Participants must successfully complete all program requirements to receive a Certificate of Completion.

b. Partial completion does not qualify for experience credit.

c. Experience credit is awarded on an hour-equivalency basis upon verification that all program learning objectives and appraisal assignments have been completed as approved. The number of experience hours awarded represents credit equivalency established through the AQB or State Appraiser Regulatory Agency approval process and is not based on the actual time an individual spends completing the program.

d. The program provider must maintain documentation of participant completion, instructor evaluation, and program oversight for verification by a State Appraiser Regulatory Agency or other approving authority.

C. AQB-Approved Confidential or Specialized Training Programs

Programs approved under this category are unique or proprietary training programs reviewed and individually approved by the AQB as meeting the intent of the Approved Program Experience Pathway. Such programs are subject to the same completion and verification requirements as other approved programs but may differ in format, delivery, or confidentiality due to the nature of the training.

V. General Examination Criteria

A. Exam Eligibility: An applicant may take an AQB-approved qualifying examination after completing the required qualifying education for the related credential level.

[4] For purposes of these Criteria, the terms extraordinary assumption and hypothetical conditions have the same meaning as defined in USPAP. When this term appears, users should consult the definition of the term(s) in the edition of USPAP that applies to the appraisal assignment being performed.

B. Validity of Exam Results: A successful result relating to a specific credential level is valid indefinitely.

SUPERVISORY APPRAISER REQUIREMENTS

APPLICABLE TO SUPERVISION OF **TRAINEE APPRAISERS** ONLY

Supervisory Appraisers play a critical role in mentoring, training, and developing future appraiser professionals. The *Criteria* must balance two goals: 1) ensure that Supervisory Appraisers are competent and qualified to enhance public trust, and 2) avoiding requirements so strict that they discourage qualified appraisers from supervising trainees.

I. Role of Supervisory Appraiser

Supervisory Appraisers must train, guide, and supervise the Trainee Appraiser by:

- **A.** Accepting responsibility for the appraisal by signing and certifying that the appraisal complies with USPAP;
- **B.** Reviewing and signing the Trainee Appraiser's appraisal report(s); and
- **C.** The Supervisory Appraiser must not provide supervision for property types or assignments beyond their own capabilities as required by USPAP.

II. Supervisory Appraiser Eligibility

To be eligible, a Supervisory Appraiser must hold a Certified Residential or Certified General credential and be in good standing for a period of at least three (3) years. Supervisory Appraisers do not need to be credentialed and in good standing ***in the jurisdiction*** in which the Trainee Appraiser is located ***for any specific minimum period of time***.

With respect to disciplinary sanctions that affect an individual's eligibility to practice as referenced in the paragraph above, do not include administrative sanctions that are unrelated to ethical and competent appraisal practice. Examples may involve isolated administrative responsibilities including late payment of fees, failure to timely renew a credential, or failure to notify a regulatory office of a change in contact information. The intent of this section is to prevent appraisers with significant ethical or competency issues from supervising Trainee Appraisers.

III. USPAP Compliance and Competency Requirements

Supervisory Appraisers must comply with all applicable provisions of the USPAP in their appraisal and supervisory activities, and, in particular, the ETHICS RULE and the COMPETENCY RULE of USPAP as it relates to the property type, scope of work, and geographic area in which the Trainee Appraiser is being supervised.

This ensures that Supervisory Appraisers are qualified to provide meaningful oversight and training for the types of appraisal assignments undertaken by the Trainee Appraiser.

IV. Supervisory Appraiser-Trainee Ratios

A Trainee Appraiser may have more than one Supervisory Appraiser.

However, a Supervisory Appraiser cannot supervise more than three (3) Trainee Appraisers at one time, except as provided below under *V. State-Approved Increased Supervisory Appraiser-Trainee Ratios*.

V. State-Approved Increased Supervisory Appraiser-Trainee Ratios

A State Appraiser Regulatory Agency may authorize a Supervisory Appraiser to oversee more than three (3) Trainee Appraisers only under a state-approved and administered oversight program.

Such a program must include reasonable provisions for monitoring, verification, and ongoing communication with the Supervisory Appraiser to ensure that:

- **A.** Each Trainee Appraiser receives adequate supervision and developmental guidance;
- **B.** The Supervisory Appraiser has sufficient time and resources to provide meaningful oversight to all Trainee Appraisers under supervision; and
- **C.** The Supervisory Appraiser maintains compliance with all AQB and state requirements.

When approving higher ratios, a State Appraiser Regulatory Agency may consider factors such as the Supervisory Appraiser's experience, past compliance record, and the part-time or full-time status of the Trainee Appraisers.

The structure and frequency of monitoring shall be determined by the state program in the credentialing jurisdiction.

VI. Supervisory Appraiser and Trainee Appraiser Experience Log

The Supervisory Appraiser and the Trainee Appraiser must jointly maintain an appraisal experience log.

It is the responsibility of both parties to ensure that the log is accurate, current, and complies with the requirements of the Trainee Appraiser's State Appraiser Regulatory Agency's requirements.

At a minimum, the experience log must include:

- **A.** Property type;
- **B.** Date of report;
- **C.** Property Identification (address, APN, survey description, etc.);
- **D.** Description of the work performed by the Trainee Appraiser and the scope of supervision provided by the Supervisory Appraiser;
- **E.** Number of actual work hours completed by the Trainee Appraiser on the assignment;
- **F.** The signature, and state certification number of the Supervisory Appraiser; and
- **G.** The signature of the Trainee Appraiser.

Each signature on the log attests that the information provided is accurate, current, and complies with the Trainee Appraiser's State Appraiser Regulatory Agency's requirements.

The Supervisory Appraiser's signature further attests that the supervision provided met the requirements of the *Criteria* and applicable state law.

A separate log must be maintained for each Supervisory Appraiser, when applicable.

VII. Supervisory-Trainee Appraiser Course Requirement

Supervisory Appraisers must complete a course on the requirements and responsibilities of supervisors and trainees. The course content must, at a minimum, comply with AQB specifications. A Supervisory Appraiser must complete this course before supervising a Trainee Appraiser. Refer to the *Supervisory Appraiser/ Trainee Appraiser Course Objectives and Outline* provided in this *Criteria*.

Table of Contents

REAL PROPERTY APPRAISER CLASSIFICATIONS

This section outlines the specific requirements for the following real property appraiser classifications:

A. Trainee Appraiser
B. Licensed Residential Real Property Appraiser
C. Certified Residential Real Property Appraiser
D. Certified General Real Property Appraiser

The following summary table provides a high-level comparison of the minimum requirements for each classification.

Requirement	Trainee Appraiser	Licensed Residential	Certified Residential	Certified General
Required Core Curriculum				
	None required	158 hours	203 hours	308 hours
Experience (Option 1)				
Log-Based Experience	None required	1,000 hours	1,500 hours	3,000 hours (1,500 of which are non-residential)
Minimum Time for Log-Based Experience	N/A	6 months	9 months	18 months
Experience (Option 2)				
There are other ways to meet the experience requirements besides the Log-Based Experience Pathway noted above. Please see the details in the *Criteria* for the various options listed under "Approved-Program Based Experience."				
Required Exam				
	None required	Licensed Residential Exam	Certified Residential Exam	Certified General Exam

In addition to the credential-specific requirements detailed on the following pages, an applicant must comply ***Criteria Applicable to All Classifications*.**

REQUIRED CORE CURRICULUM

*The following chart summarizes the **Required Core Curriculum** for real property appraiser credentialing. These courses establish the education foundation associated with each credential level. Qualifying education and experience may be completed in any order; however, all education requirements must be satisfied prior to application for the related credential.*

LICENSED RESIDENTIAL	
BASIC APPRAISAL PRINCIPLES	30 HOURS
BASIC APPRAISAL PROCEDURES	30 HOURS
VALUATION BIAS AND FAIR HOUSING LAWS AND REGULATIONS	8 HOURS
15-HOUR NATIONAL USPAP COURSE (OR ITS EQUIVALENT)	15 HOURS
RESIDENTIAL MARKET ANALYSIS AND HIGHEST AND BEST USE	15 HOURS
RESIDENTIAL APPRAISER SITE VALUATION AND COST APPROACH	15 HOURS
RESIDENTIAL SALES COMPARISON AND INCOME APPROACHES	30 HOURS
RESIDENTIAL REPORT WRITING AND CASE STUDIES	15 HOURS
TOTAL	**158 HOURS**

CERTIFIED RESIDENTIAL	
BASIC APPRAISAL PRINCIPLES	30 HOURS
BASIC APPRAISAL PROCEDURES	30 HOURS
VALUATION BIAS AND FAIR HOUSING LAWS AND REGULATIONS	8 HOURS
15-HOUR NATIONAL USPAP COURSE (OR ITS EQUIVALENT)	15 HOURS
RESIDENTIAL MARKET ANALYSIS AND HIGHEST AND BEST USE	15 HOURS
RESIDENTIAL APPRAISER SITE VALUATION AND COST APPROACH	15 HOURS
RESIDENTIAL SALES COMPARISON AND INCOME APPROACHES	30 HOURS
RESIDENTIAL REPORT WRITING AND CASE STUDIES	15 HOURS
STATISTICS, MODELING AND FINANCE	15 HOURS
ADVANCED RESIDENTIAL APPLICATIONS AND CASE STUDIES	15 HOURS
MARKET DATA ANALYTICS APPLICATIONS AND CASE STUDIES	15 HOURS
TOTAL	**203 HOURS**

CERTIFIED GENERAL	
BASIC APPRAISAL PRINCIPLES	30 HOURS
BASIC APPRAISAL PROCEDURES	30 HOURS
VALUATION BIAS AND FAIR HOUSING LAWS AND REGULATIONS	8 HOURS
15-HOUR NATIONAL USPAP COURSE (OR ITS EQUIVALENT)	15 HOURS
MARKET DATA ANALYTICS APPLICATIONS AND CASE STUDIES	30 HOURS
GENERAL APPRAISER MARKET ANALYSIS AND HIGHEST AND BEST USE	30 HOURS
STATISTICS, MODELING AND FINANCE	15 HOURS
GENERAL APPRAISER SITE VALUATION AND COST APPROACH	30 HOURS
GENERAL APPRAISER SALES COMPARISON APPROACH	30 HOURS
GENERAL APPRAISER INCOME APPROACH	60 HOURS
GENERAL APPRAISER REPORT WRITING AND CASE STUDIES	30 HOURS
TOTAL	**308 HOURS**

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TRAINEE APPRAISER

The Trainee Appraiser is an entry-level classification, not a credential.

This classification authorizes an individual to perform appraisal assignments only under the supervision of a qualified Supervisory Appraiser.

Because the Trainee Appraiser is not a credential holder, this classification is not eligible for reciprocity or independent practice in any jurisdiction.

I. Scope of Practice

A. Classification Definition

The Trainee Appraiser classification includes any documented non-certified or non-licensed real property appraisers who are subject to the *Criteria.*

Individual State Appraiser Regulatory Agencies may use different terms for this classification, such as *registered appraiser*, *apprentice appraiser*, or *provisional appraiser.*

B. Appraisal Authority

A Trainee Appraiser can only appraise properties that the Supervisory Appraiser is credentialed and competent to appraise.

C. Record Retention

The Trainee Appraiser, as well as the Supervisory Appraiser, shall be entitled to obtain copies of appraisal reports and/or permitted appropriate access and retrieval arrangements for all workfiles for appraisals in which he or she participated, in accordance with the RECORD KEEPING RULE of USPAP.

D. USPAP Compliance

The Trainee Appraiser must comply with the COMPETENCY RULE of USPAP. See also: *Criteria Applicable to All Classifications Section I, Standards of Practice*.

II. Qualifying Education

A. Education Requirement

As the prerequisite for application, an applicant must have completed eighty-three (83) hours of qualifying education as specified in the *Required Core Curriculum*. This includes passing all required end-of-course examinations and completing the 15-Hour National USPAP Course (or its AQB-approved equivalent), along with its associated examination. All qualifying education must be completed within the five (5) year period immediately preceding the date of application for a Trainee Appraiser credential.

TRAINEE APPRAISER	
BASIC APPRAISAL PRINCIPLES	30 HOURS
BASIC APPRAISAL PROCEDURES	30 HOURS
VALUATION BIAS AND FAIR HOUSING LAWS AND REGULATIONS	8 HOURS
15-HOUR NATIONAL USPAP COURSE (OR ITS EQUIVALENT)	15 HOURS
TOTAL	83 HOURS

B. Supervisor–Trainee Appraiser Course

A supervisor–trainee course is a mandatory prerequisite for obtaining the Trainee Appraiser classification.

This course must:

1. Address the requirements and responsibilities of both Supervisory Appraisers and Trainee Appraisers;
2. Include content consistent with the Supervisor–Trainee Appraiser Course Objectives and Outline provided in this *Criteria*; and
3. Be successfully completed prior to applying for a Trainee Appraiser classification.

Completion of this course does not count toward QE hours required for obtaining a credential and is not eligible for CE credit.

III. Experience

There are no experience requirements for the Trainee Appraiser classification. Experience hours earned as a Trainee Appraiser may be applied toward a credential when supervised and documented in accordance with the *Supervisory Appraiser Requirements* section of this *Criteria*.

IV. Examination

No examination is required for the Trainee Appraiser classification.

However, the Trainee Appraiser must pass all end-of-course examinations for any qualifying education courses taken to earn credit.

V. Training and Supervision

A. Supervision Overview

All appraisal practice by a Trainee Appraiser must be performed under the direction and supervision of a qualified Supervisory Appraiser who meets the requirements of the *Supervisory Appraiser Requirements* section of this *Criteria*.

A Trainee Appraiser may have multiple Supervisory Appraisers. A separate appraisal experience log must be maintained for each Supervisory Appraiser.

B. Joint Responsibilities

The Trainee Appraiser and each Supervisory Appraiser share joint responsibility for maintaining an appraisal experience log that is accurate, current, and compliant with the requirements of the credentialing jurisdiction.

At a minimum, the log must include:

1. Property type;
2. Date of report;
3. Property Identification (address, APN, survey description, etc.);
4. Description of the work performed by the Trainee Appraiser and the scope of supervision provided by the Supervisory Appraiser;
5. Number of actual work hours completed by the Trainee Appraiser on the assignment;
6. The signature and state appraisal credential number of the Supervisory Appraiser; and
7. The signature of the Trainee Appraiser.

Each signature on the log attests that the information provided is accurate, current, and complies with the requirements of the credentialing jurisdiction.
A separate log must be maintained for each Supervisory Appraiser.

C. Exception for Mass Appraisal and Ad Valorem Offices

When a Trainee Appraiser earns experience in a state or local assessment office that is required by statute or regulation to comply with USPAP and operates under a recognized mass-appraisal standards framework (such as those established by the International Association of Assessing Officers), the experience does not require the involvement or signature of an AQB-defined Supervisory Appraiser.

In these circumstances oversight of valuation work is performed within an established internal review structure. Personnel responsible for review or quality assurance may or may not hold an appraiser credential. Although their oversight does not constitute AQB-defined “Supervision,” it functions as supervision within the statutory mass-appraisal framework, where valuation work is legally subject to mandated internal review and USPAP compliance.

For experience verification purposes, the chief assessing officer (or equivalent authorized official) will sign the experience log to confirm:

1. Appraisals are completed in compliance with USPAP;
2. The applicant’s work was performed within that system; and
3. The hours and duties reported are accurate and verifiable.

This exception applies only to mass appraisal assessment activities meeting the statutory USPAP-compliance requirement and does not alter the Supervisory Appraiser requirements in any other appraisal practice setting.

D. Cross-Reference to Supervisory Appraiser Requirements

The Supervisory Appraiser Requirements section of this *Criteria* contains all provisions governing:

1. Supervisory Appraiser eligibility and certification status;
2. The number of Trainee Appraisers a Supervisory Appraiser may oversee;
3. State-approved oversight programs permitting expanded supervision; and
4. The specific supervisory responsibilities, competency standards, and conduct requirements applicable to Supervisory Appraisers.

Trainee Appraisers are expected to be familiar with those requirements to understand the parameters of acceptable supervision and documentation.

LICENSED RESIDENTIAL REAL PROPERTY APPRAISER

I. Scope

A. Qualifications

The Licensed Residential Real Property Appraiser classification qualifies the appraiser to appraise *non-complex* one-to-four residential units having a transaction value less than $1,000,000, and complex one-to-four residential units having a transaction value less than $400,000.

B. Definition of "Complex" Appraisals

A complex one-to-four residential unit property appraisal is one where the property, ownership, or market conditions are atypical.

C. Property Types and Limitations

For non-federally related transaction appraisals, the transaction value shall mean market value.

1. The classification includes the appraisal of vacant or unimproved land that is utilized for one-to-four residential units, or for which the highest and best use is for one-to-four residential units.
2. The classification does not include appraising subdivisions for which a development analysis/appraisal is necessary.

D. USPAP Compliance

A Licensed Residential Real Property Appraiser must comply with the USPAP, including its COMPETENCY RULE. *See also*, "*Criteria Applicable to All Classifications" Section I, Standards of Practice.*

II. Qualifying Education

A. To qualify for the Licensed Residential Real Property Appraiser classification, an applicant must complete one hundred fifty-eight (158) creditable class hours as specified in the *Required Core Curriculum*. As part of the 158 required hours, the applicant must complete the *15-Hour National USPAP Course* (or its AQB-approved equivalent) and pass its examination; no alternatives are accepted.

LICENSED RESIDENTIAL	
BASIC APPRAISAL PRINCIPLES	30 HOURS
BASIC APPRAISAL PROCEDURES	30 HOURS

VALUATION BIAS AND FAIR HOUSING LAWS AND REGULATIONS	8 HOURS
15-HOUR NATIONAL USPAP COURSE (OR ITS EQUIVALENT)	15 HOURS
RESIDENTIAL MARKET ANALYSIS AND HIGHEST AND BEST USE	15 HOURS
RESIDENTIAL APPRAISER SITE VALUATION AND COST APPROACH	15 HOURS
RESIDENTIAL SALES COMPARISON AND INCOME APPROACHES	30 HOURS
RESIDENTIAL REPORT WRITING AND CASE STUDIES	15 HOURS
TOTAL	158 HOURS

III. Experience

A. Experience Requirement

An applicant for the Licensed Residential Real Property Appraiser credential must satisfy the experience requirement by completing at least 1,000 hours of acceptable appraisal experience acquired over a period of no fewer than six (6) months.

B. Experience Pathways

Experience may be earned through one or more of the AQB-recognized Experience Pathways described in Section III, in *Criteria Applicable to All Levels of Licensure and Certification*.

Experience earned through any of the AQB-recognized Experience Pathways may be combined to satisfy the total requirement for this credential, provided all experience is verifiable and meets the applicable requirements of USPAP and the *Criteria*.

IV. Examination

A. An applicant must successfully complete the AQB-approved Licensed Residential Real Property Appraiser examination. The only alternative to successful completion of the Licensed Residential examination is the successful completion of the Certified Residential or Certified General examination.

To take the AQB-approved examination, an applicant must first complete one hundred fifty-eight (158) creditable class hours as specified in the *Required Core Curriculum* and then obtain the credentialing State Appraiser Regulatory Agency's approval to take the examination.

Additional Requirements

In addition to the requirements listed for the Licensed Residential Real Property Appraiser credential, applicants should review the following sections of the *Criteria*:

- Criteria Applicable to All Classifications – outlines the fundamental requirements that apply to all classifications, including compliance with the USPAP and background check provisions; and
- Criteria Applicable to All Levels of Licensure and Certification – provides general requirements that apply to the Licensed Residential, Certified Residential, and Certified General credential levels.

These sections include further details on:

- How QE and CE are structured and approved;
- Examination and experience pathways, including options such as PAREA and Practicum;
- Reciprocity and credential renewal procedures; and
- Background check requirements before credential issuance.

Once credentialed, appraisers must also meet the ongoing CE requirements described in *CRITERIA APPLICABLE TO ALL LEVELS OF LICENSURE AND CERTIFICATION.*

CERTIFIED RESIDENTIAL REAL PROPERTY APPRAISER

I. Scope

A. Qualifications

The Certified Residential Real Property Appraiser classification qualifies an appraiser to appraise one-to-four residential units, regardless of their value or complexity.

1. The classification includes appraising vacant or unimproved land used for one-to-four residential units, or land where the highest and best use is for one-to-four residential units.

2. The classification does not include the appraisal of subdivisions for which a development analysis/appraisal is necessary.

B. USPAP Compliance

The Certified Residential appraiser must comply with the COMPETENCY RULE of USPAP. *See also: Criteria Applicable to All Classifications, Section I, Standards of Practice.*

II. Qualifying Education

A. To qualify for the Certified Residential Real Property Appraiser classification, an applicant must complete two hundred and three (203) creditable class hours as specified in the *Required Core Curriculum*. As part of the 203 required hours, the applicant must complete the *15-Hour National USPAP Course* (or its AQB-approved equivalent) and pass its examination. There is no alternative to successful completion of the USPAP Course and examination.

CERTIFIED RESIDENTIAL	
BASIC APPRAISAL PRINCIPLES	30 HOURS
BASIC APPRAISAL PROCEDURES	30 HOURS
VALUATION BIAS AND FAIR HOUSING LAWS AND REGULATIONS	8 HOURS
15-HOUR NATIONAL USPAP COURSE (OR ITS EQUIVALENT)	15 HOURS
RESIDENTIAL MARKET ANALYSIS AND HIGHEST AND BEST USE	15 HOURS
RESIDENTIAL APPRAISER SITE VALUATION AND COST APPROACH	15 HOURS
RESIDENTIAL SALES COMPARISON AND INCOME APPROACHES	30 HOURS
RESIDENTIAL REPORT WRITING AND CASE STUDIES	15 HOURS
STATISTICS, MODELING AND FINANCE	15 HOURS

ADVANCED RESIDENTIAL APPLICATIONS AND CASE STUDIES	15 HOURS
MARKET DATA ANALYTICS APPLICATIONS AND CASE STUDIES	15 HOURS
TOTAL	203 HOURS

B. Licensed Residential Real Property appraisers in good standing may satisfy the educational requirements for a Certified Residential Real Property credential by successfully completing the following additional educational hours:

1. Statistics, Modeling and Finance:	15 Hours
2. Advanced Residential Applications and Case Studies:	15 Hours
3. Market Data Analytics Applications and Case Studies:	15 Hours
	TOTAL: 45 Hours

III. Experience

A. Experience Requirement

An applicant for the Certified Residential Real Property Appraiser credential must complete no less than 1,500 hours of acceptable appraisal experience acquired over a period of no fewer than nine (9) months.

B. Experience Pathways

Experience may be earned through one or a combination of the AQB-recognized Experience Pathways described in *Section III, General Experience Criteria)* of the *Criteria Applicable to All Levels of Licensure and Certification.*

Experience gained from any AQB-recognized experience pathways may be combined to satisfy the total experience requirement for this credential, provided that all experience is verifiable and meets the applicable standards of USPAP and the *Criteria.*

IV. Examination

A. An applicant must successfully complete the AQB-approved Certified Residential Real Property Appraiser examination. The only alternative to successful completion of the Certified Residential examination is the successful completion of the Certified General examination.

To be eligible to take the AQB-approved examination, an applicant must complete two hundred and three (203) creditable class hours as specified in the *Required Core Curriculum* and then obtain the credentialing State Appraiser Regulatory Agency's approval to take the examination.

Additional Requirements

In addition to the requirements listed for the Certified Residential credential, applicants should review the following sections of the *Criteria*:

- Criteria Applicable to All Classifications – outlines the fundamental requirements that apply to all classifications, including compliance with the USPAP and background check provisions; and
- Criteria Applicable to All Levels of Licensure and Certification – provides general requirements that apply to the Licensed Residential, Certified Residential, and Certified General credential levels.

These sections include further details on:

- How QE and CE are structured and approved;
- Examination and experience pathways, including options such as PAREA and Practicum;
- Reciprocity and credential renewal procedures; and
- Background check requirements before credential issuance.

Once credentialed, appraisers must also meet the ongoing CE requirements described in *CRITERIA APPLICABLE TO ALL LEVELS OF LICENSURE AND CERTIFICATION.*

CERTIFIED GENERAL REAL PROPERTY APPRAISER

I. Scope

A. Qualifications

The Certified General Real Property Appraiser classification qualifies the appraiser to appraise all types of real property.

B. USPAP Compliance

The Certified General appraiser must comply with the COMPETENCY RULE of USPAP. See also: *Criteria Applicable to All Classifications*, *Section I, Standards of Practice*.

II. Qualifying Education

A. To qualify for the Certified General Real Property Appraiser classification, an applicant must complete three-hundred and eight (308) creditable class hours as specified in the *Required Core Curriculum*. As part of the 308 required hours, the applicant must complete the *15-Hour National USPAP Course*, (or its AQB-approved equivalent) and pass its examination. There is no alternative to successful completion of the USPAP Course and examination.

CERTIFIED GENERAL	
BASIC APPRAISAL PRINCIPLES	30 HOURS
BASIC APPRAISAL PROCEDURES	30 HOURS
VALUATION BIAS AND FAIR HOUSING LAWS AND REGULATIONS	8 HOURS
15-HOUR NATIONAL USPAP COURSE (OR ITS EQUIVALENT)	15 HOURS
MARKET DATA ANALYTICS APPLICATIONS AND CASE STUDIES	30 HOURS
GENERAL APPRAISER MARKET ANALYSIS AND HIGHEST AND BEST USE	30 HOURS
STATISTICS, MODELING AND FINANCE	15 HOURS
GENERAL APPRAISER SITE VALUATION AND COST APPROACH	30 HOURS
GENERAL APPRAISER SALES COMPARISON APPROACH	30 HOURS
GENERAL APPRAISER INCOME APPROACH	60 HOURS
GENERAL APPRAISER REPORT WRITING AND CASE STUDIES	30 HOURS
TOTAL	308 HOURS

B. Applicants must demonstrate that their education includes the core courses listed in these *Criteria*, with particular emphasis on non-residential properties. “Residential” means composed of one-to-four residential units.

C. Appraisers holding a valid **Licensed Residential Real Property Appraiser** credential may satisfy the educational requirements for the Certified General Real Property Appraiser credential by successfully completing the following additional educational hours:

1.	General Appraiser Market Analysis and Highest and Best Use:	15 Hours
2.	Statistics, Modeling and Finance:	15 Hours
3.	Market Data Analytics Applications and Case Studies	30 Hours
4.	General Appraiser Sales Comparison Approach:	15 Hours
5.	General Appraiser Site Valuation and Cost Approach:	15 Hours
6.	General Appraiser Income Approach:	45 Hours
7.	General Appraiser Report Writing and Case Studies:	15 Hours
		TOTAL: 150 Hours

D. Appraisers holding a valid Certified Residential Real Property Appraiser credential may satisfy the educational requirements for the Certified General Real Property Appraiser credential by successfully completing the following additional educational hours:

1.	Market Data Analytics Applications and Case Studies	30 Hours
2.	General Appraiser Market Analysis and Highest and Best Use:	15 Hours
3.	General Appraiser Sales Comparison Approach:	15 Hours
4.	General Appraiser Site Valuation and Cost Approach:	15 Hours
5.	General Appraiser Income Approach:	45 Hours
6.	General Appraiser Report Writing and Case Studies:	10 Hours
		TOTAL: 130 Hours

E. Appraisers who are a **Trainee Appraiser, or who hold a Licensed Residential, or Certified Residential** credential and who want to change to the Certified General Real Property Appraiser classification must also meet the requirements in II.B.

III. Experience

A. Experience Requirement

An applicant for the Certified General Real Property Appraiser credential must complete not less than 3,000 hours of acceptable appraisal experience acquired over a period of no fewer than eighteen (18) months. Of the 3,000 total hours, at least 1,500 hours must be in nonresidential appraisal work.

B. Experience Pathways

Experience may be earned through one or a combination of any of the AQB-recognized Experience Pathways described in *Section III, General Experience Criteria* of the *Criteria Applicable to All Levels of Licensure and Certification.*

Experience credit from both pathways may be combined to satisfy the total experience requirement for this credential, provided that all experience is verifiable and meets the applicable standards of USPAP and the *Criteria.*

IV. Examination

A. The AQB-approved Certified General Real Property Appraiser examination must be successfully completed. There is no alternative to successful completion of the exam.

B. To be eligible to take the AQB-approved examination, an applicant must complete three-hundred and eight (308) creditable class hours as specified in the *Required Core Curriculum*; and then obtain the credentialing State Appraiser Regulatory Agency's approval to take the examination.

Additional Requirements

In addition to the requirements listed for the Certified General credential, applicants should review the following sections of the *Criteria*:

- Criteria Applicable to All Classifications – outlines the fundamental requirements that apply to all classifications, including compliance with the USPAP and background check provisions; and
- Criteria Applicable to All Levels of Licensure and Certification – provides general requirements that apply to the Licensed Residential, Certified Residential, and Certified General credential levels.

These sections include further details on:

- How QE and CE are structured and approved;
- Examination and experience pathways, including options such as PAREA and Practicum;
- Reciprocity and credential renewal procedures; and
- Background check requirements before credential issuance.

Once credentialed, appraisers must also meet the ongoing CE requirements described in *CRITERIA APPLICABLE TO ALL LEVELS OF LICENSURE AND CERTIFICATION.*

SUPERVISORY APPRAISER / TRAINEE APPRAISER COURSE OBJECTIVES AND OUTLINE

I. Course Objectives

Course providers must include the following objectives for both the Supervisory Appraiser and Trainee Appraiser.

A. Supervisory Appraiser Objectives

The course must provide adequate information for the Supervisory Appraiser to understand the qualifications and responsibilities of that role. Specifically, the student must understand:

1. AQB minimum qualifications for becoming and remaining a Supervisory Appraiser;
2. Jurisdictional credentialing requirements for both Supervisory Appraisers and Trainee Appraisers that may exceed those of the *Criteria*;
3. Expectations and responsibilities of being a Supervisory Appraiser;
4. The Supervisory Appraiser's responsibilities for maintaining and signing all appropriate Trainee Appraiser experience logs; and
5. Expectations and responsibilities of the Trainee Appraiser.

B. Trainee Appraiser Objectives

The course must provide adequate information to ensure the Trainee Appraiser understands the qualifications and responsibilities of that role. Specifically, the objective of the course must be that the student understands:

1. AQB minimum qualifications for becoming a credentialed appraiser;
2. Jurisdictional requirements for Trainee Appraisers that may exceed those of the *Criteria*;
3. AQB minimum qualifications for becoming and remaining a Supervisory Appraiser, as well as jurisdictional credentialing requirements that may exceed those of the *Criteria*;
4. The processes and roles of the organizations that establish appraiser qualifications;
5. Expectations and responsibilities of the Trainee Appraiser;
6. Basics of USPAP; and
7. Responsibilities and requirements of a Trainee Appraiser's role in maintaining and signing all appropriate Trainee Appraiser experience logs.

II. Course Content Outline

Education developers must include the following topics in the course content:

- **A. Table of Contents**
- **B. Course Introduction and Overview**
- **C. Qualification and Credentialing Entities**
  - **1.** Description of the National System for Overseeing Real Estate Appraisers performing appraisals in connection with federally related transactions
    - **i.** Role of the ASC.
    - **ii.** Overview of the creation and role of the Foundation.

2. The AQB

3. Overview of the role of the AQB in establishing qualifications for real property appraisers

4. Individual State or Territory Credentialing Authorities

a. Overview of a State Appraiser Regulatory Agency's role in issuing appraiser credentials and disciplining appraisers.
b. Specific information regarding the regulatory structure of the individual jurisdiction (optional).

5. Professional Appraiser Organizations

a. Overview of the role of professional appraiser organizations.
b. Explain difference between State Appraiser Regulatory Agency awarded classifications and "voluntary" professional appraiser organization designations.

D. Qualifications for Appraiser Credentials

1. AQB Qualifications

a. Overview of the AQB minimum qualifications for real property appraisers, including the education, experience, and examination requirements for the following classifications:

i. Trainee Appraiser.
ii. Licensed Residential Real Property Appraiser.
iii. Certified Residential Real Property Appraiser.
iv. Certified General Real Property Appraiser.

Comment: Course developers must include a summary table of the minimum education, experience (if applicable), and examination requirements for each classification.

b. Overview of Supervisory Appraiser Qualifications

i. AQB minimum qualifications.
ii. How jurisdictional qualifications can exceed AQB minimums.

2. Individual Jurisdiction Qualifications

a. Overview explaining how AQB sets minimum qualifications, but state statutes and/or regulations may have qualifications that exceed the *Criteria.*
b. Outline and explain the specific steps and requirements to becoming licensed or certified in the course's state or territory.

E. Overview of USPAP

1. Provide *brief overview* of sections of USPAP relevant to Trainee Appraisers, including overviews of:

a. ETHICS RULE

b. COMPETENCY RULE
c. SCOPE OF WORK RULE
d. RECORD KEEPING RULE
e. STANDARD 1 (Development) and STANDARD 2 (Reporting)

Comment: This section is not intended to be a substitute for the *15-Hour National USPAP Course* (or its equivalent).

F. Overview of Supervisory Appraiser Expectations and Responsibilities

1. The course material must present the requirements, expectations, and responsibilities of the Supervisory Appraiser. At a minimum, course materials must include the expectations and responsibilities of the Supervisory Appraiser to:
a. Provide the Trainee Appraiser with a basic understanding of USPAP requirements.
b. Understand the AQB minimum requirements of both the Supervisory Appraiser and Trainee Appraiser, as well as the requirements of the credentialing jurisdiction that may exceed those of the *Criteria.*
c. Provide proper guidance to the Trainee Appraiser when he or she selects a specific credentialing path (*i.e.*, Licensed Residential, Certified Residential, or Certified General)
d. Monitor the Trainee Appraiser's progress in satisfying both the education and experience requirements necessary to achieve the selected credentialing path.
e. Verify that the Supervisory Appraiser and Trainee Appraiser are properly documenting all appropriate experience logs.
f. Provide appropriate oversight during property inspections based on the trainee's competency and any applicable state inspection requirements.
g. Provide assignments and duties that ensure the Trainee Appraiser gains knowledge and experience of all applicable valuation methodologies and approaches to value.
h. Verify that the Trainee Appraiser is properly identified and acknowledged in the appraisal report in compliance with USPAP requirements.
i. Immediately notify the Trainee Appraiser if the Supervisory Appraiser is no longer qualified to supervise and/or sign the Trainee Appraiser's experience log.

G. Overview of Trainee Appraiser Expectations and Responsibilities

1. The course material must include a presentation of the requirements, expectations, and responsibilities of the Trainee Appraiser. At a minimum, the course materials must include the expectations and responsibilities of the Trainee Appraiser to understand:
a. The AQB minimum requirements to become a Trainee Appraiser, as well as the requirements of the credentialing jurisdiction that may exceed those of the *Criteria.*
b. The importance of selecting an appropriate Supervisory Appraiser. Points covered must include:

i. The Supervisory Appraiser-Trainee Appraiser relationship is a long-term commitment by both parties.
ii. The Trainee Appraiser is inherently connected to the good standing of the Supervisory Appraiser.
iii. The importance of selecting a Supervisory Appraiser whose experience and competency match the Trainee Appraiser's credentialing path.
iv. Options for the Trainee Appraiser if a Supervisory Appraiser is no longer qualified to serve as a Supervisory Appraiser.

c. How to determine if an appraiser is qualified and in good standing to be a Supervisory Appraiser by searching the ASC National Registry and/or the websites of State Appraisal Regulatory Agencies that have credentialed the appraiser.
d. It is the Supervisory Appraiser's responsibility to monitor the progression of the Trainee Appraiser's education and experience necessary to achieve the Trainee Appraiser's selected credentialing path.
e. It is the Supervisory Appraiser's responsibility to provide assignments and duties that ensure the Trainee Appraiser is developing an understanding and progression of knowledge and experience of all applicable valuation methodologies and approaches to value.
f. The responsibilities of both the Trainee Appraiser and the Supervisory Appraiser in properly documenting all appropriate Trainee Appraiser's experience logs.

H. Overview of Jurisdictional Requirements for Supervisory Appraiser and Trainee Appraiser Requirements

1. Provide summary of jurisdictional requirements that may exceed those of the *Criteria*
2. Course developers may present jurisdictional requirements as a separate section or incorporate differences between AQB minimum and jurisdictional requirements into each appropriate section of the outline.

I. Summary/Quiz (optional)

J. Definitions

1. Provide glossary of definitions utilized throughout the course.

VALUATION BIAS AND FAIR HOUSING LAWS AND REGULATIONS COURSE OUTLINE

The course must contain information to ensure the appraiser understands valuation bias and issues related to fair housing laws and regulations. The same outline is required for the seven (7) hour course and the eight (8) hour course (which is the seven-hour course plus a one-hour exam).

The four-hour course will follow the same outline but will have less content on the topics of "Understanding Real Estate Bias" and "Federal Fair Housing Laws and Regulations" and more content on "Valuation Bias" and "Case Studies."

Education developers must include the topics contained in the following outline when creating course content:

I. Understanding Real Estate Bias

- **A.** Historical Context:
  - **1.** Role of the following: real estate agents, insurance, appraisers, lenders, Government Sponsored Enterprises, federal, state and local agencies, and legislation.
  - **2.** Redlining.
  - **3.** Restrictive Covenants.
  - **4.** Court Rulings.
- **B.** Contemporary Context:
  - **1.** Economic Impact of Property Value Disparities for Protected Classes.
  - **2.** Public Conversation Regarding Valuation Bias.
  - **3.** Recent Cases and Developments.

II. Federal Fair Housing and Antidiscrimination Laws and Regulations

- **A.** Statutes and Regulations:
  - **1.** Civil Rights Act of 1866 (Sections 1981 and 1982).
  - **2.** Fair Housing Act.
  - **3.** Financial Institutions Reform, Recovery, and Enforcement Act (FIRREA).
  - **4.** Equal Credit Opportunity Act (ECOA).
  - **5.** Unfair and Deceptive Acts and Practices (UDAP).
  - **6.** Unfair, Deceptive or Abusive Acts and Practices (UDAAP).
- **B.** Key Legal Concepts:
  - **1.** Disparate Treatment.
  - **2.** Disparate Impact.

III. Valuation Bias

- **A.** Components of Valuation Bias:
  - **1.** Explicit.
  - **2.** Implicit.
  - **3.** Structural.

B. Recognizing and Avoiding Valuation Bias.

IV. Case Studies:

A. Current Valuation Bias Topics.
B. Best Practices for Avoiding Valuation Bias.

PRACTICAL APPLICATIONS OF REAL ESTATE APPRAISAL (PAREA)

The following Content *Criteria* outline the required exercises, examples, simulations, case studies, and applications. These items must be developed to recreate the practical experience an appraiser needs to get a licensed residential or certified residential credential. At least three USPAP compliant appraisal reports will be developed in the PAREA program for each credential. At a minimum, the program must include developing and reporting appraisals for single unit residences, 2-4 unit properties, and condominium units.

Minimum Content Requirements - Licensed Residential Classification

I. Introduction

A. General Considerations and Responsibilities

1. Discuss respecting the public trust.
2. Review and comment on appraiser independence.
3. Review and comment on the responsibilities to clients regarding reconsideration of value requests and other communication.

B. Appraisal Software and Tools

1. Overview of software options (vendors) and common forms.
2. Overview of common tools: measuring devices, cameras, etc.

II. Problem Identification

A. Understanding Assignment Parameters

1. Perform an initial review of the order or engagement letter and determine authoritative lines of communication. Provide interactive exercises in extracting key information from engagement letter.

B. Understanding Assignment Elements and Competency Issues

1. Examine the appraisal request and other documents provided (*e.g.,* title reports, surveys, purchase contract) to determine key assignment elements (Standards Rule 1-2(a)-Standards Rule 1-2(d), and the SCOPE OF WORK RULE of USPAP) and/or contractual obligations. Determine relevant appraisal assignment conditions. Understanding common client, intended users, engagement letter terms, various assignment types, basis for assignment conditions, extraordinary assumptions, and hypothetical conditions (*e.g.,* FHA, VA, USDA, etc.).
2. Provide exercises for defining the problem. The goal is for participant to establish appropriate steps in the appraisal process.
3. Exercises should contain overlays introducing key engagement items that could affect scope of work.

4. Ensure that exercises demonstrate impact on both assignment conditions and elements.
5. Include exercises where an appraiser identifies possible extraordinary assumptions or hypothetical conditions.
6. Understanding the COMPETENCY RULE of USPAP.
7. Demonstrate how competency issues are identified and will be resolved.

C. Market, Neighborhood, and Subject Property Research

1. Use preliminary online or archival research to gain basic market area and subject property information.
2. Develop the general area and neighborhood market analysis.
   a. Overview of available data sources for market area information.
3. Retrieve and analyze preliminary information needed to understand the subject site and improvements.
4. Review of public record information including site and improvement information.
5. Utilization of Multiple Listing Service (MLS)/online sites as a verification source.
6. Based on information gathered above, develop and explain key relevant property characteristics (USPAP Standards Rule 1-2(e)).

D. Obtaining Preliminary Subject Property Information

1. Simulate setting the inspection appointment with related requests/requirements.
2. Determine how you will verify individual providing access.
3. Review of inspections and reports provided by others and discuss their application and disclosure in the assignment.

III. Review Sections I and II with Mentor

A. Ensure the problem identification process was performed properly, leading to an appropriate scope of work.

B. Review the research to evaluate its suitability and that there is sufficient information for later development and analysis.

IV. Property Identification and Inspection along with Initial Site Identification

A. Research available information sources including public records.

B. Zoning, general plan information

1. Identify where to locate all sources of information.
2. Verification of revisions to zoning/general plan.
3. Variances, use restrictions.

C. Environmental issues, flood zone/earthquake information. Identify and explain unusual issues

1. Location of relevant research information.
2. Communicate any unusual findings to the client to confirm whether assignment is to be completed.

V. Verification of Neighborhood and Market Area

A. Conduct virtual inspection/review of subject's market area

B. Explain various influences

C. Identify and explain trends/characteristics in the defined neighborhood and market area

VI. Subject Site Inspection

A. Verify similarity to plat, observation of site utility, its surrounding influences, and possible conditions that could impact value or marketability

B. Analysis of site improvements and useable site area.

1. Determine and explain how useable site area relates to surrounding properties.

C. Identify and discuss various site amenities. Include exercises that include various levels of impact on value

VII. Subject Property Improvements Inspection

A. Overview

1. Types/quality of construction.
2. Floor plan issues, determination of room counts.
3. Observable condition factors and description of upgrades.
4. Recognition of potential/existing adverse influences.

B. Conduct a virtual physical inspection to determine relevant physical characteristics

C. Provide a thorough description of improvements

VIII. Measuring the Subject Property Improvements

A. Exercises to include methods and ultimately determination of:

1. Basements.
2. Stairways & vaulted ceiling areas.
3. Below grade living area (split level).
4. Accessory dwelling units, outbuildings, etc.
5. Awareness of special assignment conditions.
6. Common rounding practices.

B. Include virtual exercises in measuring subject properties

C. Other sources for obtaining Gross Living Area (GLA)

IX. Sketch Completion

A. Include sketch completion exercises

B. Exercises must include final GLA determination (what areas should be extracted from GLA)

X. Review Sections IV through IX with Mentor

A. Ensure all elements of inspection process have been performed properly, including neighborhood, site, and improvements

XI. Market Analysis/ Highest and Best Use

A. Highest and Best Use

1. Overview of pertinent data, including current/proposed/potential alternative use and communication of highest and best use.

B. Performing Neighborhood and Market Research

1. Identify the market area boundaries, physical characteristics, and specific property location relevant to the analysis of the subject property.
2. Identify the trends and characteristics in the defined neighborhood and market area.

XII. Review Section XI with Mentor

A. Ensure key analytical issues related to market conditions and highest and best use are effectively addressed

XIII. Process of Sales Analysis

A. Identify the best sources of sales data for use in case studies including:

1. MLS.
2. City/County (public) transfer records
   a. How to verify.
3. Data providers.
4. Appraiser office files.
   a. Confidentiality concerns.
5. Real estate agents/brokers.
   a. How to verify.

B. Select the same or similar property types, uses, and characteristics.

1. Identify elements of comparison.
2. Develop exercises for various property types.

C. Identify all relevant current listings, expired listings, withdrawn listings, offers (if available), FSBO, closed sales, and pending sales

XIV. Review Section XIII with Mentor

A. Ensure all necessary steps in highest and best use analysis and market analysis were performed properly. Review data source material to assure sufficient information has been identified for further application.

XV. Valuation Approaches and Techniques

A. Consider each approach to value and explain the appropriateness based on the intended use of the assignment. Select the data considered most meaningful and relevant.

B. Sales Comparison Approach

1. Analyze quality and quantity of data:
   a. Identify relevant units of comparison.
   b. Data and information collected must be analyzed for comparability and consistency.
2. Select the sales that are considered the most appropriate for subject property comparability (demonstrate the process):
   a. Identify and apply appropriate adjustments to comparable transactions based on differences to the subject property. Demonstrate applicable tools and methods, including:
      i. Paired sales analysis.
      ii. Statistical and other graphic analysis.
3. Trend analysis.
4. Qualitative differences, including:
   a. Relative comparison analysis.
   b. Ranking analysis.
5. Discuss and reconcile key elements developed in the sales comparison approach.

C. Cost Approach

1. Develop site value of the subject as vacant using recognized methods or techniques.
   a. Include contributory value of site improvement.
2. Discuss use of replacement or reproduction cost:
   a. Develop supportive data for the cost calculations.
   b. Calculate cost new for the improvements.
   c. Calculate depreciation (demonstrate and apply types, consider market trends)
   d. Discuss and reconcile key elements developed in the cost approach

D. Income Approach

1. Collection and verification of pertinent rental data (actual vs. contract).
2. Determine appropriate GRM (Gross Rent Multiplier).
3. Discuss and reconcile key elements developed in the income approach.

XVI. Review Section XV with Mentor

A. Ensure all approaches to value were adequately considered and completed in supportable fashion (including cost and/or income approaches if performed)

XVII. Final Reconciliation

A. Analyze and discuss accuracy and sufficiency of data

B. Analyze and discuss strengths and weaknesses of each approach to value and their applicability to the subject property

C. Analyze and discuss consistency of data and development

D. Analyze and discuss the quality and quantity of data

E. Review calculations

F. Develop the final opinion of value along with the rationale for your conclusions

XVIII. Review Section XVII with Mentor

A. Ensure final reconciliation was performed properly and determine appropriate reporting

XIX. Appraisal Report Development/Delivery

A. Report Development

1. Standards Rule 2-1 minimum standard (not misleading, sufficient, assumptions, etc.):
   - **a.** Ability to describe the subject property and comparable properties used in the analysis (ensure compliance with STANDARD 2):
     - **i.** Technical terms.
     - **ii.** Common industry phrases and descriptors.
     - **iii.** Fair lending do's and don'ts.
     - **iv.** Identify relevant information using industry typical approaches and technologies.
   - **b**. Ability to describe a market area and a neighborhood (same subset as above).
   - **c**. Report format:
     - **i.** Comply with all applicable assignment elements and conditions.
     - **ii.** Awareness and compliance with state regulatory requirements.
     - **iii.** Describe scope of work.
     - **iv.** Ensure applicable appropriate addenda, exhibits, photos, etc., are included.
     - **v.** Understand adequacy/relevance/integrity of photos, maps, and exhibits - how/where to upload in a report.
   - **d**. Certification:
     - **i.** Ensure familiarity with pre-printed content and applicability.
     - **ii.** Develop exercises on completion of workfile documents.
     - **iii.** Demonstrate an ability to store and compile documents.

XX. Review Section XIX with Mentor

A. Ensure that the key components of an appraisal report and report format are appropriate for assignment(s)

XXI. Communication of Assignment Results

A. Adequacy and relevance of information

1. USPAP compliance.
2. Assignment conditions.

B. Understand common Client-specific requirements - additional comparable sales, inclusion of active listings in the report, supplemental exhibits, etc.

1. Demonstrate the ability to meet client expectations conveyed through the engagement letter or other instruction methods.
2. Adequate support for analysis.

C. Explain and support rationale for excluding any of the traditional approaches

1. Explain and support reconciliation.
2. Explain all assumptions.

D. Explain and support all extraordinary assumptions and hypothetical conditions (state their use may have effect on assignment results)

XXII. Review Section XXI with Mentor

A. Ensure understanding of effective appraisal report presentation and required content

B. Ensure compliance with Standards Rule 2-2

Minimum Content Requirements - Certified Residential Classification

I. Problem Identification

A. Relevant Scope of Work and Competency Issues Involved

1. Develop exercises on how competency issues will be resolved.
2. Conduct a preliminary analysis to ensure an appropriate Scope of Work,

II. Review Section I with Mentor

A. Ensure understanding of how issues uncovered during property identification process relate to complexity. Also, focus on complex ownership issues

III. Positive or Negative Locational Influences

A. Recognize Population/Employment Trends

B. Determine and discuss relationships over time between employment, population, and residential units (Single Unit Residential vs. 2-4 Unit Residential)

IV. Residential Market Analysis/Highest and Best Use

A. Market Analysis Issues Related to Highest and Best Use for Complex Properties

B. Special Assessments

V. Review Sections III and IV with Mentor

A. Ensure key analytical issues related to market conditions and highest and best use are effectively addressed.

VI. Physical Characteristics of Complex Properties - identify and discuss

A. Unique Design Features

B. High Quality/Amenity Properties

C. Over-improvements

D. Physical Deficiencies of Improvements

E. Functional Inadequate and Super Adequate Impact

VII. Vacant Sites (Including View Amenities, Surplus Land)

A. Develop exercises that contain issues covered under Site and Cost Approaches

VIII. Use of Key Statistical Concepts

A. Develop appropriate statistical tools to be used in development of opinion of value

B. Explain and support their application

IX. Key Market Driving Influences

A. Determine most appropriate units of comparison (market drivers)

B. Identify market preferences for characteristics and amenities (*e.g.,* parking, # beds, # baths, GLA)

X. Review Sections VI through IX with Mentor

A. Ensure key analytical issues related to market conditions and highest and best use are effectively addressed

B. Confirm appropriate items have been identified and analyzed for proper application in determination of opinion of value

XI. Site Valuation and Cost Approaches

A. Site Valuation

1. Extract comparable land/site sales data that will adequately support adjustments for contributing value of unique attributes associated with complex vacant sites (view, entitlements, amenities, surplus/excess land).

B. Develop a supportable Land/Site Valuation using the following methods:

1. Allocation.
2. Market extraction.
3. Ground rent capitalization.
4. Land residual method.
5. Sales comparison.

C. Construction Costs

1. Exercises related to high amenity structures.
2. Discuss local cost influences.

D. Functional Obsolescence

1. Distinguish between curable and incurable forms.
2. Analyze and support conclusions on obsolescence, including lack thereof, associated with complex properties.

E. External Obsolescence

1. Analyze and support conclusions on obsolescence, including lack thereof, associated with complex properties.

XII. Review Section XI with Mentor

A. Ensure the Cost Approach has been performed properly.

XIII. Sales Comparison Approach

A. Sales Concessions

1. Is the subject property subject to sales concessions?
2. Identify and discuss application (or not) of any sales concessions in comparable data based on market norms.
3. Cash equivalency related to financing terms.

B. Identifying and Applying Atypical Adjustments - develop support related to the following:

1. High amenity custom quality adjustments.
2. Site adjustments.
3. Adjustment support/matched pairs, statistical methods.
4. Adjustment support for unique one-off property sales including those with Accessory Dwelling Units.

XIV. Review Section XIII with Mentor

A. Ensure the sales comparison approach has been performed properly.

XV. Income Approach

A. 1-4 Unit Appraisals

1. Perform collection of comparable rent data.
2. Complex rental adjustments.
3. Understand and apply impact of complex amenities.
4. Factor for Expense allocations between comparable transactions.

B. Unique 2-4 unit assignments - discuss the following:

1. Location premiums within Planned Unit Development/condo.
2. Impact of rent control or subsidies.
3. Student housing.
4. Seasonal and short-term rentals.

C. GRM analysis

1. Non-market rent impact on Gross Rental Multiplier (GRM).
2. Perform reconciliation of GRM indicators

XVI. Review Section XV with Mentor

A. Review the Income approach to value and ensure proper analysis and support for conclusions

XVII. Writing and Reasoning Skills

A. Data Presentation

1. Develop presentation of data in tables, charts, and graphs as appropriate.
2. Express succinct narrative using active voice, direct statements, shorter words, shorter paragraphs and placing the bottom-line up front.
3. Use proper and understandable English:
   a. Have another person proofread whenever possible.

B. Discussion of Approaches to Value

1. Adjust depth of discussion to the intended user(s).

C. Support for Conclusions

1. Clearly state conclusions throughout the report. Each conclusion requires credible support and logical reconciliation.

D. Summary of Data and Reconciliation of Value Approaches

1. Summarize the quantity, quality, reliability, and relevance of the data used in each approach. The reconciliation and final value opinion must be consistent with the conclusions of this summary regarding the most germane approach to value.

XVIII. Review Section XVII with Mentor

A. Ensure understanding of effective appraisal report presentation and required content

B. Ensure compliance with Standards Rule 2-2

GUIDE NOTES

The following Guide Notes provide non-mandatory guidance intended to assist providers, states, and applicants in understanding and implementing the Real Property Appraiser Qualification Criteria. Guide Notes do not establish additional requirements and are not part of the *Criteria*.

The numbering of the Guide Notes reflects the historical sequence in which they were issued. Over time, certain Guide Notes were retired as they became outdated or no longer necessary. Their removal explains the gaps in the numbering.

AQB GUIDE NOTE 1 (GN-1)

AQB GUIDANCE FOR REQUIRED CORE CURRICULUM CONTENT

Guide Note 1 (GN-1) provides guidance for curriculum content, with subtopics listed under each of the seventeen education modules. The subtopics in Guide Note 1 are used to develop examination content outlines for each credential level. They may also be amended periodically to reflect changes in technology or in the Body of Knowledge. The hours shown for each educational module are the minimum required; students may complete more than the minimum hours for each module.

Candidates for a real property appraiser classification should carefully review the educational modules below, noting that some modules only apply to certain classifications. For example, education module IX (*Advanced Residential Applications and Case Studies*) is only required for the Certified Residential classification. Also, education module XIII (*General Appraiser Income Approach*) is required for the Certified General classification but no others. As a result, candidates should structure their education program based on the credential they are seeking.

I. BASIC APPRAISAL PRINCIPLES (required for the Trainee Appraiser, Licensed Residential, Certified Residential, and Certified General classifications)
30 HOURS

A. Real Property Concepts and Characteristics

1. Basic Real Property Concepts
2. Real Property Characteristics
3. Legal Description

B. Legal Considerations

1. Forms of Ownership
2. Public and Private Controls
3. Real Estate Contracts
4. Leases

C. Influences on Real Estate Values

1. Governmental
2. Economic
3. Social
4. Environmental, Geographic, and Physical

D. Types of Value

1. Market Value
2. Other Value Types

E. Economic Principles

1. Classic Economic Principles

2. Application and Illustrations of the Economic Principles

F. Overview of Real Estate Markets and Analysis

1. Market Fundamentals, Characteristics, and Definitions
2. Supply Analysis
3. Demand Analysis
4. Use of Market Analysis

G. Ethics and How They Apply in Appraisal Theory and Practice

H. Valuation Bias and Fair Housing Laws and Regulations

II. BASIC APPRAISAL PROCEDURES (required for the Trainee Appraiser, Licensed Residential, Certified Residential, and Certified General classifications)
30 HOURS

A. Overview of Approaches to Value

B. Valuation Procedures

1. Defining the Problem
2. Collecting and Selecting Data
3. Analyzing
4. Reconciling and Final Value Opinion
5. Communicating the Appraisal

C. Property Description

1. Geographic Characteristics of the Land/Site
2. Geologic Characteristics of the Land/Site
3. Location and Neighborhood Characteristics
4. Land/Site Considerations for Highest and Best Use
5. Improvements - Architectural Styles and Types of Construction
6. Special Energy-Efficient Characteristics of the Improvements

D. Residential or General Applications

III. VALUATION BIAS AND/OR FAIR HOUSING LAWS AND REGULATIONS (Required for the Trainee Appraiser, Licensed Residential, Certified Residential, and Certified General Classifications)
8 HOURS

A. Understanding Real Estate Bias

1. Historical Context
2. Contemporary Context

B. Federal Fair Housing and Antidiscrimination Laws and Regulations

1. Laws and Regulations

2. Key Legal Concepts

C. Valuation Bias

1. Components of Valuation Bias
2. Recognizing and Avoiding Valuation Bias

D. Case Studies

1. Current Valuation Bias Topics
2. Best Practices for Avoiding Valuation Bias

IV. *15-HOUR NATIONAL USPAP COURSE* OR ITS EQUIVALENT (required for the Trainee Appraiser, Licensed Residential, Certified Residential, and Certified General classifications)
15 HOURS

V. RESIDENTIAL MARKET ANALYSIS AND HIGHEST AND BEST USE (required for the Licensed Residential and Certified Residential credentials)
15 HOURS

A. Residential Markets and Analysis

1. Market Fundamentals, Characteristics, and Definitions
2. Supply Analysis
3. Demand Analysis
4. Use of Market Analysis

B. Highest and Best Use

1. Test Constraints
2. Application of Highest and Best Use
3. Special Considerations
4. Market Analysis
5. Case Studies

VI. RESIDENTIAL APPRAISER SITE VALUATION AND COST APPROACH (required for the Licensed Residential and Certified Residential credentials)
15 HOURS

A. Site Valuation

1. Methods
2. Case Studies

B. Cost Approach

1. Concepts and Definitions
2. Replacement/Reproduction Cost New
3. Accrued Depreciation
4. Methods of Estimating Accrued Depreciation

5. Case Studies

VII. RESIDENTIAL SALES COMPARISON AND INCOME APPROACHES (required for the Licensed Residential and Certified Residential credentials)
30 HOURS

A. Valuation Principles & Procedures - Sales Comparison Approach

B. Valuation Principles & Procedures - Income Approach

C. Finance and Cash Equivalency

1. Identification of Seller Concessions and Their Impact on Value

D. Financial Calculator Introduction

E. Identification, Derivation, and Measurement of Adjustments

F. Gross Rent Multipliers

G. Partial Interests

H. Reconciliation

I. Case Studies and Applications

VIII. RESIDENTIAL REPORT WRITING AND CASE STUDIES (required for the Licensed Residential and Certified Residential credentials)
15 HOURS

A. Writing and Reasoning Skills

B. Common Writing Problems

C. Form Reports

D. Report Options and USPAP Compliance

E. Case Studies

IX. STATISTICS, MODELING AND FINANCE (required for the Certified Residential and Certified General credentials)
15 HOURS

A. Statistics

B. Valuation Models (AVM's and Mass Appraisal)

C. Real Estate Finance

X. ADVANCED RESIDENTIAL APPLICATIONS AND CASE STUDIES (required for the Certified Residential credential)
15 HOURS

A. Complex Property, Ownership, and Market Conditions

B. Deriving and Supporting Adjustments

C. Residential Market Analysis

D. Advanced Case Studies

1. Seller Concessions
2. Special Energy-Efficient Items (*i.e.*, "Green Buildings")

XI. MARKET DATA ANALYTICS APPLICATIONS AND CASE STUDIES *(*required for the Certified Residential credential)

15 HOURS

A. Support for fundamental market analysis (FMA) conclusion(s) via

1. Extraction of basic residential demand indicators from MLS data (closed sales, active listings, months of supply, days on market, etc.),
2. Identification of current residential supply and inventory using MLS*, public records (example: residential building permits)* and other common residential data sources,
3. Basic interpretation of absorption and marketing-time indicators based on the above,
4. Use statistical or graphic analyses in support (extraction, application and reconciliation) for conclusion(s).

B. HBU

1. Analyze and support HBU as vacant and as improved based on FMA analysis of most likely use(s), with emphasis on typical 1–4 unit residential uses informed by MLS and other residential market data,
2. Use statistical or trend analyses in support for timing of alternative uses (development, renovation, demolition) as they relate to typical residential market conditions,
3. Use basic income awareness, where applicable for 1–4 unit residential properties, to determine maximally productive use,
4. Use comparison of financially feasible uses in appropriate units of comparison, number of units and adjusted per unit values to determine maximally productive use in a residential context.

C. Sales comparison analyses

1. Use statistical analysis to determine most relevant elements of comparison,
2. Use statistical analysis to determine appropriate unit(s) of comparison,
3. Apply statistical or graphic analysis in support of adjustments and reconciliation,
4. Apply matched pairs, matched data sets, bracketing and ranking in support of adjustments and reconciliation.

D. Cost approach

1. Extraction of entrepreneurial incentive from market data in support of current reproduction or replacement cost new,
2. Extraction of economic life and depreciation (physical, functional and external) from sales data,
3. Extraction of obsolescence from capitalization of net income differential for residential income properties,
4. Use statistical, trending or graphic analysis in support of reconciliation and conclusion.

E. Income approach

1. Extract basic rent, vacancy and expense indicators from market transactions for 1–4 unit residential properties when applicable,
2. Use statistical analysis in support of selected elements and units of comparison used for analysis of comparable rent and expense properties at a foundational residential level (e.g., GRM awareness rather than full capitalization modeling*)*.

F. Final reconciliation

1. Review analyses applied in the approaches to value to verify consistent application across approaches,
2. Compare the statistical analysis applied in the approaches for strength (confidence) of conclusions,
3. Compare amount and reliability of data applied in the approaches.

XII. GENERAL APPRAISER MARKET ANALYSIS AND HIGHEST AND BEST USE (required for the Certified General credential)
30 HOURS

A. Real Estate Markets and Analysis

1. Market Fundamentals, Characteristics, and Definitions
2. Supply Analysis
3. Demand Analysis
4. Use of Market Analysis

B. Highest and Best Use

1. Test Constraints
2. Application of Highest and Best Use
3. Special Considerations
4. Market Analysis
5. Case Studies

XIII. GENERAL APPRAISER SALES COMPARISON APPROACH (required for the Certified General credential)
30 HOURS

A. Value Principles

B. Procedures

C. Identification and Measurement of Adjustments

D. Reconciliation

E. Case Studies

1. Seller Concessions
2. Special Energy-Efficient Items (*i.e.*, "Green Buildings")

XIV. GENERAL APPRAISER SITE VALUATION AND COST APPROACH (required for the Certified General credential)
30 HOURS

A. Site Valuation

1. Methods
2. Case Studies

B. Cost Approach

1. Concepts and Definitions
2. Replacement/Reproduction Cost New
3. Accrued Depreciation
4. Methods of Estimating Accrued Depreciation
5. Case Studies

XV. GENERAL APPRAISER INCOME APPROACH (required for the Certified General credential)
60 HOURS

A. Overview

B. Compound Interest

C. Lease Analysis

D. Income Analysis

E. Vacancy and Collection Loss

F. Estimating Operating Expenses and Reserves

G. Reconstructed Income and Expense Statement

H. Stabilized Net Operating Income Estimate

I. Direct Capitalization

J. Discounted Cash Flow

K. Yield Capitalization

L. Partial Interests

M. Case Studies

XVI. GENERAL APPRAISER REPORT WRITING AND CASE STUDIES (required for the Certified General credential)
30 HOURS

A. Writing and Reasoning Skills

B. Common Writing Problems

C. Report Options and USPAP Compliance

D. Case Studies

XVII. MARKET DATA ANALYTICS APPLICATIONS AND CASE STUDIES (required for the Certified General credential)

30 HOURS

A. Support for fundamental market analysis (FMA) conclusion(s) via:

1. Extraction of ratios for demand drivers (population, employment, retail sales, etc.) and demand,
2. Identification of supply (existing, under development, planned) and occupancy,
3. Forecast of fundamental demand, absorption period and stabilized occupancy based on the above,
4. Use statistical or graphic analyses in support (extraction, forecasts, application and reconciliation) for conclusion(s)

B. HBU

1. Analyze and support HBU as vacant and as improved based on FMA analysis of most likely use(s),
2. Use statistical or trend analyses in support for timing of alternative uses (development, renovation, demolition),
3. Use capitalization of net income differential among financially feasible uses to determine maximally productive use,
4. Use comparison of financially feasible uses in appropriate units of comparison, number of units and adjusted per unit values to determine maximally productive use

C. Sales comparison analyses

1. Use statistical analysis to determine most relevant elements of comparison,
2. Use statistical analysis to determine appropriate unit(s) of comparison,
3. Apply statistical or graphic analysis in support of adjustments and reconciliation
4. Apply matched pairs, matched data sets, bracketing and ranking in support of adjustments and reconciliation

D. Cost approach

1. Extraction of entrepreneurial incentive from market data in support of current reproduction or replacement cost new,
2. Extraction of economic life and depreciation (physical, functional and external) from sales data,
3. Extraction of obsolescence from capitalization of net income differential,
4. Use statistical, trending or graphic analysis in support of reconciliation and conclusion

E. Income approach

1. Extract income, vacancy, expenses and capitalization rates from market transactions,
2. Extract equity yield component from market data in application of the band of investment in support of capitalization rate,
3. Use statistical analysis in support of selected elements and units of comparison used for analysis of comparable rent and expense properties,

F. Final reconciliation

1. Review analyses applied in the approaches to value to verify consistent application across approaches (example: Am I showing no obsolescence in the cost approach while making big negative adjustments in the sales comparison approach and reflecting higher expenses/lower NOI in my income approach?)
2. Compare the statistical analysis applied in the approaches for strength (confidence) of conclusions,
3. Compare amount and reliability of data applied in the approaches

Table of Contents

AQB GUIDE NOTE 3 (GN-3)

AQB GUIDANCE FOR CRITERIA IMPLEMENTATION

THIS GUIDE NOTE RELATES TO THE SCOPE OF PRACTICE FOR THE LICENSED RESIDENTIAL AND CERTIFIED RESIDENTIAL CREDENTIALS IN THE REAL PROPERTY APPRAISER QUALIFICATION CRITERIA.

With respect to the *Real Property Appraiser Qualification Criteria* for the Licensed Residential and Certified Residential certifications:

The scope of practice identified herein represents the consensus of the Appraiser Qualifications Board. The Federal Financial Institutions Regulatory Agencies, as well as other agencies and regulatory bodies, permit the Certified Residential (or Licensed) credential to appraise properties other than those identified within these Criteria. Individuals should refer to agency regulations and state law to determine the type of property that may be appraised by the Certified Residential (or Licensed) appraiser.

AQB GUIDE NOTE 5 (GN-5)

AQB GUIDANCE FOR CRITERIA IMPLEMENTATION

THIS GUIDE NOTE RELATES TO RECIPROCITY, TEMPORARY PRACTICE, RENEWALS, AND APPLICATIONS FOR THE SAME CREDENTIAL IN ANOTHER JURISDICTION, AS SPECIFIED IN THE REAL PROPERTY APPRAISER QUALIFICATION CRITERIA.

Under "Criteria Applicable to All Appraiser Classifications" in the Criteria, Section I "Reciprocity and Credential Recognition" reads as follows:

> *An existing credential holder, i.e., Licensed Residential, Certified Residential, and Certified General, in good standing in any jurisdiction is considered in compliance with current Criteria if they hold a valid credential supported by an AQB approved qualifying examination and have met all other requirements for that credential at the time it was issued.*

The AQB's intent is to allow current credential holders in good standing to get reciprocal credentials, temporary practice permits, renewals of existing credentials, and equivalent credentials in another jurisdiction without any further review under the current *Criteria*. If an appraiser holds a valid credential in good standing, the AQB considers that individual to have met the education, examination, and other requirements applicable at the time the credential was issued and therefore to be in compliance with the current *Criteria*.

For example, if a Certified General credential holder who received a credential prior to adoption of the current *Criteria* in one jurisdiction were to relocate to another jurisdiction after adoption of the current *Criteria*, for AQB purposes that existing "home" state credential would be sufficient to support an equivalent credential in the "new" state. The credential holder is deemed by the AQB to have met the *Criteria* in effect at the time the credential was issued, including the education, experience, and examination requirements.

The AQB understands that individual Title XI jurisdictions must operate in compliance with applicable state laws with regard to reciprocity, temporary practice, renewals, and applications for the same credential in another jurisdiction. While Title XI jurisdictions are only required to meet the *Criteria*, existing state laws may require higher requirements.

Because of existing laws, a jurisdiction might require an applicant from another jurisdiction to meet all of the current *Criteria* (*i.e.*, education, experience, and examination) to get the credential in their jurisdiction.

For example, consider an appraiser who holds a Certified General credential in state A and decides to relocate to state B. State B must apply both *Criteria* and state law in determining whether the appraiser from state A qualifies for an appraiser credential in state B. While the AQB considers the valid existing credential in State A to be adequate documentation of conformance to *Criteria*, some State laws might require the appraiser to submit a complete application, including appropriate documentation of experience, education, and successful exam completion. This new application requirement might involve some of the following issues:

I. Depending on the wording of the state law, this could mean that the appraiser from state A would have to conform to the current *Criteria* to obtain a credential from State B. Among other things, the appraiser would have to reconstruct his/her appraisal education, perhaps going back as much as 20 to 30 years. The state, then, would have to determine whether that education conformed to the current *Criteria* as implemented by state law.

II. Virtually all appraiser education obtained prior to 2008 was provided in what is considered the "integrated" approach. If state B does not accept integrated educational courses, the appraiser from state A would be required to obtain 300 hours of education acceptable under current *Criteria* to qualify for a Certified General credential in state B.

It was not the AQB's intent to impose such hardships on appraisers or regulatory agencies. It was the intent of the AQB in drafting the language in Section I, Criteria Applicable to all Levels of Licensure And Certification, Reciprocity and Credential Recognition, that jurisdictions would recognize those appraisers that held credentials prior to the adoption of the current *Criteria*. The acceptance of the existing credential holders would provide for a smooth transition from prior *Criteria* to the current (and beyond) *Criteria*.

The AQB encourages jurisdictions to examine their statutes and regulations and make any changes that might be necessary to facilitate a smooth transition.

AQB GUIDE NOTE 6 (GN-6)

AQB GUIDANCE FOR CRITERIA IMPLEMENTATION

THIS GUIDE NOTE RELATES TO THE VERIFICATION OF EXPERIENCE CREDIT AS SPECIFIED IN THE REAL PROPERTY APPRAISER QUALIFICATION CRITERIA.

Under "Criteria Applicable to All Levels of Licensure and Certification" in the *Criteria*, Section III (General Experience Criteria) reads as follows:

> The experience log must accurately reflect the applicant's own work and any supervision provided, including the nature and scope of the applicant's participation in each appraisal or appraisal review assignment. The State Appraiser Regulatory Agency will provide specific forms and instructions for verifying log-based experience. Verification must confirm that the logged assignments were completed in compliance with the applicable requirements of these *Criteria* and USPAP and that the applicant's participation was appropriately documented and, when required, supervised.
>
> At a minimum, the applicant's experience log must include:
>
> **a.** Property Type**;**
> **b.** Date of report**;**
> **c.** Property identification (address, APN, survey description, etc.)**;**
> **d. Description of the work performed by the applicant**
>
> **e. Scope of the supervision provided by the appraiser providing supervision, *if applicable*;**
> **f.** Number of actual work hours spent by the applicant on the assignment;
>
> **g.** The signature of the applicant; and
> **h.** The signature and state certification number of the appraiser providing supervision, *if applicable.*

As indicated above, the *Criteria* mandates that the forms used to verify experience credit include all of the identified items. Five of the six items listed are self-explanatory; however, the AQB has received inquiries regarding the intent of items (d) and (e) above (the bolded text).

It is the intent of the AQB that the verification of experience clearly identifies three things under items (d) and (e):

I. A description of the work performed by the trainee or applicant;
II. The scope of the review performed by the appraiser providing supervision; and
III. The level of supervision performed by the appraiser providing supervision.

Although the scope of review and level of supervision by the appraiser providing supervision might seem redundant, they are not. For example, in certain assignments an appraiser providing supervision might determine that a lesser level of supervision is required, but that might not impact the level of review performed.

The AQB recognizes that assignments may differ significantly; therefore, the level of review and supervision by the appraiser providing supervision may also differ from assignment to assignment. In addition, as the trainee/applicant develops competency, it is expected that the supervising appraiser will be able to reduce the degree of supervision required for later assignments.

The following page includes an example of an experience log that includes the information required by the *Criteria*. The attachment is merely one possible example of an experience log. Any format that includes the items listed under Section III, *General Experience Criteria*, as specified in the *Real Property Appraiser Qualification Criteria*, is acceptable.

Experience logs or other forms from a State Appraiser Regulatory Agency might look different and require more information than the example below. However, as stated above, all forms must, at a minimum, include the items listed under Section III, General Experience Criteria, as specified in the *Criteria*.

Date of Report	Property Address, City, State, Zip	Type of Property (SFR, Condo, 2-4 Units)	Description Of Applicant's Work Performed	Scope of Supervising Appraiser's Review	Scope of The appraiser providing supervision	Number of Actual Hours Worked By Applicant
1/3/08	123 Oak Street Washington, DC 20005	SFR	Neighborhood, subject and comp data research and analyses, interior/ exterior property inspection, cost/ sales comparison approaches, final reconciliation	Reviewed workfile and report, verified subject sales history, checked data and analyses in approaches to value utilized, discussed with applicant, co-signed appraisal report	Completed entire appraisal process with applicant, including physical inspection of subject property (first SFR appraisal for applicant)	7
6/7/08	455 Pine Street Washington, DC 20005	SFR	Neighborhood, subject and comp data research and analyses, interior/ exterior property inspection, cost/ sales comparison approach, final reconciliation	Reviewed workfile and report, verified all comparable data and analyses, verified homeowner's association info, discussed with applicant, co-signed appraisal report	Oversight of comparable data selection and analyses, provided direction in site value analysis used in cost approach, did not physically inspect subject property	7

1/10/09	202 Spruce Street Washington, DC 20005	SFR	Neighborhood, subject and comp data research and analyses, interior/ exterior property inspection, cost/ sales comparison/ income approaches, final reconciliation	Reviewed workfile and report, checked data and analyses in approaches to value utilized, discussed with applicant, co-signed appraisal report	Review of comparable data selection and analyses, did not physically inspect subject property	10
Date of Report	Property Address, City, State, Zip	Type of Property (SFR, Condo, 2-4 Units)	Description Of Applicant's Work Performed	Scope of Supervising Appraiser's Review	Scope of The Appraiser Providing Supervision	Number of Actual Hours Worked By Applicant
1/24/09	115 Pennsylvania Ave. Washington, DC 20005	Retail Store	Neighborhood, subject and comp (sale and rental) data research and analyses, interior/ exterior property inspection, cost/ sales comparison/ income approaches, final reconciliation	Reviewed workfile and report, verified subject sales history and all data and analyses in approaches to value utilized, discussed with applicant, co-signed appraisal report	Completed entire appraisal process with applicant, including physical inspection of subject property (first commercial appraisal for applicant)	30
8/14/09	200 S Broadway Washington, DC 20005	Retail Store	Neighborhood, subject and comp (sale and rental) data research and analyses, interior/ exterior property inspection, cost/ sales comparison/ income approaches, final reconciliation	Reviewed workfile and report, verified subject sales history and all data and analyses in approaches to value utilized, discussed with applicant, co-signed appraisal report	Oversight of comparable data selection and analyses, provided direction in DCF analysis used in income approach, did not physically inspect subject property	40
1/10/10	300 Capitol Avenue Washington, DC 20005	Retail Store	Neighborhood, subject and comp (sale and rental) data research and analyses, interior/ exterior property inspection, cost/ sales comparison/ income approaches, final reconciliation	Reviewed workfile and report, checked data and analyses in approaches to value utilized, discussed with applicant, co-signed appraisal report	Review of comparable data selection and analyses, did not physically inspect subject property	40

2/12/10	144 Elm Avenue Washington, DC 20005	Golf Course	Completed entire appraisal process	Reviewed workfile and report, verified subject sales history and all data and analyses in approaches to value utilized, discussed with applicant, co-signed appraisal	Completed entire appraisal process	60

2200
2201 Thomas D. Trainee — Sally A. Supervisor — State
2202 Applicant/Trainee Appraiser — Supervisory Appraiser
2203 Certification No.

AQB GUIDE NOTE 9 (GN-9)

THIS GUIDE NOTE RELATES TO THE BACKGROUND CHECK REQUIREMENTS AS SPECIFIED IN THE REAL PROPERTY APPRAISER QUALIFICATION CRITERIA EFFECTIVE ON JANUARY 1, 2017.

Under "*Criteria Applicable to All Appraiser Classifications*" in the *Real Property Appraiser Qualification Criteria*, Section III. *Background Checks*, reads as follows:

> *All applicants for a real property appraiser credential or for a Trainee Appraiser classification must have a background that does not call the public trust into question.*

Some jurisdictions have been performing background checks since the implementation of real property appraiser credentialing, while others have not. This Guide Note provides additional guidance, especially for jurisdictions with little to no experience in evaluating an applicant's background for fitness to be a Trainee Appraiser, or to be licensed or certified.

EXAMPLES OF ISSUES TO CONSIDER

Some background issues that State Appraiser Regulatory Agencies might consider include, but are not limited to, applicants who have:

I. Had a Trainee Appraiser classification, an appraiser license or a certification revoked in any governmental jurisdiction.
II. Been convicted of, or pled guilty or *nolo contendere* to, a crime involving moral turpitude.
III. Been convicted of any crime that is substantially related to the qualifications, functions, or duties of the profession of real estate appraisal.
IV. Performed any act, which if done by the holder of a Trainee Appraiser classification, or any real property appraiser credential, would be grounds for revocation or suspension of such a credential.
V. Knowingly made a false statement of material fact required to be disclosed in an application for any professional license or certification.
VI. Been prohibited from participating in the affairs of an insured depository institution pursuant to Section 19(a) of the Federal Deposit Insurance Act (12 U.S.C. Section 1829).

SUBSTANTIAL RELATIONSHIP

A crime or act may be deemed substantially related to the qualifications, functions, or duties of an appraiser if it shows, to a substantial degree, that an applicant or classification holder is currently or potentially unfit to perform the functions authorized by the credential. Examples of the types of crimes or acts include, but are not limited to, the following:

I. Taking, appropriating, or retaining the funds or property of another.
II. Forging, counterfeiting, or altering any instrument affecting the rights or obligations of another.
III. Evasion of a lawful debt or obligation, including but not limited to tax obligations.
IV. Traffic in any narcotic or controlled substance in violation of law.

V. Violation of a relation of trust or confidence.
VI. Theft of personal property or funds.
VII. Crimes or acts of violence or threatened violence against persons or property.
VIII. The commission of any crime or act punishable as a sexually related crime.
IX. Misrepresentation of facts or information on the appraisal license or certification application.
X. Cheating on an examination for a real property appraiser credential.

REHABILITATION

If a State Appraiser Regulatory Agency determines that an applicant's or classification holder's background is inconsistent with the public trust, that State Appraiser Regulatory Agency should consider all evidence of rehabilitation, including testimony or other documentation including:

I. The effect of the passage of time since the most recent act or crime.
II. Restitution by the applicant to any person who has suffered monetary losses.
III. Judicial relief from the consequences of criminal convictions resulting from immoral or antisocial acts, including but not limited to release from probation, finding of factual innocence, a completed program of diversion, or other comparable orders of a court.
IV. Successful completion or early discharge from probation or parole.
V. Abstinence from the use of controlled substances or alcohol for not less than two years if the crime or offense is attributable in part to the use of controlled substances or alcohol.
VI. Payment of any fine or other imposed monetary penalty.
VII. Stability of family life and fulfillment of parental and familial responsibilities subsequent to the act or conviction.
VIII. Completion of, or sustained enrollment in, formal education or vocational training courses for economic self-improvement.
IX. Discharge of, or *bona fide* efforts toward discharging adjudicated debts or monetary obligations to others.
X. Mitigating facts or circumstances that reasonably indicate that an applicant will perform appraisal-related activities honestly, fairly, and ethically.
XI. Correction of business practices resulting in injury to others or with the potential to cause such injury.
XII. Significant or conscientious involvement in community, church, or privately-sponsored programs designed to provide social benefits.
XIII. New and different social and business relationships from those that existed at the time of the act or crime.
XIV. Change in attitude from that which existed at the time of the act or crime, as evidenced by any or all of the following:
- **A.** Testimony of applicant.
- **B.** Evidence from family members, friends, or other persons familiar with applicant's previous conduct and his or her subsequent attitudes and behavioral patterns.
- **C.** Evidence from probation or parole officers or law enforcement officials competent to testify as to applicant's social adjustments.
- **D.** Evidence from psychiatrists or other persons competent to testify with regard to psychiatric or emotional disturbances.

The above is intended to be illustrative, not exhaustive. State Appraiser Regulatory Agencies, in performing their due diligence when examining an applicant's qualifications for a real property appraiser classification, may elect to include additional items not identified in this Guide Note. Likewise, State Appraiser Regulatory Agencies may determine, based on their own experience and history, that some of the items identified in this Guide Note may not be applicable to an applicant or classification holder seeking a real property appraiser classification in that jurisdiction.

AQB GUIDE NOTE 11 (GN-11)

THIS GUIDE NOTE RELATES TO THE PRACTICAL APPLICATIONS OF REAL ESTATE APPRAISAL (PAREA) REQUIREMENTS AS SPECIFIED IN THE REAL PROPERTY APPRAISER QUALIFICATION CRITERIA EFFECTIVE ON JANUARY 1, 2021.

AQB GUIDANCE FOR DELIVERY METHODS AND TECHNIQUES IN PAREA TRAINING

Guide Note 11 (GN-11) contains guidance for the delivery of PAREA training. The suggested delivery methods and techniques follow each of the required content areas as identified in the PAREA section of the Criteria, and are abbreviated using the following legend:

Method	Abbreviation
Computer Based Learning	CBL
Video Gaming	VG
Video Tutorial	VT
Virtual Assistant	VA
Virtual Reality Training	VRT

These delivery methods and techniques may be amended from time-to-time to reflect changes in technology or required PAREA content.

PRACTICAL APPLICATIONS OF REAL ESTATE APPRAISAL (PAREA)

The goal of the following is to suggest potential technologically based delivery methods that could be used in the development of exercises, examples, simulations, case studies, and applications as are appropriate to create practical experience expected to be gained by an appraiser seeking a license credential with respect to the content outline in Section 3. PAREA providers may utilize some, all or a combination of the well-established methods described above. Providers are encouraged to utilize a variety of methodologies to ensure a comprehensive experience resulting in participants having sufficient practical experience to enable success in obtaining an appraisal license or certification.

MINIMUM CONTENT REQUIREMENTS – LICENSED RESIDENTIAL CLASSIFICATION

I. Introduction

A. General Considerations and Responsibilities [CBL, VT]

1. Discuss respecting the public trust

2. Review and comment on Appraiser Independence Requirements

3. Review and comment on the responsibilities to clients regarding reconsideration of value requests and other communication

Methods and Techniques

• Highlight USPAP considerations (e.g. improper influence, prior services) ***[VT, VG]***

• Demonstrate Appraiser Independence Requirements (AIR) and other regulatory guidance, with examples of acceptance and unacceptable conditions ***[CBL, VT, VG]***

B. Appraisal Basics - Software and Tools [CBL, VT, VRT]

1. Overview of software options (vendors) and common forms

2. Overview of Common tools: measuring devices, cameras, etc.

Methods and Techniques

• Identify various appraisal-related technology tools ***[VT, VA]*** *• Introduce and demonstrate the use of appraisal software* ***[VA, VG, CBL]***

• Identify and demonstrate the use of various measuring tools ***[VA, VG, CBL]***

• Require completion of training on a base level camera as well as instruction on camera etiquette – obtaining consent to photograph certain subjects, such as children, personal effects, etc. ***[VT, VA, VG]***

• Develop challenges around Graham-Leach-Bliley Act, Privacy/Information Security ***[VT, VA, VG]***

II. Problem Identification

A. Understanding Assignment Parameters [CBL, VG, VT, VA]

1. Perform initial review of order/engagement letter, determine authoritative lines of communication. Provide interactive exercises in extracting key information from engagement letter.

B. Understanding Assignment Elements and Competency Issues [VG, VT, VA, VRT]

1. Examine appraisal request and other documents provided (e.g. title reports, surveys, purchase contract) to determine key assignment elements (Standards Rule 1-2(a)–Standards Rule 1-2(d), and the SCOPE OF WORK RULE), and/or contractual obligations. Determine relevant appraisal assignment conditions. Understanding client, intended use, intended users, engagement letter terms, various assignment types, basis for assignment conditions, extraordinary assumptions, and hypothetical conditions.

2. Provide exercises for defining the problem. Goal is for participant to establish appropriate steps in appraisal process.

3. Exercises should contain overlays introducing key engagement items that could affect scope of work.

4. Ensure that the exercise demonstrates impact on both assignment conditions and elements.

5. Include exercises where appraiser can identify during problem definition process the existence of possible extraordinary assumptions and/or hypothetical conditions.

6. Demonstrate how competency issues are identified and will be resolved.

C. Market, Neighborhood, and Subject Property Research [CBL, VT, VA, VRT]

1. Utilize preliminary online/archival research to gain basic market area and subject property information.

2. Must develop the general area and neighborhood market analysis. a. Overview of available data sources for market area information.

3. Retrieval/analysis of preliminary information necessary for understanding subject site and improvements.

4. Review of public record information including site and improvement information.

5. Utilization of MLS/online sites as a verification source.

6. Based on information gathered above, develop and explain key relevant property characteristics {Standards Rule 1-2(e)}.

Methods and Techniques

• *Perform a sample neighborhood "fly-by" with characteristics as specified above being identified* ***[VT, VA, VRT].***

• *Review simulated MLS data to evaluate supply/demand* ***[VT, VA, VG, CBL].***

• *Review public and private sources (e.g., proprietary data, Trulia, Zillow)* ***[VT, VA, CBL].***

• *Analyze information from simulations to reveal trends on growth, values, prices, marketing times* ***[VT, VA, VG, CBL].***

• *Collect data on simulated neighborhood using multiple examples and iterations (e.g., census, population trends, imitated zoning)* ***[VT, VA, VG, CBL].***

• *Visually illustrate typical area boundaries (e.g., roadways, natural boundaries, zoning clusters) using multiple examples* ***[VT, CBL, VG].***

• *Use simulated data tools (e.g., MLS, aggregators) to identify and determine price trends, market supply (current and historical information)* ***[VT, VA, CBL].***

• *Using simulated property record system, obtain attributes of a subject property* ***[VA, CBL]****.*

D. Obtaining Preliminary Subject Property Information [CBL, VG, VT, VA, VRT]

1. Simulate setting the inspection appointment with related requests/requirements

2. Determine how you will verify individual providing access

3. Review of inspections and reports provided by others and discuss their application and disclosure in the assignment

Methods and Techniques

• *Create multiple scenarios to determine the adequacy of inspections (i.e., personal inspection, inspection by third party, and virtual inspection) and third-party reports to ensure an appropriate Scope of Work* ***[VA, CBL]***

• *Create multiple scenarios (using good and bad examples) for inspection scheduling, communication, verification of data, etc.* ***[VT, VA, VG]***

• *Conduct specific Q&A examples with virtual agent/broker, tenant, property owner, etc.* ***[VT, VA, VG]***

III. Review Sections I and II with Mentor

A. Ensure the problem identification process was performed properly leading to an appropriate scope of work.

B. Review research performed to evaluate suitability and that the quantity of information will be satisfactory for later development and analysis.

IV. Property Identification and Inspection along with Initial Site Identification [CBL, VG, VA, VRT]

A. Research available information sources including public records

B. Zoning, general plan information

1. Identify where to locate all sources of information

2. Verification of revisions to zoning/general plan

3. Variances, use restrictions

C. Environmental issues, flood zone/earthquake information. Identify and explain unusual issues

1. Location of relevant research information

2. Communicate any unusual findings to the client to confirm whether assignment is to be completed

Methods and Techniques

• *Demonstrate zoning map and analysis* ***[VT/VA/CBL]***

• *Demonstrate flood map system and analysis* ***[VT/VA/CBL]***

• *Demonstrate earthquake map and analysis* ***[VT/VA/CBL]***

• *Demonstrate sample GIS system and analysis* ***[VT/VA/CBL]***

V. Verification of Neighborhood and Market Area [CBL, VT, VA, VRT]

A. Conduct virtual inspection/review of subject's market area

B. Explain various influences

C. Identify and explain trends/characteristics in the defined neighborhood and market area

Methods and Techniques

• *Virtual neighborhood tours identifying positive and negative influences* ***[VT, VA, VRT]***

• *Demonstrate use of web-based mapping tools (e.g. Google Earth, Google Maps) and how to use analytics* ***[VT, VA, CBL]***

VI. Subject Site Inspection [CBL, VT, VA, VRT]

A. Verify similarity to plat, Observation of site utility, its surrounding influences, and possible conditions that could impact value or marketability

B. Analysis of site improvements and useable site area.

1. Determine and explain how useable site area relates to surrounding properties

C. **Identify and discuss various site amenities**. **Include exercises that include various levels of impact on value**

Methods and Techniques
• *Illustrate different site conditions, offer multiple options within each example, provide description choices, demonstrate appropriate analyses of scenarios* ***[VT, VA, VRT]***

VII. Subject Property Improvements Inspection [CBL, VT, VA, VRT]

A. Overview

1. Types/quality of construction

2. Floor plan issues, determination of room counts
3. Observable condition factors and description of upgrades
4. Recognition of potential/existing adverse influences

B. Conduct a virtual physical inspection to determine relevant physical characteristics

C. Provide a thorough description of improvements

Methods and Techniques

• Provide multiple examples (variety) of architecture, material types for exterior and interior surfaces, condition, quality, mechanicals, electrical systems and provide exercises for proper identification and analysis ***[VT, CBL]***

• Identify physical and functional obsolescence, lack of conformity ***[VT, CBL]***

VIII. Measuring the Subject Property Improvements [CBL, VG, VT, VA, VRT]

A. Exercises to include methods and ultimately determination of:

1. Basements

2. Stairways & vaulted ceiling areas

3. Below grade living area (split level)

4. Accessory dwelling units, outbuildings, etc.

5. Awareness of special assignment conditions

6. Common rounding practices

B. Include virtual exercises in measuring subject properties

C. Other sources for obtaining GLA IX. Sketch Completion [CBL, VT, VRT]

A. Include sketch completion exercises

B. Exercises must include final GLA determination (what areas should be extracted from GLA)

Methods and Techniques

• Demonstrate sketch measurement software applications using computers, tablets, handheld devices, etc. for various home designs (e.g., 1-story, 2-story, split-level, bi-level) ***[VT, VA, VG, VRT]***

• Include multiple variations (e.g., bay windows, overhangs, open space 2nd story, basements, etc.) ***[VT, VA, VG, VRT]***

• Include various tools (e.g., laser, roller, tape, etc.) ***[VT, VA, VG, VRT]***

• Calculate square footage from plans and specs ***[VT, VA, VG, VRT]***

• *Complete several examples on a sketch program* ***[VT, VA, VG, VRT]***

X. Review Sections IV thru IX with Mentor

A. Ensure all elements of inspection process have been performed properly, including neighborhood, site, and improvements

XI. Market Analysis/Highest and Best Use [CBL, VRT, VA, VT]

A. Highest and Best Use

1. Overview of pertinent data, including actual current/proposed/potential alternative use and communication of highest and best use

B. Performing Neighborhood and Market Research

1. Identify the market area boundaries, physical characteristics, and specific property location relevant to the analysis of the subject property.

2. Identify the trends and characteristics in the defined neighborhood and market area.

Methods and Techniques

• *Provide exercises reviewing and analyzing various property and site characteristics related to property use and the factors for determining highest and best use* ***[CBL, VRT, VA, VG]***

• *Provide exercises reviewing market information, including maps, satellite images, aerial photographs, economic data, census data and analysis from third parties to determine boundaries, physical characteristics, and other factors relevant to the subject market area* ***[CBL, VRT, VA, VT, VG]***

• *Provide exercises reviewing market and neighborhood information such as maps, plat maps, satellite images, aerial photographs, economic data, census data, etc. to determine neighborhood boundaries, characteristics and trends related to the analysis of the subject property* ***[CBL, VRT, VA, VT, VG]***

XII. Review Section XI with Mentor

A. Ensure key analytical issues related to market conditions and highest and best use are effectively addressed

XIII. Process of Sales Analysis [CBL, VG, VT, VA, VRT]

A. Identify the best sources of sales data for use in case studies including:

1. MLS

2. City/County (public) transfer records

a. How to verify

3. Data providers

4. Appraiser office files

a. Confidentiality concerns

5. Real estate agents/brokers

a. How to verify

B. Select the same or similar property types, uses, and characteristics.

1. Identify elements of comparison

2. Develop exercises for various property types

C. Identify all relevant current listings, expired listings, withdrawn listings, offers (if available), FSBO, closed sales, and pending sales

Methods and Techniques

• *Demonstrate a typical MLS search, and other less common search options* ***[VT/VA]***

• *Perform searches to identify applicable sales from a group of potential transactions* ***[VT/VA/VG/CBL]***

• *Develop and demonstrate rationale for selection of sales* ***[VT/VG/CBL]***

• *Conduct an interactive interview (incorporating checklist) on sales data confirmation* ***[VT/VA]***

• *Research prior sales history with simulated data sites (e.g., assessor, public records, proprietary sources)* ***[VT/VG/CBL]***

• *Identify appropriate elements of comparison* ***[VT/VA/CBL]***

• *Introduce confidentiality issues related to use of non-public information* ***[VT/VA/VG]***

• *Update workfile with results, incorporate electronic vs. paper vs. combination* ***[VT/VA]***

XIV. Review Section XIII with Mentor

A. Ensure all necessary steps in highest and best use analysis and market analysis were performed properly. Review data source material to assure sufficient information has been identified for further application.

XV. Valuation Approaches and Techniques [CBL, VG, V, VA, VRT]

A. Consider each approach to value and explain the appropriateness based on the intended use of the assignment. Select the data considered most meaningful and relevant.

XI. Market Analysis/Highest and Best Use [CBL, VRT, VA, VT]

A. Highest and Best Use

1. Overview of pertinent data, including actual current/proposed/potential alternative use and communication of highest and best use

B. Performing Neighborhood and Market Research

1. Identify the market area boundaries, physical characteristics, and specific property location relevant to the analysis of the subject property.

2. Identify the trends and characteristics in the defined neighborhood and market area.

Methods and Techniques

• *Provide exercises reviewing and analyzing various property and site characteristics related to property use and the factors for determining highest and best use* ***[CBL, VRT, VA, VG]***

• *Provide exercises reviewing market information, including maps, satellite images, aerial photographs, economic data, census data and analysis from third parties to determine boundaries, physical characteristics, and other factors relevant to the subject market area* ***[CBL, VRT, VA, VT, VG]***

• *Provide exercises reviewing market and neighborhood information such as maps, plat maps, satellite images, aerial photographs, economic data, census data, etc. to determine neighborhood boundaries, characteristics and trends related to the analysis of the subject property* ***[CBL, VRT, VA, VT, VG]***

XII. Review Section XI with Mentor

A. Ensure key analytical issues related to market conditions and highest and best use are effectively addressed

XIII. Process of Sales Analysis [CBL, VG, VT, VA, VRT]

A. Identify the best sources of sales data for use in case studies including:

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B. Select the same or similar property types, uses, and characteristics.

1. Identify elements of comparison

2. Develop exercises for various property types

C. Identify all relevant current listings, expired listings, withdrawn listings, offers (if available), FSBO, closed sales, and pending sales

Methods and Techniques

• *Demonstrate a typical MLS search, and other less common search options* ***[VT/VA]***

• *Perform searches to identify applicable sales from a group of potential transactions* ***[VT/VA/VG/CBL]*** • *Develop and demonstrate rationale for selection of sales* ***[VT/VG/CBL]***

• *Conduct an interactive interview (incorporating checklist) on sales data confirmation* ***[VT/VA]***

• *Research prior sales history with simulated data sites (e.g., assessor, public records, proprietary sources)* ***[VT/VG/CBL]***

• *Identify appropriate elements of comparison* ***[VT/VA/CBL]***

• *Introduce confidentiality issues related to use of non-public information* ***[VT/VA/VG]***

• *Update workfile with results, incorporate electronic vs. paper vs. combination* ***[VT/VA]***

XIV. Review Section XIII with Mentor

A. Ensure all necessary steps in highest and best use analysis and market analysis were performed properly. Review data source material to assure sufficient information has been identified for further application.

XV. Valuation Approaches and Techniques [CBL, VG, V, VA, VRT]

A. Consider each approach to value and explain the appropriateness based on the intended use of the assignment. Select the data considered most meaningful and relevant.

B. Sales Comparison Approach

1. Analyze quality and quantity of data

a. Identify relevant units of comparison

b. Data and information collected must be analyzed for comparability and consistency

2. Select the sales that are considered the most appropriate for subject property comparability (demonstrate the process)

a. Identify and apply appropriate adjustments to comparable transactions based on differences to the subject property. Demonstrate applicable tools and methods, including:

1. Paired sales analysis

2. Statistical and other graphic analysis

3. Trend analysis

4. Qualitative differences, including:

i. Relative comparison analysis

ii. Ranking analysis

3. Discuss and reconcile key elements developed in the sales comparison approach

Methods and Techniques

• *Using simulated data, identify applicable approach(es) to value* ***[VT, VG, CBL]***

• *Complete multiple sales comparison analyses using previously selected data for both vacant land and improved sites, incorporating applicable techniques to estimate appropriate adjustments* ***[VT, VG, CBL]***

• *Add complexity at a basic level for commonly encountered external influences, super-adequacies, functional obsolescence* ***[VT, VA, VG, CBL]***

• *Develop value opinions for multiple scenarios* ***[VT, VG, CBL]***

• *Demonstrate proper and improper examples of reconciliation, develop appropriate reconciliation* ***[VT, VG, CBL]***

C. Cost approach

1. Develop site value of the subject as vacant using recognized methods or techniques

a. Include contributory value of site improvement

2. Discuss use of replacement or reproduction cost

a. Develop supportive data for the cost calculations

b. Calculate cost new for the improvements

c. Calculate depreciation (demonstrate and apply types, consider market trends)

d. Discuss and reconcile key elements developed in the cost approach

Methods and Techniques

- *Complete a basic cost new, utilize several different cost approach models* ***[VT, VG, CBL]***
- *Develop credible opinions of site value* ***[VT, VG, CBL]***
- *Add basic level complexity (e.g., new homes, remodeled homes, homes having inadequacies)* ***[VT, VA, VG, CBL]***
- *Develop supportable depreciation estimates, age-life method, add basic level complexities (e.g., repairs, obsolescence)* ***[VT, VG, CBL]***
- *Develop indicated values by the cost approach* ***[VT, VG, CBL]***
- *Demonstrate proper and improper examples of reconciliation, develop appropriate reconciliation on multiple examples* ***[VT, VA, VG, CBL]***

D. Income approach

1. Collection and verification of pertinent rental data (actual vs. contract)

2. Determine appropriate GRM (Gross Rent Multiplier)

3. Discuss and reconcile key elements developed in the income approach

Methods and Techniques

- *Develop appropriate comparison factors involved for gross rental estimate, sources* ***[VT, VG, CBL]***
- *Identify comparables using simulated data sources (e.g., MLS, interviews, proprietary sources, door knocking, etc.) for rental information* ***[VT, VA, CBL]***
- *Develop credible opinions of market rent* ***[VT, VG, CBL]***
- *Develop GRM's from simulated comparable properties* ***[VT, VG, CBL]***
- *Develop indicated values by the income approach* ***[VT, VG, CBL]***
- *Demonstrate proper and improper examples of reconciliation, develop appropriate reconciliation* ***[VT, VG, CBL]***

XVI. Review Section XV with Mentor

A. Ensure all approaches to value were adequately considered and completed in supportable fashion (including cost and/or income approaches if performed)

XVII. Final Reconciliation [CBL, VG, VT, VA, VRT]

A. Analyze and discuss accuracy and sufficiency of data

B. Analyze and discuss strengths and weaknesses of each approach to value and their applicability to the subject property

C. Analyze and discuss consistency of data and development

D. Analyze and discuss the quality and quantity of data

E. Review calculations

F. Develop the final opinion of value along with the rationale for your conclusions

Methods and Techniques

• *Demonstrate multiple scenarios using the various approaches to analyze their strengths and weaknesses* ***[VT, VA, VG, CBL]***

• *Perform check for accuracy of math and calculations* ***[VT, VA, VG, CBL]***

• *Demonstrate proper and improper examples of reconciliation, develop appropriate reconciliation* ***[VT, VA, VG, CBL]***

XVIII. Review Section XVII with Mentor

A. Ensure final reconciliation was performed properly and determine appropriate reporting

XIX. Appraisal Report Development/Delivery [CBL, VG, VT, VA, VRT]

A. Report Development

1. Standards Rule 2-1 minimum standard (not misleading, sufficient, assumptions, etc.)

a. Ability to describe the subject property and comparable properties used in the analysis (ensure compliance with STANDARD 2)

1) Technical terms
2) Common industry phrases and descriptors
3) Fair lending do's and don'ts
4) Identify relevant information using industry typical approaches and technologies

b. Ability to describe a market area and a neighborhood (same subset as above)

c. Report format

1. Comply with all applicable assignment elements and conditions

2. Awareness and compliance with state and federal regulatory requirements

3. Describe scope of work

4. Ensure applicable appropriate addenda, exhibits, photos, etc. are included

5. Understand adequacy/relevance/integrity of photos, maps, and exhibits – how/where to upload in a report

a. Certification

1. Ensure familiarity with pre-printed content and applicability.

2. Develop exercises on completion of workfile documents

3. Demonstrate an ability to store and compile documents

Methods and Techniques

• *Complete appraisal reports using several styles (e.g., forms such as 1004, condo, 2-4 units, short narrative)* ***[VG, CBL]***

• *Provide samples of prior service disclosures (i.e., certifications)* ***[VT, VA]***

• *Provide opportunities to create multiple versions of required exhibits (e.g., photos, sketches, maps) using simulated data* ***[VT, VA, VG, CBL]***

• *Provide sample certifications, include correct and incorrect examples* ***[VT, VA, VG, CBL]***

• *Provide sample limiting conditions, include correct and incorrect examples* ***[VT, VA, VG, CBL]***

• *Verify required contents of workfile, incorporating examples of items that should/should not be included* ***[VT, VA, VG, CBL]***

• *Demonstrate/use document storage examples (e.g., password, back-up)* ***[VT, VA, CBL]***

XX. Review Section XIX with Mentor

A. Ensure that the key components of an appraisal report and report format are appropriate for assignment(s)

XXI. Communication of Assignment Results [CBL, VT, VA, VRT]

A. Adequacy and relevance of information

1. USPAP compliance

2. Assignment conditions

B. Understand common Client-specific requirements – additional comparable sales, inclusion of active listings in the report, supplemental exhibits, etc.

1. Demonstrate the ability to meet client expectations conveyed through the engagement letter or other instruction methods

2. Adequate support for analysis

C. Explain and support rationale for excluding any of the traditional approaches

1. Explain and support reconciliation

2. Explain all assumptions

D. Explain and support all extraordinary assumptions and hypothetical conditions (state their use may have effect on assignment results)

Methods and Techniques

• *Ensure adequacy and relevancy of information in report* ***[VT, VG, CBL]***

• *Demonstrate examples of reports containing information specifically required by clients, regulators, or applicable assignment conditions* ***[VA, VT, VG, CBL]***

• *Ensure accuracy and consistency of information throughout report* ***[VT, VG, CBL]***

• *Provide various report samples that contain both adequate and inadequate communication* ***[VT, VA]***

• *Provide opportunities to review and correct errors in reports* ***[VT, VA, VG, CBL]***

• *Provide opportunities to review and correct inappropriate assumptions, extraordinary assumptions and hypothetical conditions* ***[VT, VA, VG, CBL]***

• *Provide various samples of appropriate and inappropriate requests for corrections, clarifications and Reconsiderations of Value, demonstrating appropriate responses (e.g., no changes, modifications to report, requirement for new assignment, etc.)* ***[VT, VA, VG, CBL]***

XXII. Review Section XXI with Mentor

A. Ensure understanding of effective appraisal report presentation and required content B. Ensure compliance with Standards Rule 2-2

MINIMUM CONTENT REQUIREMENTS – CERTIFIED RESIDENTIAL CLASSIFICATION

I. Problem Identification

A. Relevant Scope of Work and Competency Issues Involved [CBL, VG, VT, VA, VRT]

1. Develop exercises on how competency issues will be resolved.

2. Conduct a preliminary analysis to ensure an appropriate Scope of Work

Methods and Techniques

• *Provide sample engagement letters for review and analysis* ***[VT, VA, CBL]***

• *Provide samples of complex residential properties (e.g., ADUs, 2-4 unit group homes, student housing, short-term rentals, co-ops, leaseholds, etc.)* ***[VT, VA, CBL]***

• *Perform required research using simulated data (e.g., public sources, proprietary databases)* ***[VT, VA, VG, CBL]***

II. Review Section I with Mentor

A. Ensure understanding of how issues uncovered during property identification process relate to complexity. Also, focus on complex ownership issues

III. Positive or Negative Locational Influences [CBL, VG, VT, VA, VRT]

A. Recognize Population/Employment Trends

B. Determine and discuss relationships between employment, population, and residential units (Single Unit Residential vs.2-4 Unit Residential) over time

IV. Residential Market Analysis/Highest and Best Use [CBL, VRT, VG, VT]

A. Market Analysis Issues Related to Highest and Best Use for Complex Properties

B. Special Assessments

Methods and Techniques

• *Provide exercises reviewing and analyzing various property and site characteristics that would be considered complex in nature, including current and proposed use; include consideration of the factors for determining highest and best use* ***[CBL, VRT, VG, VT]***

• *Provide exercises reviewing data from public records, title records, CCR documents, etc., that describe current and planned special assessments for various property ownership types (one family, condominium, planned unit developments, Cooperative, etc.) to determine impact on market analysis* ***[CBL, VRT, VG, VT]***

V. Review Section III and IV with Mentor

A. Ensure key analytical issues related to market conditions and highest and best use are effectively addressed

VI. Physical Characteristics of Complex Properties [CBL, VG, VA, VRT]

A. Unique Design Features

B. High Quality/Amenity Properties

C. Over-improvements

D. Physical Deficiencies of Improvements

E. Functional Inadequate and Super Adequate Impact

VII. Vacant Sites (Including View Amenities, Surplus Land) [CBL, VG, VT, VA, VRT]

A. Develop exercises that contain issues covered under Site and Cost Approaches

Methods and Techniques

• *Identify and analyze impact of complex property characteristics (e.g., atypical size, view, design, historical ranking)* ***[VT, VA, VG]***

- *Exercises comparing and analyzing typical homes with outliers **[VT, VG, CBL]***

- *Exercises identifying and understanding the influence of locational influences through observation and comparison **[CBL, VG, VT, VA, VRT]***

VIII. Use of Key Statistical Concepts [CBL, VG, VT, VA, VRT]

A. Develop appropriate statistical tools to be used in development of opinion of value

B. Explain and support their application

IX. Key Market Driving Influences [CBL, VT, VA, VRT]

A. Determine most appropriate units of comparison (market drivers)

B. Identify market preferences for characteristics and amenities (e.g., parking, # beds, # baths, GLA)

Methods and Techniques

- *Complete exploratory data analysis and generate representative sample data to identify different unit price indicators by requiring candidate to analyze several options and select the option with the most robust statistical results **[VT, VG, CBL]***

- *Express several types of simulated data with the candidate building models which generate the most accurate and reliable results **[VT, VG, CBL]***

- *Incorporate in all exploratory data analysis exercises utilizing relevant descriptive statistics (e.g., median, mean, mode, standard deviation, coefficient of variation) **[VT, VG, CBL]***

X. Review Sections VI thru IX with Mentor

A. Ensure key analytical issues related to market conditions and highest and best use are effectively addressed

B. Confirm appropriate items have been identified and analyzed for proper application in determination of opinion of value

XI. Site Valuation and Cost Approaches

A. Site Valuation

1. Extract comparable land/site sales data that will adequately support adjustments for contributing value of unique attributes associated with complex vacant sites (view, entitlements, amenities, surplus/excess land)

B. Develop a supportable Land/Site Valuation - using the following methods:

1. Allocation

2. Market extraction

3. Ground rent capitalization

4. Land residual method; and

5. Sales comparison

C. Construction Costs

1. Exercises related to high amenity structures

2. Discuss local cost influences

D. Functional Obsolescence

1. Distinguish between curable and incurable forms

2. Analyze and support conclusions on obsolescence, including lack thereof, associated with complex properties

Methods and Techniques

• *Develop multiple samples that use each of the basic site valuation techniques* ***[VT, VA, VG, CBL]***

• *Develop multiple samples that use multiple techniques to estimate cost new* ***[VT, VA, VG, CBL]***

• *Develop multiple examples to estimate functional obsolescence* ***[VT, VA, VG, CBL]***

• *Develop an indicated value of a complex property using the cost approach* ***[VT, CBL]***

XII. Review Section XI with Mentor

A. Ensure the Cost Approach has been performed properly.

XIII. Sales Comparison Approach

A. Sales Concessions

1. Is the subject property subject to sales concessions?

2. Identify and discuss application (or not) of any sales concessions in comparable data based on market norms

3. Cash equivalency related to financing terms

B. Identifying and Applying Atypical Adjustments – develop support related to the following:

1. High amenity custom quality adjustments

2. Site adjustments

3. Adjustment support/matched pairs, statistical methods

4. Adjustment support for unique one-off property sales including those with Accessory Dwelling Units

Methods and Techniques

• *Develop multiple exercises requiring identification and determination of impact of sales concessions (e.g., assumption of closing costs, payments made outside of transaction)* ***[VT, VA, VG, CBL]***

• *Develop multiple exercises using statistical techniques (e.g., paired sales analysis, regression analysis) to analyze simulated data and estimate adjustments* ***[VT, VA, VG, CBL]***

XIV. Review Section XIII with Mentor

A. Ensure the sales comparison approach has been performed properly.

XV. Income Approach

A. 1-4 Unit Appraisals

1. Perform collection of comparable rent data

2. Complex rental adjustments

a. Understand and apply impact of complex amenities

b. Factor for Expense allocations between comparable transactions

B. Unique multi-unit assignments – discuss the following:

1. Location premiums within PUD/condo

2. Impact of rent control or subsidies

3. Student housing

4. Seasonal and short-term rentals

C. GRM analysis

1. Non-market rent impact on GRM

2. Perform reconciliation of GRM indicators

Methods and Techniques

• *Provide exercises extracting expense information via market participant interviews (e.g., agents/brokers, property managers, prior property information)* ***[VT, VG, CBL]***

• *Provide exercises identifying and analyzing unique property characteristics (e.g., view, physical characteristics, parking limitations, floor location)* ***[VT, VG, CBL]***

• *Provide exercises identifying and analyzing non-market rent on GRM* ***[VT, VG, CBL]***

XVI. Review Section XV with Mentor

A. Review the Income approach to value and ensure proper analysis and support for conclusions

XVII. Writing and Reasoning Skills

A. Data Presentation

1. Develop presentation of data in tables, charts, and graphs as appropriate

2. Express succinct narrative using active voice, direct statements, shorter words, shorter paragraphs and placing the bottom-line up front

3. Underscore proper and understandable use of English

b. Have another proofread whenever possible

B. Discussion of Approaches to Value

1. Adjust depth of discussion to the intended user(s)

C. Support for Conclusions

1. Clearly state conclusions throughout the report. Each conclusion requires credible support and logical reconciliation

D. Summary of Data and Reconciliation of Value Approaches

1. Summarize the quantity, quality, reliability, and relevance of data available for application in each approach performed. The reconciliation and final value opinion must be consistent with the conclusions of this summary regarding the most germane approach to value

Methods and Techniques

• *Ensure accuracy and consistency of information throughout report* ***[VT, VG, CBL]***

• *Provide various report samples that contain both adequate and inadequate communication* ***[VT, VA]***

• *Provide opportunities to review and correct errors in reports* ***[VT, VG, CBL]***

• *Provide opportunities to review and correct inappropriate assumptions, extraordinary assumptions and hypothetical conditions* ***[VT, VG, CBL]***

- *Provide various samples of appropriate and inappropriate requests for corrections, clarifications and Reconsiderations of Value, demonstrating appropriate responses (e.g., no changes, modifications to report, requirement for new assignment, etc.)* ***[VT, VG, CBL]***

XVIII. Review Section XVII with Mentor

A. Ensure understanding of effective appraisal report presentation and required content

B. Ensure compliance with Standards Rule 2-2

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AQB GUIDE NOTE 12 (GN-12)

THIS GUIDE NOTE DISTINGUISHES BETWEEN “Supervisory Appraiser” AND AN “appraiser providing supervision”

Under the *Criteria*, when applicants must document their experience through a log that identifies the work performed, the applicant’s role, and the nature of supervision provided. In some environments (such as mass appraisal or other structured review systems) the individual verifying the applicant’s experience may not be the certifying signer on the final appraisal report. Guide Note 12 explains how signatures and documentation in the experience log should be interpreted in these settings and clarifies what constitutes acceptable verification of USPAP-compliant experience.

This Guide Note explains the difference between the capitalized term, Supervisory Appraiser, and the descriptive phrase, appraiser providing supervision, as used in the *Criteria*.

These terms describe two distinct concepts related to oversight and experience documentation. Understanding the distinction ensures proper application of experience log requirements and helps states, educators, and appraisers interpret the *Criteria* consistently.

I. “Supervisory Appraiser” *(capitalized term)*

The term, Supervisory Appraiser, refers to a formal role defined in the *Criteria*.

A Supervisory Appraiser is:

1. A Certified residential or Certified General real property appraiser in good standing;
2. Who meets all AQB and state requirements to supervise a Trainee Appraiser; and
3. Who accepts professional responsibility for the appraisal work performed under their supervision.

Key points:

- **A.** The Supervisory Appraiser/Trainee Appraiser relationship is an official supervisory structure.
- **B.** The Supervisory Appraiser’s signature on the experience log is required.
- **C.** Both the Supervisory Appraiser and the Trainee Appraiser share responsibility for ensuring the log is accurate, current, and compliant with AQB, ASB, and state requirements.
- **D.** Requirements for Supervisory Appraisers, including eligibility, supervision limits, and documentation, are contained in the Supervisory Appraiser Requirements section of the *Criteria*.

This structure applies only when a formal supervisory relationship exists under the AQB-defined Supervisory Appraiser/Trainee Appraiser model.

II. The "appraiser providing supervision" *(descriptive phrase)*

The phrase, "appraiser providing supervision" is not a defined role in the *Criteria*. It is a contextual description used in the log requirements of general experience to recognize that oversight may occur in a variety of situations other than the formal Supervisory Appraiser/Trainee structure.

The *Criteria* phrase, *"appraiser providing supervision, if applicable"* acknowledges that some experience may involve informal oversight or collaboration without an officially designated Supervisory Appraiser.

Examples include, but are not limited to:

A. State-Specific Scope of Practice Flexibility

1. Some states permit credentialed appraisers (*e.g.,* Licensed Residential Appraisers) to perform assignments toward a Certified Residential or Certified General credential) without a formally designated Supervisory Appraiser.
2. In such cases, experience may be verified by the State Appraiser Regulatory Agency without requiring a supervisor's signature.

B. Competency Rule of USPAP

1. Under the COMPETENCY RULE, an appraiser may gain competency while performing an assignment.
2. A Supervisory Appraiser may not be involved if the appraiser meets state oversight requirements or is independently credentialed within their current scope of practice.

C. Significant Appraisal Assistance

1. An appraiser may provide significant assistance in developing or reporting an appraisal without signing the report.
2. The individual signing the report serves as the appraiser providing supervision for the purposes of verifying participation.

D. Mass Appraisal and *Ad Valorem* Contexts

1. State and local assessment officials may allow assessors or mass appraisal staff to earn experience credit while working under an internal review structure.
2. In these cases, oversight may be performed by a department manager, senior appraiser, or other qualified official.
3. Although this oversight does not meet the AQB-defined Supervisory Appraiser role, it functions as supervision within a statutory framework where activities are legally required to comply with USPAP and established mass appraisal standards.
4. Because these activities are done under mandated USPAP compliance and structured internal review, verification of experience may be provided by the chief assessing officer (or equivalent), regardless of whether that individual holds an appraiser credential.
5. In all cases, the hours used for experience credit must be completed in a manner that complies with USPAP.

III. Meaning of If "Applicable" in the Experience Log

Under the *Criteria*, a supervisory signature is always required when the applicant is earning experience under an AQB-defined Supervisory Appraiser / Trainee Appraiser relationship. In those cases, the Supervisory Appraiser must sign the experience log.

However, once an individual holds a credential, the need for a supervisory signature is determined largely by state law, including the credential holder's state-authorized scope of practice. Some assignments the credential holder may complete independently; others may require supervision depending on state requirements.

Therefore, "if applicable" can mean:

- **A.** A signature is required when the experience is obtained as a Trainee Appraiser under a Supervisory Appraiser.
- **B.** A signature may or may not be required when the applicant already holds an appraiser credential and is gaining experience toward a higher credential. This depends on state statutes, regulations, and scope-of-practice limitations.
- **C.** When oversight occurs outside a formal Supervisory Appraiser relationship (e.g., significant appraisal assistance, internal review, or collaborative assignments), the experience log should identify the appraiser providing supervision, if any.
- **D.** If state law or agency policy does not require supervisory oversight for that assignment, the log may legitimately leave the supervisory-signature field blank**.**

IV. Relationship Between "Trainee Appraiser" and "trainee"

The distinction between Trainee Appraiser (capitalized) and trainee (lowercase) parallels that between Supervisory Appraiser and the appraiser providing supervision.

- **A.** Trainee Appraiser refers to the formal classification defined in the *Criteria*.
- **B.** Trainee (without the following word, "Appraiser") describes any individual gaining experience under oversight or mentorship, whether or not they hold a formal Trainee Appraiser classification in their jurisdiction**.**

V. Summary Table

Term or Phrase	Meaning / Context	Signature on Log	Example Scenario
Supervisory Appraiser	Formal AQB-defined role supervising a *Trainee Appraiser*	**Required**	Trainee works under a certified Supervisory Appraiser
the appraiser providing supervision	Descriptive phrase for oversight in non-Trainee contexts	**Optional (if applicable)**	Licensed appraiser gaining Certified Residential

			experience without a formal supervisor
Trainee Appraiser	Formal classification defined in the *Criteria*	**Must be supervised**	Registered trainee completing required experience
trainee	General description for an individual gaining experience under oversight	**Varies by context**	Ad valorem staff appraiser developing experience under internal supervision

VI. Summary

The *Criteria* intentionally distinguishes between the formal, "Supervisory Appraiser" role and the descriptive phrase, "appraiser providing supervision," to reflect the diversity of state laws, appraisal environments, and pathways through which experience can be earned.

This Guide Note ensures the *Criteria* are applied consistently, prevents confusion over log signatures, and reinforces state discretion in determining acceptable experience oversight arrangements.

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APPRAISER QUALIFICATIONS BOARD

Concept Paper – Skills Based Pathway

December 3, 2025

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Introduction

This Concept Paper is being issued alongside, but separate from, the First Exposure Draft that proposed changes to the *Real Property Appraiser Qualification Criteria*, released December 3, 2025. During the Board's work on that Exposure Draft, the AQB examined several broader topics that were not advanced as proposed changes. One of those topics was the possibility of a skills-based experience pathway.

Because this idea generated meaningful discussion but was not ready for proposal within the Criteria, the AQB is providing this Concept Paper to outline the issues considered and to request public comment. No changes to the *Criteria* are being proposed in this Concept Paper. Instead, this paper is intended to inform stakeholders of the Board's preliminary exploration of the concept and to gather feedback on whether, and under what conditions, a skills-based model should be developed further.

The AQB invites all interested parties to review these concepts and provide written comments. The Board values detailed, evidence-based feedback and encourages commenters to reference specific sections of the draft when possible.

Thank you in advance for your comments. If you have any questions, please contact the Board at AQB@appraisalfoundation.org

Jerry Yurek
Chair, Appraiser Qualifications Board

Join the Conversation

The AQB will also accept verbal comments at its webinar on January 22, 2026, at 1:00 PM ET. You may register **here**.

Send Your Comments by March 3, 2026

All interested parties are encouraged to comment in writing to the AQB before the deadline of March 3, 2026. Each member of the AQB will thoroughly analyze and consider all comments.

When commenting on various aspects, it is very helpful to fully explain the reasons for concern or support, provide examples or illustrations, and suggest any alternatives or additional issues the AQB should consider.

To submit comments, please visit: https://www.surveymonkey.com/r/AQBComments

While for ease of processing, we prefer you use the SurveyMonkey for your comments, if you are unable to provide your comments via SurveyMonkey, you may also email AQB@appraisalfoundation.org.

All written comments will be posted for public viewing, exactly as submitted, on the Foundation's website. Names may be redacted upon request. The Foundation reserves the right not to post written comments that contain offensive or inappropriate statements.

Overview

The 2026 *Criteria* currently provides the following options for how to gain qualifying experience: the supervisor/trainee model, the Practicum model, and the PAREA (Practical Applications of Real Estate Appraisal) model. Despite these pathways, stakeholders continue to ask whether additional options are possible. The request that surfaces most frequently is for what stakeholders refer to as a “skills-based” experience model. In other words, one that would recognize demonstrated capabilities rather than accumulated hours or traditional supervision. This concept paper examines the idea in greater depth, drawing on past discussions, stakeholder input, and the AQB’s continuing review of the *Criteria*. The goal is not to determine whether such a pathway should or should not exist, but to clarify what questions must be answered before any skills-based framework could be implemented in a way that maintains fairness, feasibility, and public trust.

Background: Why Stakeholders Raise the Idea

Many individuals interested in becoming appraisers work in roles that share aspects of valuation practice. These include real estate agents, financial analysts, consultants, and others who research markets, collect and analyze data, or provide opinions about value in non-appraisal contexts. When these professionals describe a “skills-based” path, they often mean an alternative supervisory structure—one that allows them to gain credit for appraisal-related experience outside a traditional supervisor–trainee relationship.

The motivation behind these requests is easy to understand. Many aspiring appraisers find it difficult to secure a supervisor, particularly in smaller markets or for specialized property types. Others have already developed substantial analytical experience and want that work recognized. To them, a skills-based system appears to offer a way to demonstrate competency directly rather than accumulating hours. Stakeholders who advocate this idea generally describe it as a fairer and more accessible option—one that could expand entry into the profession.

From a regulatory standpoint, however, this idea raises complex questions. Experience in appraisal is not only about performing technical tasks; it is about learning to make professional judgments under an enforceable standard of ethics and competency. When stakeholders refer to “skills,” they often point to discrete tasks such as pulling comparable sales, analyzing data, or preparing models. These activities are necessary but not sufficient for what it means to perform appraisal work. Appraisal practice involves developing an opinion of value within the framework of USPAP—an independent, impartial, and objective process grounded in professional judgment and ethical conduct.

Why USPAP Standards Define the Profession

Appraisal practice is defined by standards, not isolated techniques, and USPAP is required to be followed under the circumstances stated in Title XI of FIRREA. USPAP sets the expectation that an appraiser will perform valuation services competently and in a manner that is independent, impartial, and objective. Ethics is therefore not an add-on; it is the operating environment. Appraisers learn to recognize and manage pressures—from clients, market participants, and circumstances—in order to maintain independence and impartiality while exercising professional judgment. The discipline is as much about *how* decisions are made as it is about *which* techniques are used.

Under USPAP, credibility is judged in relation to the **intended use** of the assignment results. There is no single, absolute answer in appraisal. Rather, there are opinions of value that are credible because they are developed and reported within an integrated, standards based process from start to finish. That process requires the appraiser to identify the problem, choose an appropriate scope of work, develop analyses suited to the problem, and reconcile results transparently, all while documenting work so another professional can understand what was done and why.

For this reason, “skills” cannot be evaluated in a vacuum. Selecting comparable sales, calculating adjustments, or building an income model only has meaning within the guardrails set by the assignment. Even the idea of the “best comparable sales” is contingent on definitional and procedural context. Among the factors that condition judgment are:

I. the definition of value to be developed (e.g., market value, use value, investment value);

II. the interest appraised (e.g., fee simple estate, leased fee, leasehold, partial interest);

III. the effective date (current, retrospective, or prospective) and its implications for data selection;

IV. the intended use and intended users, which inform materiality and reporting needs;

V. relevant assignment conditions, including extraordinary assumptions, hypothetical conditions, and any jurisdictional exceptions;

VI. the scope of work, meaning what was done, the level of detail, and why that scope is sufficient for credible assignment results;

VII. the quality and relevance of data relied upon and how limitations were handled; and

VIII. the reconciliation of approaches and analyses into a supportable conclusion.

USPAP ties these elements together so that techniques are applied with integrity and objectivity, and so that States can review work against a common, enforceable benchmark. When demonstration of “skills” is done outside of this framework, evaluators lose the context needed

to judge independence, impartiality, and competency. That is why, to date, it appears a skills based approach cannot stand apart from a standards based structure unless it provides an equally enforceable way to ensure ethical performance, consistent judgment, and auditable results.

Understanding What Stakeholders Mean by “Skills-Based”

Based on discussions to date, when stakeholders describe a “skills-based” model, they appear to mean a structure that either does not involve a supervisory appraiser at all or takes place outside the direct context of appraisal assignments. The AQB interprets this as an attempt to create an alternative supervisory process where appraisal experience could be recognized from other professional settings. The fundamental question becomes: if appraisal experience is to be earned outside appraisal practice, how will that experience be verified, by whom, and against what standard?

Without a supervisor who is credentialed and accountable under state law, verification becomes problematic. State regulatory agencies cannot oversee individuals or entities that do not hold an appraisal credential. As a result, any verification process that depends on unregulated parties risks becoming an attestation-only system—one that lacks enforceable accountability. Moreover, without a consistent framework for assessing performance, reviewers in different jurisdictions may interpret “skills” differently, leading to inequitable outcomes. These issues highlight why the concept of a skills-based pathway must be examined carefully before it can be considered viable.

The Regulatory Lens

Regulators depend on certainty, objectivity, repeatability, and predictability. They are responsible not only for ensuring that applicants meet the *Criteria*, but also for demonstrating to oversight bodies (such as the Appraisal Subcommittee) that they apply those *Criteria* uniformly and without bias. When requirements are vague or open to interpretation, state regulators are placed in a difficult position. They are themselves regulated and thus, would necessarily be reluctant to substitute their personal judgment for clear regulation or guidance. In such cases, they often reach out to the AQB for clarification or interpretation. These scenarios underscore why the *Criteria* must be explicit and consistently framed: regulators need well-defined requirements that they can administer confidently, defend under review, and apply in the same way across jurisdictions. These attributes allow them to make decisions that are fair, transparent, and defensible across a wide range of applicants. When experience requirements are written clearly, reviewers can verify work efficiently and apply uniform standards. When

those requirements are unclear, regulators are forced to interpret intent on their own, which increases subjectivity, inconsistency, and risk for both applicants and the public.

In considering how a skills-based pathway might work, the AQB has identified, in their opinion, four primary elements that determine whether any experience pathway can function effectively in practice. Each element is described below in complete form, along with the challenges that occur when it is poorly defined or applied.

1. Verification

Verification refers to the process through which an individual confirms that the applicant's experience actually occurred and that the work represents the applicant's own analysis and judgment. In the AQB's opinion, verification is effective only when the verifying party is both qualified and subject to regulatory oversight.

When a verifier holds a credential and is accountable to a state agency, the regulator has the authority to request records, question the basis of the attestation, and impose sanctions if necessary. This creates a reliable chain of responsibility that protects the public and ensures that applicants who follow the rules are treated fairly.

If verification is assigned to unregulated parties, regulators have no lawful mechanism to audit or discipline false or misleading attestations. As a result, reviewers may rely on subjective perceptions of credibility rather than objective evidence. This weakens consistency, undermines confidence in the process, and may allow unverified or inaccurate experience to pass unchallenged.

2. Standards Framework

A standards framework is the body of rules that governs how work is performed and reported, and it provides the benchmark against which a reviewer measures credibility, ethics, and competency. A strong framework (such as USPAP or another recognized standard) gives regulators a shared and enforceable yardstick. It ensures that ethical obligations of independence, impartiality, and objectivity are not *implied* but are actually *demonstrated* through the development and reporting process.

When a standards framework is missing or vague, reviewers must substitute personal judgment for objective criteria. This leads to inconsistent results across jurisdictions and diminishes public protection. It also complicates appeals because there is no clear reference point for determining whether a reviewer's decision was correct or arbitrary. Without a defined standard, ethical performance cannot be verified, and the concept of "credibility" becomes subjective rather than rule-based.

3. Evidence

Evidence refers to the information or documentation that supports an applicant's claim of competency. In a traditional experience model, that evidence is anchored to a standards-based assignment—typically reports, workfiles, or other materials that can be reviewed for compliance with USPAP. In a skills-based model, by contrast, the definition of evidence becomes uncertain.

If the experience occurs outside an appraisal context, what constitutes acceptable proof of learning or mastery? Is it a worksheet, a case study, a signed statement from an employer, or a portfolio of unrelated tasks? And what exactly is being demonstrated, is it mastery of a mechanical process, understanding of reasoning, or the exercise of professional judgment?

These questions reveal why evidence is such a critical issue. For regulators, evidence must be tangible, reviewable, and tied to an objective reference so that conclusions are defensible. When work is performed outside a standards framework, even well-intended documentation may lack clear meaning. Without a governing structure, reviewers cannot determine what the evidence proves, who validated it, or whether the claimed competency aligns with professional expectations. In short, evidence that is disconnected from an enforceable standard becomes ambiguous—it no longer demonstrates skill in a way that can be consistently and objectively measured, compared, or verified.

4. Review Consistency

Review consistency refers to the ability of different reviewers and jurisdictions to reach comparable conclusions based on the same criteria. It depends on standardized definitions, documentation templates, and clearly established thresholds for acceptable performance. Consistency enables predictable results, timely processing, and fairness to all applicants. It also limits administrative burden by preventing case-by-case interpretation.

When review consistency is weak, similar applications may produce different outcomes. Applicants perceive the process as unfair, appeals increase, and state agencies must devote additional resources to reconcile conflicting decisions. Over time, portability of credentials between states diminishes because requirements are interpreted differently. The result is confusion for applicants, inefficiency for regulators, and reduced confidence in the system.

Taken together, these four elements- verification, standards, evidence, and consistency- explain why a standards-anchored approach has endured for decades. Any new pathway must demonstrate how these same qualities will be maintained if experience is to be measured differently. Without them, neither regulators nor the public can rely on the results.

Types of Models Discussed

The discussion above outlined the general concepts that guide regulation and explain why standards and verifiable oversight are essential. In spite of those realities, the AQB has continued to explore, in good faith, whether there might still be practical ways to design a skills-based approach that preserves those safeguards. This exploration has not been driven by formal stakeholder proposals but by the Board’s own effort to test ideas, challenge its assumptions, and see what a functional skills-based checklist or framework might look like in real operation. The goal has been to identify whether there are models that could broaden entry into the profession without diminishing public trust, and to understand what barriers must be solved before such an option could ever work. Over time, several conceptual approaches have

surfaced in discussions among the AQB. This is a very high-level general summary of some of those ideas that have been explored:

1. National Skills Checklist

The most common suggestion is the idea of a national checklist of appraisal skills—defining specific tasks such as market analysis, cost estimation, adjustment development, or reconciliation. Candidates would demonstrate each skill through evidence or attestation. On its face, this model is clear and easily understood. However, once examined through the lens of regulation, its limitations become apparent. Each of these tasks takes on meaning only within the context of a particular assignment, property type, and scope of work. For example, a "market analysis" for a residential subdivision differs significantly from one for a rural farm or a downtown office tower. Without a defined standard of application, a checklist cannot ensure consistency or comparability across candidates. The model risks devolving into a subjective exercise that depends more on the reviewer's interpretation than on uniform criteria.

2. Tiered Competency Framework

Another concept groups skills into tiers—technical, analytical, and professional judgment. Candidates would demonstrate proficiency across and within these tiers, providing examples or written explanations of their decisions. This model recognizes that appraisers grow in complexity and reasoning over time. Yet, as with the checklist approach, the absence of a consistent, standards-based context for review makes objective evaluation difficult. Determining "adequate" demonstration of professional judgment outside a USPAP framework would be speculative and unenforceable.

3. Structured Skills Log

Some discussions have focused on the idea of a streamlined skills log. Candidates would record appraisal-related activities, summarize what was learned, and provide limited documentation as evidence. The simplicity is appealing, and it mirrors aspects of the existing log system. However, the problem remains that the work being recorded may not be performed under appraisal standards or supervision. Without that assurance, the log becomes a self-reported summary rather than verifiable evidence of competency.

4. Employer Verification

A fourth idea involves employer or peer verification of skills. Under this approach, companies employing valuation-related professionals could attest that their employees have demonstrated specific skills. While potentially expanding opportunities, this model raises significant challenges. Employers may not be licensed appraisers, and state agencies lack authority to enforce standards against them. The quality of oversight would vary widely, leading to inconsistent and potentially unreliable attestations.

5. Supervisor/trainee variation with employer occurrence verification.

Some stakeholders suggested a variation in which a candidate's employer or manager verifies that specific work tasks were performed, while a qualified supervisor reviews the substance of that work and determines experience credit using a structured skills list or periodic progress checks. Where work culminates in a USPAP-compliant report under the supervisor's signature, this functions as an enhanced form of the existing log-based process. Where work does not culminate in a USPAP report, questions remain about the standards framework, calibration of any skills and mastery thresholds, the authority for employer verification, and review consistency across jurisdictions.

6. Limited Skill Sampling

A final concept is to allow states to review specific skill "artifacts or work file documentation" such as a cost analysis, income approach, or adjustment study, rather than full reports. This might appear efficient, but in practice it strips away the context needed to evaluate whether the work was credible under USPAP principles. The parts of an appraisal cannot be assessed meaningfully in isolation from the whole.

A Closer Look: The Market Analysis Example

One example demonstrates these challenges clearly. When a stakeholder says they can perform "market analysis," what does that mean outside the context of an appraisal? Does it involve examining comparable sales within a defined market area? Identifying trends in absorption, supply, and demand? Evaluating external obsolescence? Each of these steps may be performed correctly or incorrectly depending on the problem being solved. Without a defined scope of work or intended use, reviewers have no way to determine whether the analysis is credible or whether it reflects independent and impartial judgment. This single example illustrates the broader issue: skills divorced from standards cannot be evaluated consistently or equitably.

Emerging Options That Maintain Standards

A deep review of the skills-based concept by the AQB did produce some very constructive outcomes. By working through the skills-based issues, the Board did identify two narrower pathways that appear to be workable within existing *Criteria*. Both approaches preserve the standards-based foundation of appraisal practice while offering flexibility in specific circumstances where traditional supervision or disclosure of work product is constrained. These options have been incorporated into the *First Exposure Draft of Proposed Changes to the Criteria* for public comment and represent meaningful progress in identifying ways to expand pathways into the profession while maintaining public trust.

These two narrower pathways that show promise and are included in the current *First Exposure Draft of Proposed Changes to the Criteria* for comment are the:

A. **Confidential Work-Product Pathway:** For candidates whose qualifying experience occurs in legally confidential environments, such as certain federal programs, program-level approval could recognize internal verification while the individual submits USPAP-compliant demonstration reports for state review.

B. **Recognized Alternative Standards Pathway:** For candidates whose experience was performed under another AQB-recognized valuation standard, such as IVS, the individual would submit USPAP-compliant demonstration reports for review. These options preserve the standards anchor, maintain state auditability, and accommodate unique professional contexts where supervision is restricted.

Continuing Dialogue

This concept paper reflects the AQB's current understanding of the skills-based discussion and the regulatory questions that accompany it. The Board recognizes the creativity and commitment of stakeholders who wish to expand pathways into the profession. The AQB welcomes detailed feedback, particularly suggestions that address how verification, standards alignment, evidence, and consistency could be achieved without undermining the ethical and competency framework that defines appraisal practice. The conversation remains open, and the AQB looks forward to collaborative exploration of practical ways to balance flexibility with the public trust that underpins the profession.

Stakeholders are welcome to comment in any manner they believe appropriate. The AQB is especially interested in hearing broad perspectives on several themes:

I. Whether a skills-based pathway should exist at all, and what need or problem it would address within the current system.

II. How such a pathway could remain credible and verifiable without compromising the standards and ethical expectations that define appraisal practice.

III. What kinds of documentation or demonstrations might give regulators confidence that skills have been mastered when there is no direct supervision.

IV. How states might realistically review or administer a pathway that relies on skills rather than hours, and what safeguards would be essential to keep the process fair and consistent.

V. Any other ideas that could help the AQB see the full picture of how a skills-based approach might function in practice.

The AQB encourages commenters not to feel constrained by format or by these questions. Thoughtful, experience-based feedback, whether conceptual, practical, or policy-oriented, will

help the Board understand how the profession envisions a skills-based option and what conditions would need to be met for it to work effectively.

Concept Paper – Examination Only Pathway

December 3, 2025

The Appraisal FOUNDATION

Authorized by Congress as the Source of Appraisal Standards and Appraiser Qualifications

APPRAISER QUALIFICATIONS BOARD

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Introduction

This Concept Paper is the second of two released by the AQB on December 3, 2025, in conjunction with, but separate from, the First Exposure Draft that proposed changes to the Real Property Appraiser Qualification Criteria. Along with that Exposure Draft, the Board also issued Concept Paper 1 – Skills Based Pathway on a potential skills-based experience pathway. Both concept papers address topics the AQB examined during the development of the Exposure Draft but did not advance as proposed changes to the *Criteria*.

This second Concept Paper focuses on the idea of an examination-only pathway. Although the Board considered the topic during its deliberations, it was not included in the proposed revisions. The AQB is therefore presenting the issue in a standalone format to describe the questions and considerations identified in discussion and to seek public comment. Nothing in this paper represents a proposed change to the *Criteria*; its purpose is to invite feedback on whether this concept warrants further exploration and, if so, what concerns or conditions would need to be addressed.

The AQB invites all interested parties to review these proposed revisions and provide written comments. The Board values detailed, evidence-based feedback and encourages commenters to reference specific sections of the draft when possible.

Thank you in advance for your comments. If you have any questions, please contact the Board at AQB@appraisalfoundation.org

Jerry Yurek
Chair, Appraiser Qualifications Board

Join the Conversation

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When commenting on various aspects of the concept paper, it is very helpful to explain the reasons for concern or support, provide examples or illustrations, and suggest any alternatives or additional issues the AQB should consider.

To submit comments, please visit: https://www.surveymonkey.com/r/AQBComments

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All written comments will be posted for public viewing, exactly as submitted, on the Foundation's website. Names may be redacted upon request. The Foundation reserves the right not to post written comments that contain offensive or inappropriate statements.

Overview

During its reassessment of the *Real Property Appraiser Qualification Criteria*, the AQB discussed the idea of creating an examination-only pathway to a credential. Under this concept (if such a model were ever pursued) candidates could move directly to a comprehensive examination without any predetermined requirement regarding qualifying education (QE). The AQB has not determined whether QE would, or would not, be required in an examination-only pathway. Some stakeholders refer to this as a "Super-Exam."

Earlier in this *Criteria* reassessment project, the AQB indicated that it would explore the "Super-Exam" concept in more detail. That internal work has now occurred. After reviewing the idea and considering it, the AQB concluded that it will not pursue an examination-only pathway in this *Criteria* revision. The primary reasons relate to the AQB's definition of minimum qualifications, the current structure of appraisal regulation, and the number of major questions that would have to be addressed before a "Super-Exam" could be responsibly designed.

At the same time, the Board recognizes that stakeholders have not yet had a formal opportunity to comment on this topic. Therefore, the AQB is providing this concept paper so that interested parties can respond to the ideas, offer their perspectives, and help the Board understand whether this is an area that should be studied more deeply in the future.

Background: Why the Idea Surfaces

When the AQB looks back over past meetings, public comments, and informal discussions, it sees that an examination-only pathway has been mentioned from time to time, often in connection with concerns about access to supervisors and experience opportunities. In many of these discussions, the idea was described as "QE first, then a Super-Exam," but the AQB now recognizes that this reflects only one possible model. This concept paper removes that assumption entirely and seeks comment on whether QE should play any role in an examination-only pathway.

What has been less clear in these mentions is the underlying structure and goal of that proposal. The 2026 *Criteria*, for example, assumes that a credential holder is deemed minimally qualified only after demonstrating the ability to pass the national examination and complete appraisal assignments in a manner that complies with USPAP. Under the present system, qualifying education, the national examination, and all the various experience pathways work together to ensure candidates can apply appraisal theory to real situations, develop workfiles, and produce USPAP-compliant appraisal reports.

Experience, whether obtained through a supervisor/trainee relationship, Practicum program(s), or PAREA, is where candidates confront incomplete or inconsistent data, client expectations, legal and regulatory requirements, and the many practical decisions that affect an assignment's credibility. When an examination-only pathway is proposed, the immediate question is how those same expectations would be met in a different structure.

What the Current Examination Does and Does Not Do

The existing national examination is built to test understanding of appraisal theory and practice concepts. It is a time-limited, multiple-choice exam. Within that format it can measure whether a candidate understands principles, methods, and standards at the level described in the Examination Content Outlines.

What it cannot do, by design, is observe a candidate actually developing and reporting a USPAP-compliant appraisal assignment. It does not see the person assemble a workfile, respond to real-world data limitations, or write and reconcile an actual report. Those competencies are addressed through the experience pathways, not through the exam.

An examination-only pathway appears to assume a different kind of exam. If the goal is still to be confident that a credentialed individual can produce a USPAP-compliant report, then an examination-only pathway would likely need to assess applied performance in a way that goes well beyond what the current multiple-choice exam is designed to do.

Relationship to Existing Pathways

At present, there are three pathways that allow candidates to gain experience and demonstrate applied competence:

- The log-based supervisor/trainee way of gaining experience
- Practicum programs that involve end-to-end assignments on real properties
- PAREA programs that simulate practice and require candidates to complete multiple USPAP-compliant assignments with review and feedback

These pathways are not theoretical. They produce work products that can be reviewed, they operate within regulatory guardrails, and they are already delivering results. PAREA, in particular, has shown a one hundred percent National Exam pass rate for participants who reach the end of the program, and several Practicum programs are in various stages of development and implementation.

From the Board's viewpoint, these newer pathways are still gaining momentum. Additional PAREA programs are being developed, and more practicum models are emerging. At this point in time, it appears prudent to allow these options to mature and expand, since they are specifically designed to bridge the gap between theory and practice and to show that candidates can produce USPAP-compliant work.

How a Examination-only Pathway Might Need To Be Studied

If an examination only pathway should be pursued, it would not be as simple as just deciding to offer it. It would likely require a staged research effort to fully understand its feasibility, and to answer questions such as:

- What exactly would be the goal of an examination-only pathway? Would the aim still be to confirm that a new credential holder can produce USPAP-compliant appraisal reports, or is a different definition of minimum qualification that is being proposed?
- What type of exam format could reasonably assess that goal? For example, would it involve extended case studies, multi-day capstone assignments, or other forms of performance assessment rather than only selected response questions?
- How would such an exam be created, maintained, and updated over time, including the practical questions of who owns the specifications, who is responsible for revisions, and how continuity would be assured across years?
- How would a program of this type be supported on an ongoing basis, given the size of the profession and the need for substantial, dedicated long-term funding, staffing, psychometric support, and administrative capacity?

These examples are not presented as tasks for commenters to solve. They are simply the kinds of issues the AQB would have to investigate if an examination only pathway became a priority. In many ways, this would resemble the early stages of the PAREA effort, which began as a concept and then moved, step by step, through multiple rounds of research, stakeholder engagement, design work, and finally, after all unknowns are known, adoption of the concept.

Open Question Regarding Qualifying Education

A central issue on which the AQB specifically seeks comment is the role of qualifying education in any examination-only pathway. The Board has not determined whether QE should be required, optional, modified, or removed entirely. This concept paper therefore does not assume

any sequencing or necessity of QE, and invites stakeholders to describe how, if at all, QE should fit into an examination-only model.

Key Concerns from the AQB's Perspective

In its internal discussions, several themes shaped the Board's current view:

- The AQB's responsibility is to protect the public trust by setting criteria that result in minimally qualified appraisers. For the Board, a central part of that definition is the ability to produce USPAP-compliant work, not just to answer questions about theory.
- The current experience pathways provide observable evidence of that ability. Supervisors, practicum instructors, and PAREA mentors can see and evaluate actual work products. Regulators can audit files and programs when concerns arise.
- An examination-only pathway would need a different mechanism to give that same level of confidence. At this time, the AQB has not identified a clear path for how a single exam could fully substitute for the range of judgments, decisions, and responsibilities that are now demonstrated through supervised, practicum, or PAREA experience.

For those reasons, the Board is not proposing an examination-only pathway in this *Criteria* revision.

Context: The Current National Examination and State Authority

Under Title XI, states retain full authority to administer their own licensing examinations. Title XI does not require the AQB to develop any particular exam, including the current national examination. Historically, each state created its own exam for each credential level. However, developing and maintaining a legally defensible licensing exam requires substantial psychometric expertise, structured validation, and ongoing resources areas where many states reported difficulty.

With long-standing support from the Appraisal Subcommittee (ASC), the AQB has contracted with PSI, an established credentialing exam developer, to build and maintain the national examinations in accordance with widely accepted professional standards. These exams are routinely updated, validated, and made available to states at no cost. States may use them or may develop their own exams.

Because stakeholders sometimes reference a "Super Exam," it is important to clarify that if an examination-only pathway were ever permitted, Title XI would not obligate the AQB to develop

that exam. A state, a coalition of states, or another authorized entity could theoretically create such an exam. However, given that all states currently rely on the AQB-supported national exam (and none independently develops even the existing, more limited exam) it is reasonable to question whether states would take on designing and maintaining an exam far more complex than the current national examination.

To understand what some stakeholders may mean by "Super Exam," the AQB reviewed how such a concept compares to the current exam. Today's exam consists of roughly 100 scored multiple-choice questions assessing appraisal principles, methods, and USPAP requirements. It can be administered within a few hours and is not designed to serve as the sole method for determining whether a candidate can develop or report a USPAP-compliant appraisal.

If an examination-only pathway were intended to replace all forms of experience, the exam would need to assess a broader range of competencies, including ethical judgment, independence, practical decision-making, and the ability to produce work that meets USPAP standards. Stakeholder descriptions suggest that such an exam might require multi-stage performance tasks, extended case-based assessments, or completion of full appraisal reports under exam conditions. These assessment types require substantially more infrastructure, psychometric design, and administrative oversight than the current multiple-choice exam.

The AQB's exploratory observations are not conclusions about what an examination-only model must include. Rather, they illustrate why preliminary reviews suggest that such an exam might require significantly greater resources than stakeholders realize, particularly if it were intended to substitute entirely for supervised or programmatic experience. This is one of the reasons the AQB is seeking public comments to understand what stakeholders envision, how they believe such a model would function, and whether they think the profession and its regulatory structure could reasonably sustain it.

Preliminary Research Undertaken

In preparing this concept paper, the AQB conducted a high-level review of the foundational components necessary for an examination-only model. This included consideration of:

- the structural and psychometric rigor required for an exam intended to replace all experience;
- the developmental and maintenance demands of performance-based or applied-judgment examinations, which differ greatly from the current multiple-choice model;
- the cost and staffing requirements inherent to large-scale exam development and administration;
- the feasibility of sustaining such an exam within a profession of this size;
- whether an examination-only pathway reflects and actual need or interest within the aspiring appraiser population, rather than an assumption that a model used in other professions would translate effectively to appraisal;

- the likely significant cost to aspiring appraisers;
- the profession's current reliance on ASC funding to maintain even the existing national exam.
- While exploratory rather than exhaustive, this review was sufficient to confirm that an exam designed to replace all experience would require an infrastructure far beyond anything currently maintained in the appraisal profession. This is not a statement that such a model is impossible—only that its scope and resource needs are significantly greater than typically described when stakeholders reference a "Super Exam."

Current View

In summary, the AQB has:

- Considered the idea of an examination-only pathway, sometimes referred to as a "Super Exam."
- Determined that it will not pursue such a pathway in the proposed *Criteria* changes because the AQB has not seen how an exam-only model could provide the same assurance of USPAP-compliant performance that current pathways provide. Preliminary research also indicates that an exam intended to replace experience would require extensive structural, developmental, and operational systems far beyond what the profession has historically maintained.
- Chosen to present this concept paper so stakeholders can see the issues the AQB reviewed and may provide informed comment.

At this stage, the AQB's perspective is rooted in its responsibility to ensure that every new credential holder is minimally qualified. A fundamental component of minimal qualification is the demonstrated ability to complete USPAP-compliant appraisal assignments. Under the current framework, that capability is learned and demonstrated through experience (whether through Supervisor/Trainee experience, Practicum, or PAREA) because it is in those settings that applicants encounter real judgment decisions, ethical pressures, incomplete data, market uncertainties, and the practical demands of producing credible appraisal work.

When stakeholders suggest an examination-only pathway, the AQB must therefore consider how judgment, independence, ethics, and applied USPAP practice would be evaluated if experience were removed. That remains an open question. The AQB is not asserting that such an evaluation is impossible, but rather that no mechanism has yet been described that provides equivalent confidence and feasibility compared to existing experience pathways.

If stakeholder feedback presents clear, well-supported reasons to reexamine this idea, including perspectives on feasibility, structure, and how an examination-only model could credibly assess the applied competence that current experience pathways develop, the AQB is open to revisiting the concept. For now, the AQB considers the matter closed but will always reopen discussion if substantive feedback provides a sound basis for further study.

Questions for Comment

Although the AQB is not proposing an examination-only approach at this time, it is interested in stakeholder views on the broader concept. Written comments that address questions such as the following will be especially helpful:

1. Do you agree that a key part of minimum qualifications for a new credential holder is the ability to complete appraisal assignments in a USPAP-compliant manner. If you would define minimum qualifications differently, please explain how?
2. When you think of an examination-only, what do you picture. Is the exam intended to show applied competence comparable to what is now demonstrated through experience, or do you envision a different purpose?
3. How important do you believe it is for the Board to devote time and resources to designing and studying an examination-only pathway, and why, given the existence of PAREA, practicum, and the traditional supervisor/trainee pathway?
4. Are there approaches from other professions that you believe could reasonably be adapted to appraisal in a way that would still protect the public and align with USPAP and the current regulatory structure?
5. Some stakeholders compare the idea of an examination-only pathway to the licensing examinations used in professions such as law or accounting. If you believe those models are relevant to the appraisal profession, please explain why. In offering your perspective, please consider that these professions have very different preparation structures, including degree-based education or multi-year apprenticeships in the states that do not require a degree. Both fields introduce ethical reasoning and applied judgment throughout their training, well before candidates sit for their licensing exams. Given the size and limited resources of the appraisal profession, the absence in the U.S. college or university offering a degree specific to appraising, and the purpose of supervisor/mentor/instructor guided work in appraisal, how do you see those models translating to an appraisal context?

Commenters are not expected to address every issue outlined in this paper. Any insight into how you define the goals of an examination-only pathway, and how you think it should relate to USPAP compliance and public trust, will assist the Board in deciding whether and how this topic should be studied in the near future.



Greetings!

Before we all head off to our holiday parties and family gatherings, the AQB has a big announcement for the appraisal profession. Later this week, they will release their transformational exposure draft of proposed changes to the *Real Property Appraiser Qualification Criteria*.

This draft is the culmination of two years of work as the AQB has solicited feedback from across the appraisal profession through concept papers and occupational analysis surveys. They've looked at every aspect of the Criteria, inside and out, talked to stakeholders, and worked closely with leading experts on behavioral science and decision making.

But their work isn't done! This exposure draft is the first step in a new phase of this process, and they need your input now more than ever. I urge each one of you to take a close look at this new exposure draft and the two concept papers that will accompany it. Carefully consider what the AQB is proposing and share your feedback with them.

This new exposure draft will be in your inbox in the coming days, and you can also register to join the AQB at their public meeting on Friday to hear more by clicking the link under Upcoming Events on the right.

As I wrap up my last letter of the year, I want to take a moment to say thank you to each and every one of you. Our work wouldn't be possible without the constant engagement of stakeholders like you.

I also want to get you excited for what is on the horizon in 2026. In addition to conversations around the proposed changes to the Criteria, the ASB will also put forth an exposure draft relating to artificial intelligence, and our councils have big plans to reach out to young people about the appraisal profession. 2025 was a big year, but 2026 promises to be an even bigger one yet!

Let's Make it a Great Year!

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AQB Issues Exposure Draft on Proposed Interpretations and Retirement of Guide Note 4

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Appraiser Talk

Upcoming Events

December 5: AQB Public Meeting

February 5-6: TAFAC and CARE Meetings

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President

AQB Issues Exposure Draft on Proposed Interpretations and Retirement of Guide Note 4

The Appraiser Qualifications Board has released an **exposure draft** to address three narrowly defined issues: 1) interpretation of a Practical Applications of Real Estate Appraisal (PAREA) requirement, 2) interpretation of a Valuation Bias and Fair Housing Continuing (VBFH) Education requirement, and 3) retirement of Guide Note 4 on the practicum.

The AQB seeks public input on this exposure draft, the first of two it plans to release this year. Public comments are critical to the development of new editions of the *Criteria*, and all input is valued.

The AQB is accepting all public comments until November 28th.

To submit a comment, click **here**.

Partner Spotlight

American Society of Farm Managers and Rural Appraisers (ASFMRA)
The American Society of Farm Managers and Rural Appraisers is the premier organization for rural property professionals across the United States, providing trusted expertise in farm management, rural appraisal, and agricultural consulting. With a strong commitment to ethics, education, and professional development, ASFMRA supports over 2,200 members through rigorous accreditation and industry-leading learning opportunities. We look forward to continuing our shared mission with TAF to advance appraisal education and standards in 2026. Looking to earn CE credit or sharpen your skills? Visit our Education Calendar to find continuing education courses that are right for you.

Appraisal Institute (AI)
Celebrate the season with The Valuation of Vineyards, Wineries, Breweries, and Distilleries, the definitive new guide for appraisers working with these uniquely complex and character-rich properties. Brimming with expert insights, practical valuation tools, and the latest market trends, this book helps you confidently tackle assignments that blend land, equipment, operations, and brand into one sophisticated analysis. It's the perfect gift for any valuation professional looking to sharpen their skills—and raise a glass to new opportunities in the year ahead.

Appraisers' Coalition of Washington (ACOW)
Join us and Attorney, Peter Christensen, for a live 7-hour CE

Zoom class on the DOL-Approved Valuation Bias and Fair Housing Laws and Regulations. Date: 12/16/2025 Time: 9 AM to 5 PM PT. Fee is $100 for members and $125 for non-members (plus applicable tax). This class is required for all appraisers to renew credentials after Jan 1, 2026. Visit www.acow-wa.org to register.

International Association of Assessing Officers (IAAO)
IAAO will begin accepting submissions for program topics for the 2026 IAAO Annual Conference, set for Oct. 13-16 in Calgary, Alberta, Canada, in mid-December. Visit the IAAO website for more information to submit a topic on valuation and tax issues. IAAO board members will meet with members of the IAAO Southeast Europe Chapter and regional valuation professionals in Belgrade, Serbia, in early December, in conjunction with the next IAAO Board of Directors meeting.

International Society of Appraisers (ISA)
The International Society of Appraisers invites you to register for its annual conference April 30 – May 2, 2026, in Phoenix, AZ. You'll hear from our Keynote Speaker Tash Perrin, Deputy Chair at Christie's who will look at the current state of the art and antiques market from the perspective of an auctioneer. Other sessions on collateral loan valuations, art conservation, gems. jewelry. Musical instruments and more take center stage! This is a must attend, open to members and non-members. Register here: https://www.isa-appraisers.org/annual-conference/register/1023

National Association of Appraisers (NAA)
As the holiday season surrounds us, we pause with gratitude for the family, friends, members, and partnerships that enrich our lives. May this season bring joy to all, and may the coming year be filled with prosperity and new opportunities.

Appraiser Talk

Stay up to date on Appraiser Talk!

You can check out all episodes **here**.

You can subscribe to Appraiser Talk on Spotify, Apple Podcasts or wherever you get your podcasts. If you have a question you'd like to hear answered on the show, email it to Amy Kaufman at amy@appraisalfoundation.org.

About The Appraisal Foundation

The Appraisal Foundation is the nation's foremost authority on the valuation profession. The organization sets the Congressionally authorized standards and qualifications for real estate appraisers, and provides voluntary guidance on recognized valuation methods and techniques for all valuation professionals. This work advances the profession by ensuring appraisals are independent, consistent, and objective. More information on The Appraisal Foundation is available at www.appraisalfoundation.org.