

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

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

APPRAISER QUALIFICATIONS BOARD

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Introduction

Note: An administrative error has been corrected on page 52 in in the chart to reflect the correct hours of Required Core Curriculum for Trainee Appraiser.

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 Analysis¹, 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 Outline².
- **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.

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.

- **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.
- **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.

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 policies 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.



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

APPRAISER QUALIFICATIONS BOARD

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.

40

B

41 ***Biometric proctoring***

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

46

C

47 ***Certified General Real Property Appraiser or Certified General Appraiser***

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

50 ***Certified Residential Real Property Appraiser or Certified Residential Appraiser***

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

53 ***Class hour***

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

56 ***Classification***

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

59 The AQB recognizes four classifications:

- 60 1. Trainee Appraiser
- 61 2. Licensed Residential Real Property Appraiser
- 62 3. Certified Residential Real Property Appraiser
- 63 4. Certified General Real Property Appraiser

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

66 ***Continuing education (CE)***

67 The ongoing, hour-based learning required under these *Real Property Appraiser Qualification*
 68 *Criteria* for a credentialed appraiser to maintain and enhance professional knowledge, skills,
 69 and competency.

70 ***Course Approval Program (CAP)***

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

74 **Credential**

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

80 **Cumulative experience**

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

D

84 **Distance education**

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

E

93 **Experience**

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

G

99 **Good standing**

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

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

106 **Guide Notes**

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

110

I

111 **Interpretations**

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

116

L

117 **Licensed Residential Real Property Appraiser or Licensed Residential Appraiser**

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

122 **Log-Based Experience Pathway**

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

132

M

133 **Mentor**

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

137 **Module**

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

142

P

143 **Practical Applications of Real Estate Appraisal (PAREA)**

144 A comprehensive training program approved by the AQB that provides an alternative way-for
 145 obtaining appraisal experience.

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

Q

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

R

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

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

S

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

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

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

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

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

T

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

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

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

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

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

U

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

214 **CRITERIA APPLICABLE TO ALL CLASSIFICATIONS**

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

218 **I. Standards of Practice**

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

220 **II. Extension of Time Frames Due to Extenuating Circumstances**

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

226 **A. Qualifying Circumstances**

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

231 **B. Resumption of Time Frames**

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

236 **C. Examples**

237 This section may apply to, but is not limited to:

- 238 • examination scheduling windows;
- 239 • continuing education cycles; or
- 240 • completion of experience or training requirements.

241 **D. State Discretion**

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

245 **III. Background Checks**

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

- 248 **B.** Applicants must provide State Appraiser Regulatory Agencies with all information and
- 249 documentation the jurisdiction needs to determine the applicant's fitness for licensure or
- 250 certification.
- 251 **C.** An applicant is not eligible for a Trainee Appraiser classification or for a credential if, within
- 252 the five (5) years before the application date, the applicant was convicted of, or pled guilty or
- 253 *nolo contendere* to, a crime that would call the applicant's fitness into question.
- 254 **D.** An applicant may not be eligible for a Trainee Appraiser classification or for a credential if,
- 255 within five (5) years before the application date, the applicant was held civilly liable for any act
- 256 that could call into question their fitness to perform the functions authorized by Trainee
- 257 Appraiser classification or by the credential.
- 258 **E.** Additional guidance related to background checks for applicants for a real property appraiser
- 259 classification may be found in Guide Note 9 (GN-9).

260 **IV. Interpretations and Guide Notes (GN)**

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

263 **CRITERIA APPLICABLE TO ALL LEVELS OF**

264 **LICENSURE AND CERTIFICATION**

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

269 **I. Reciprocity and Credential Recognition**

270 **A. Recognition of Existing Credentials**

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

275 **B. Application to Mobility and Reciprocity**

276 This recognition applies to reciprocity, temporary practice, renewals, and applications for the
 277 same or lower-level credential in another jurisdiction.

278 **C. Ongoing CE Requirement**

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

281 **D. CE Reciprocity**

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

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

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

290 **II. General Education Criteria**

291 **A. Class-Hour Definition**

292 1. A class-hour is defined as fifty (50) minutes of student instruction out of each sixty (60)
 293 minute segment.

294 2. The prescribed class-hour total includes time allocated for examinations.

295 **B. Acceptable Education Providers**

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

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

304 **C. Restriction on Using Experience as Education Credit**

305 Experience may not be substituted for education.

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

307 **1. Synchronous courses**

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

312 **2. Asynchronous courses**

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

- 315 **a. Interaction.** The course provides reciprocal interaction where the student can
 316 communicate verbally or in writing with the instructor.
- 317 **b. Content Approval.** The course content is approved by one of the following:
- 318 i. The AQB;
- 319 ii. A State Appraiser Regulatory Agency; or
- 320 iii. An accredited college, community college, or university that offers distance
 321 education programs approved or accredited by;
- 322 1.) The Commission on Colleges,
 323 2.) A regional or national accreditation association, or
 324 3.) An accrediting agency that is recognized by the U.S. Secretary of
 325 Education.

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

- 329
- 330 **c. Course Delivery Mechanism Approval.** Course delivery mechanism approval is
 331 obtained from one of the following sources:
- 332 i. The AQB;
- 333 ii. An AQB-approved organization that reviews course design and delivery (such
 334 as TAF or other approved independent entity); or
- 335 iii. A qualifying college or university that:
- 336 1.) Awards academic credit for the distance education course; or
 337 2.) Approves course design and delivery that incorporate interactivity.

338 **3. Hybrid delivery**

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

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

344 **E. Qualifying Education (QE)**

345 **1. Required Core Curriculum for QE**

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

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

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

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

355 **2. QE Credit for Accredited College or University Programs**

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

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

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

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

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

372 **3. Minimum QE Course Length and Final Examination Requirements**

373 **a. Minimum Course Length**

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

378 **b. Final Examination**

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

381 **4. Testing Requirements for Courses Covering Multiple Curriculum Modules**

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

389 **5. Duplicate Course Credit**

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

391 once.

392 **6. 15-Hour National USPAP Course (or AQB-Approved Equivalent)**

393 **a. Completion Requirement**

394 Applicants must successfully complete the 15-Hour National USPAP Course or its AQB-

395 approved equivalent and pass the associated 15-Hour National USPAP Course

396 examination as part of the qualifying education requirements for initial credentialing.

397 **b. Equivalency Determination**

398 Equivalency shall be determined through CAP or by an alternate method established by

399 the AQB. For purposes of this requirement, an “AQB-approved equivalent” means a

400 course developed and delivered by a provider that has been independently approved by

401 the AQB through CAP or other AQB recognized processes as covering the same content

402 as the current edition of the 15-Hour National USPAP Course.

403 Each new edition of the 15-Hour National USPAP Course or any approved equivalent

404 developed by a different provider is considered a separate course for qualifying education

405 credit.

406 **c. Instructor Requirement**

407 Qualifying education credit for the 15-Hour National USPAP Course or its AQB-approved

408 equivalent shall be awarded only when the course is instructed by at least one AQB-

409 Certified USPAP Instructor who is also a Certified Residential or General Residential

410 appraiser in good standing.

411 **7. Distance Education Requirements (QE)**

412 Distance education courses used for qualifying education must meet the general

413 requirements described in Section *II.D “Distance Education (Synchronous,*

414 *Asynchronous, and Hybrid)”* and include the following:

415 **a. Final Examination Requirement**

416 A written, closed-book, final examination is required. The exam must be proctored by an

417 official approved by the college, university, or sponsoring organization and may be

418 administered in person, remotely, or using biometric proctoring methods. The term

419 “written” includes exams delivered on paper or electronically.

420 **b. ADA-Approved Alternative Formats**

421 Oral or alternative exam formats may be provided as a reasonable accommodation under

422 the Americans with Disabilities Act (ADA) or other applicable laws, provided that the

423 integrity of the examination and proctoring process is maintained.

424 **c. Compliance Requirement**

425 The final examination must comply with all applicable proctoring and final examination

426 requirements specified in Section II.E.3 “*Minimum QE Course Length and Final*

427 *Examination Requirements*”.

428 **F. Continuing Education (CE)**

429 **1. Purpose of CE**

430 The purpose of CE is to support appraisers in maintaining and enhancing their

431 professional knowledge, skills, and competency in real property appraisal practice.

432 **2. Repeating Courses**

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

434 cycle.

435 **3. Minimum Course Length**

436 Credit toward the CE hour requirements for each appraiser classification may be granted

437 only where the length of the educational offering is at least two (2) hours.

438

439 **4. Acceptable Course Topics**

440 Credit may be granted for education offerings that are consistent with the purpose of CE

441 and cover real property related appraisal topics, including, but not limited to:

442 a. Ad valorem taxation;

443 b. Arbitration, dispute resolution;

444 c. Courses related to the practice of real estate appraisal or consulting;

445 d. Development cost estimating;

446 e. Ethics and standards of professional practice, USPAP;

447 f. Valuation bias and fair housing laws and regulations;

448 g. Land use planning, zoning;

449 h. Management, leasing, timesharing;

450 i. Property development, partial interests;

451 j. Real estate law, easements, and legal interests;

452 k. Real estate litigation, damages, condemnation;

453 l. Real estate financing and investment;

454 m. Real estate appraisal-related computer applications;

455 n. Real estate securities and syndication;

456 o. Developing opinions of real property value in appraisals that also include

457 personal property and/or business value;

458 p. Seller concessions and impact on value; and/or

459 q. Energy-efficient items and "green building" appraisals.

460 **5. Instructor or Author CE Credit**

461 Up to one-half of an individual’s CE requirement may be granted for participating (other

462 than as a student) in appraisal educational processes and programs. Examples include

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

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

6. QE Also Credited as CE

467 When a credentialed appraiser takes an approved QE course to meet the education
 468 requirements for a higher credential, that same course may also be applied toward the
 469 CE requirement for the appraiser’s current credential, provided the course meets all CE
 470 standards in this section.
 471

7. Distance Education Requirements

472 Distance education courses used for CE must include at least one of the following
 473 methods to verify student learning:
 474

a. Final Examination Option

475 A final examination proctored by an official approved by the college, university, or
 476 sponsoring organization. The exam may be administered in person, remotely, or
 477 using biometric proctoring methods. The term “written” includes exams delivered on
 478 paper or electronically.
 479

b. ADA-Approved Alternative Formats

480 Oral or alternative exam formats may be provided as a reasonable accommodation
 481 in accordance with the Americans with Disabilities Act (ADA) or other applicable
 482 laws, provided the integrity of the examination and proctoring process is maintained.
 483

c. Learning Check Option

484 Successful completion of the course’s required learning checks (such as graded
 485 quizzes, exercises, or interactive lessons) designed to demonstrate the student’s
 486 understanding of the material.
 487

8. Field Trip Credit

488 Real property appraisal–related field trips may be acceptable for CE credit if they are
 489 directly related to appraisal practice and include structured instructional content.
 490

491 Transit time to and from a field trip cannot be included when awarding credit unless
 492 instruction occurs during the transit period.
 493

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

a. Completion Requirement

494 Appraisers must successfully complete the 7-Hour National USPAP Continuing Education
 495 Course, or its AQB-approved equivalent, once every two calendar years.
 496
 497

b. Equivalency Determination

498

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

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

508 **c. Instructor Requirement**

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

512 **d. Multiple-Jurisdiction Credit**

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

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

521 **e. AQB Certified USPAP Instructors**

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

525 **10. Valuation Bias and Fair Housing Laws and Regulations**

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

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

531 **11. CE Hour Requirement**

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

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

536 **12. Inactive Status and Extenuating Circumstances**

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

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

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

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

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

551 **13. CE Requirements for Partial-Year Cycles**

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

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

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

562 **Example #1:** A credential issued August 15 and expiring December 31 of the
563 same year requires no CE hours for that year.

564 **Example #2:** A credential issued May 15 and expiring December 31 of the same
565 year requires 14 CE hours for that year.

566 **Example #3:** A credential issued August 15 and expiring December 31 of the
567 following year requires 14 hours of CE to renew.

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

570 **14. CE Credit for State Appraiser Regulatory Agency Meetings**

571
572 Credentialed appraisers may receive CE credit for attending a State Appraiser Regulatory
573 Agency meeting, under the following conditions:

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

581 **III. General Experience Criteria**

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

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

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

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

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

594 **A. Log-Based Experience Pathway**

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

595 **1. Restriction on Substitution of Education for Experience**

596 Education may not be substituted for log-based experience credit.

597 **2. Quantitative Experience Requirements**

598 Applicants must satisfy the experience requirement through time spent participating in the
599 real property appraisal process.

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

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

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

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

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

622 **3. Definition of an Hour of Experience**

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

625 **4. Cumulative Experience Credit**

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

629 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
<hr/>	
Total	1,500 Hours

630 **5. Client Requirement for Experience Credit**

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

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

639 **6. Documentation of Experience**

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

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

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

646 **7. Experience Log Verification**

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

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

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

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

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

671 **8. No Maximum Time Limit for Gaining Experience**

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

673 **9. Earliest Acceptable Date for Experience**

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

675 **10. Log-Based Experience Earned Under International Valuation Standards (IVS)³**

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

- 678 **a.** The applicant must have completed valuation assignments in accordance with IVS
679 for at least:
 - 680 **i.** Six (6) months and 1000 hours for the Licensed Residential Appraiser level;
 - 681 **ii.** Nine (9) months and 1500 hours for the Certified Residential Appraiser level; or
 - 682 **iii.** Eighteen (18) months and 3000 hours (1500 of which were in non-residential
683 work) for the Certified General Appraiser level.
- 684 **b.** The applicant must have served as the appraiser of record for the assignments
685 included in the log and be able to verify that the reports were completed in
686 compliance with IVS.
- 687 **c.** Experience must be documented using a log-based document that includes, for each
688 report, at a minimum:
 - 689 **i.** Property type;
 - 690 **ii.** Date of report;

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

- 692 **a.** Description of the work performed by the applicant;
- 693 **b.** Scope of supervision provided by the appraiser providing supervision, ***if applicable.***
- 694 **c.** Number of actual work hours spent by the applicant on the assignment;
- 695 **d.** The signature of the applicant; and
 - 696 **i.** When applicable, include the name of the appraiser providing supervision or
697 oversight, their professional designation or credential identifier (if applicable), and
698 the organization or authority through which that credential is recognized.
 - 699 **ii.** The log does not require the signature of an appraiser providing supervision,
700 when no supervision occurred.
 - 701 **iii.** All claimed experience must be verifiable and auditable, and the applicant must
702 retain documentation sufficient to demonstrate compliance with IVS.
 - 703 **iv.** The applicant must submit three USPAP-compliant demonstration appraisal
704 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.

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

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

708 **B. Approved Program Experience Pathway**

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

712 Types of approved programs include only:

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

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

718 **C. Combining Experience Pathways**

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

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

727 Applicants may satisfy the experience requirement through a combination of career-based
 728 programs, Practicum programs, and log-based experience, subject to approval by the state
 729 appraiser regulatory agency. The table below provides illustrative examples of how these
 730 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.

- 731 **b. Key Clarifications**
- 732 i. Each PAREA program is approved for a specific credential level. Some are
- 733 direct-entry, encompassing all necessary competencies for that level; others are
- 734 sequential, designed to build on prior PAREA or credential completion.
- 735 ii. The phrase “up to” denotes the *maximum* amount of experience credit that can
- 736 be applied toward the requirement; State Appraiser Regulatory Agencies
- 737 determine the actual amount credited.
- 738 iii. Partial completion of a PAREA or of a Practicum program is not eligible for
- 739 experience credit.
- 740 iv. Verification:
- 741 1.) Each completed PAREA program must include a provider-issued certificate of
- 742 completion from an AQB-approved program
- 743 2.) Each completed Practicum program must include a provider-issued certificate
- 744 of completion from an AQB-approved or State Appraiser Regulatory Agency-
- 745 approved program
- 746 3.) Log-based experience must be supported by a signed experience log.
- 747 v. State discretion: State Appraiser Regulatory Agencies may allow combinations of
- 748 approved experience sources, provided all combined credit satisfies or exceeds
- 749 AQB minimums for both hours and time.

750 **IV. Specific Experience Criteria (for Approved Programs)**

751 The following sections describe the specific experience requirements for each type of AQB-

752 approved program identified in Section *III.B “Approved Program Experience Pathway”*. These

753 programs provide structured, competency-based alternatives to log-based experience and must

754 be completed in accordance with AQB- or State Appraiser Regulatory Agency-approval for the

755 related credential level.

756 **A. PAREA**

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

- 758 **1.** Contain, at a minimum, the content specified in the Practical Applications of Real Estate
- 759 Appraisal section of the *Criteria*.
- 760 **2.** Require participants to have the following prerequisites before starting training:

- 761 **a.** For the Licensed Residential Track: 158 hours of qualifying education as specified in
 762 the *Required Core Curriculum* for the Licensed Residential Real Property Appraiser
 763 credential.
- 764 **b.** For the Certified Residential Track: 203 hours of qualifying education as specified in
 765 the *Required Core Curriculum* for the Certified Residential Real Property Appraiser
 766 credential; and
- 767 **i.** Possession of a valid Licensed Residential credential; or
- 768 **ii.** Successful completion of an AQB-approved PAREA program for the Licensed
 769 Residential Real Property Appraiser classification.
- 770 **3.** Provide an adequate number of Mentors to ensure timely and competent mentoring for all
 771 program participants.
- 772 **4.** Ensure Mentors meet or exceed the following qualifications:
- 773 **a.** Mentors must be Certified Residential or General appraisers in good standing for a
 774 period of at least three (3) years before becoming eligible to become a Mentor and
- 775 **b.** Mentors must not have been subject to any disciplinary action, within any jurisdiction,
 776 within the last three (3) years that affected the Mentor's legal eligibility to engage in
 777 appraisal practice, or to act as a Supervisory Appraiser. A Mentor who was subject to
 778 a disciplinary action is considered in good standing three (3) years after completing
 779 the sanction.
- 780 **5.** Ensure program participants produce appraisal reports and meet or exceed the following
 781 requirements:
- 782 **a.** Licensed Residential
- 783 **i.** No fewer than three (3) appraisal reports;
- 784 **ii.** Reports must represent a variety of assignment types and property types that are
 785 consistent with the Licensed Residential program content; and
- 786 **iii.** Reports must comply with the edition of USPAP that is in effect at the time the
 787 appraisal reports were prepared.
- 788 **b.** Certified Residential
- 789 **i.** No fewer than three (3) appraisal reports;
- 790 **ii.** Reports must represent a variety of assignment types and property types that are
 791 consistent with the Certified Residential program content; and
- 792 **iii.** Reports must comply with the edition of USPAP that is in effect at the time the
 793 appraisal reports were prepared.
- 794 **6.** Provide each program participant that successfully completes PAREA training with a
 795 certificate of completion, subject to the following:
- 796 **a.** Participants cannot receive partial credit for PAREA training.

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

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

- 806 **a.** For participants completing an approved Licensed Residential program:
 - 807 **i.** Licensed Residential credential: satisfies 100 percent of the required experience
 - 808 hours and up to the six (6) month minimum time requirement.
 - 809 **ii.** Certified Residential credential: satisfies 67 percent of the required experience
 - 810 hours and up to six (6) of the nine (9) month minimum time requirement.
 - 811 **iii.** Certified General credential: satisfies 33 percent of the total required experience,
 - 812 none of which is eligible towards the required non-residential hours, and up to six
 - 813 (6) of the eighteen (18) month minimum time requirement.
- 814 **b.** For participants completing an approved Certified Residential program:
 - 815 **i.** Licensed Residential credential: satisfies 100 percent of the required experience
 - 816 hours and up to the six (6) month minimum time requirement.
 - 817 **ii.** Certified Residential credential: satisfies 100 percent of the required experience
 - 818 hours and up to the nine (9) month minimum time requirement.
 - 819 **iii.** Certified General credential: satisfies 50 percent of the total required experience,
 - 820 none of which is eligible towards the required non-residential hours, and up to nine
 - 821 (9) of the eighteen (18) month minimum time requirement.

822 **B. Practicum**

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

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

828 **1. Define Learning Objectives and Covered Content**

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

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

837 **2. Establish Program Structure and Hour Equivalency Justification**

- 838 **a.** The program must specify the total number of hours to be awarded upon completion,
 839 including time spent in live instruction, supervised work, self-directed study, and
 840 assignment development.
 841 **b.** The program approval submission must include justification for the assigned hours
 842 based on the instructional design, content, and expected time required for participants to
 843 complete all appraisal assignments.
 844 **c.** The program must be repeatable and consistently deliverable, with defined structure,
 845 content, and instructional methods that ensure each approved version of the program is
 846 conducted in the same manner.

847 **3. Provide Adequate Instructor Supervision**

- 848 **a.** Each Practicum program must include one or more qualified instructors who provide
 849 direct supervision, guidance, and feedback to participants throughout each assignment.
 850 **b.** Programs must maintain a student-to-instructor ratio that allows adequate oversight,
 851 timely feedback and ensures effective supervision.
 852 **c.** A minimum of twenty-five percent (25%) of the total program hours must involve live,
 853 two-way interaction between the instructor and participants, conducted either in person
 854 or synchronously online.
 855 **d.** Recorded materials and independent work may supplement learning but may not
 856 replace the required live instructional component.

857 **4. Instructor Qualifications**

- 858 **a.** Anyone instructing, supervising, or reviewing participant assignments must hold an
 859 active certified residential or certified general credential, as applicable to the property
 860 type being taught, and must have been in good standing for at least three (3) years prior
 861 to instructing.
 862 **b.** Instructors are required to comply with all USPAP requirements that apply to their role in
 863 developing, reviewing, or presenting the assignments used in the Practicum program.
 864 **c.** The instructor(s) and the person(s) supervising or reviewing appraisal assignments may
 865 be different individuals, provided each meets the applicable credential and competency
 866 requirements.

867 **5. Define Appraisal Assignments**

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

- 871 **b.** Each Practicum program must include one or more appraisal assignment(s) performed
- 872 on actual, verifiable properties. These may include extraordinary assumptions or
- 873 hypothetical conditions when appropriate⁴.
- 874 **c.** Each assignment must represent the complete appraisal process (from problem
- 875 identification through development and reporting) and be performed in compliance with
- 876 the current edition of USPAP.
- 877 **d.** Each assignment must result in a USPAP-compliant appraisal report (one assignment
- 878 equals one report).
- 879 **e.** A practicum program may include structured exercises or case studies that develop
- 880 specific components of the appraisal process (such as data collection, market analysis,
- 881 or application of an approach to value). These instructional components must be
- 882 integrated into, and contribute directly to, the participant’s ability to complete the required
- 883 USPAP-compliant appraisal assignment(s). Exercises alone do not constitute experience
- 884 credit unless they are part of completing a full practicum assignment.

885 **6. Completion and Experience Credit**

- 886 **a.** Participants must successfully complete all program requirements to receive a
- 887 Certificate of Completion.
- 888 **b.** Partial completion does not qualify for experience credit.
- 889 **c.** Experience credit is awarded on an hour-equivalency basis upon verification that all
- 890 program learning objectives and appraisal assignments have been completed as
- 891 approved. The number of experience hours awarded represents credit equivalency
- 892 established through the AQB or State Appraiser Regulatory Agency approval process
- 893 and is not based on the actual time an individual spends completing the program.
- 894 **d.** The program provider must maintain documentation of participant completion, instructor
- 895 evaluation, and program oversight for verification by a State Appraiser Regulatory
- 896 Agency or other approving authority.

897 **C. AQB-Approved Confidential or Specialized Training Programs**

898 Programs approved under this category are unique or proprietary training programs reviewed

899 and individually approved by the AQB as meeting the intent of the Approved Program

900 Experience Pathway. Such programs are subject to the same completion and verification

901 requirements as other approved programs but may differ in format, delivery, or confidentiality

902 due to the nature of the training.

903 **V. General Examination Criteria**

- 904 **A. Exam Eligibility:** An applicant may take an AQB-approved qualifying examination after
- 905 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.

906
907

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

908 SUPERVISORY APPRAISER REQUIREMENTS

909 APPLICABLE TO SUPERVISION OF TRAINEE APPRAISERS ONLY

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

914 I. Role of Supervisory Appraiser

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

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

921 II. Supervisory Appraiser Eligibility

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

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

933 III. USPAP Compliance and Competency Requirements

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

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

940 IV. Supervisory Appraiser-Trainee Ratios

941 A Trainee Appraiser may have more than one Supervisory Appraiser.

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

945 **V. State-Approved Increased Supervisory Appraiser-Trainee**
 946 **Ratios**

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

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

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

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

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

961 **VI. Supervisory Appraiser and Trainee Appraiser Experience Log**

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

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

967 At a minimum, the experience log must include:

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

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

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

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

981 VII. Supervisory-Trainee Appraiser Course Requirement

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

987 **REAL PROPERTY APPRAISER**
 988 **CLASSIFICATIONS**

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

- 991 **A.** Trainee Appraiser
- 992 **B.** Licensed Residential Real Property Appraiser
- 993 **C.** Certified Residential Real Property Appraiser
- 994 **D.** Certified General Real Property Appraiser

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

Requirement	Trainee Appraiser	Licensed Residential	Certified Residential	Certified General
Required Core Curriculum				
	83 hours	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 <i>Criteria</i> for the various options listed under "Approved-Program Based Experience."				
Required Exam				
	None required	Licensed Residential Exam	Certified Residential Exam	Certified General Exam

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

999 **REQUIRED CORE CURRICULUM**

1000 *The following chart summarizes the **Required Core Curriculum** for real property appraiser credentialing.*
 1001 *These courses establish the education foundation associated with each credential level. Qualifying*
 1002 *education and experience may be completed in any order; however, all education requirements must be*
 1003 *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

1004

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

1005

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

1006

1007 **TRAINEE APPRAISER**

1008 *The Trainee Appraiser is an entry-level classification, not a credential.*

1009 *This classification authorizes an individual to perform appraisal assignments only under the*
1010 *supervision of a qualified Supervisory Appraiser.*

1011 *Because the Trainee Appraiser is not a credential holder, this classification is not eligible for*
1012 *reciprocity or independent practice in any jurisdiction.*

1013 **I. Scope of Practice**

1014 **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*.

1015 **B. Appraisal Authority**

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

1016 **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.

1017 **D. USPAP Compliance**

1018 The Trainee Appraiser must comply with the COMPETENCY RULE of USPAP. See also: *Criteria*
1019 *Applicable to All Classifications Section I, Standards of Practice.*

1020 **II. Qualifying Education**

1021 **A. Education Requirement**

1022 As the prerequisite for application, an applicant must have completed eighty-three (83) hours of
1023 qualifying education as specified in the *Required Core Curriculum*. This includes passing all
1024 required end-of-course examinations and completing the 15-Hour National USPAP Course (or
1025 its AQB-approved equivalent), along with its associated examination. All qualifying education
1026 must be completed within the five (5) year period immediately preceding the date of application
1027 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

1028 **B. Supervisor–Trainee Appraiser Course**

1029 A supervisor–trainee course is a mandatory prerequisite for obtaining the Trainee Appraiser
1030 classification.

1031 This course must:

- 1032 1. Address the requirements and responsibilities of both Supervisory Appraisers and
- 1033 Trainee Appraisers;
- 1034 2. Include content consistent with the Supervisor–Trainee Appraiser Course Objectives and
- 1035 Outline provided in this *Criteria*; and
- 1036 3. Be successfully completed prior to applying for a Trainee Appraiser classification.

1037 Completion of this course does not count toward QE hours required for obtaining a credential
1038 and is not eligible for CE credit.

1039 **III. Experience**

1040 There are no experience requirements for the Trainee Appraiser classification. Experience
1041 hours earned as a Trainee Appraiser may be applied toward a credential when supervised and
1042 documented in accordance with the *Supervisory Appraiser Requirements* section of this *Criteria*.

1043 **IV. Examination**

1044 No examination is required for the Trainee Appraiser classification.

1045 However, the Trainee Appraiser must pass all end-of-course examinations for any qualifying
1046 education courses taken to earn credit.

1047 **V. Training and Supervision**

1048 **A. Supervision Overview**

1049 All appraisal practice by a Trainee Appraiser must be performed under the direction and
1050 supervision of a qualified Supervisory Appraiser who meets the requirements of the *Supervisory*
1051 *Appraiser Requirements* section of this *Criteria*.

1052 A Trainee Appraiser may have multiple Supervisory Appraisers. A separate appraisal experience
1053 log must be maintained for each Supervisory Appraiser.

1054 **B. Joint Responsibilities**

1055 The Trainee Appraiser and each Supervisory Appraiser share joint responsibility for maintaining
1056 an appraisal experience log that is accurate, current, and compliant with the requirements of the
1057 credentialing jurisdiction.

1058 At a minimum, the log must include:

- 1059 1. Property type;
- 1060 2. Date of report;
- 1061 3. Property Identification (address, APN, survey description, etc.);
- 1062 4. Description of the work performed by the Trainee Appraiser and the scope of supervision
1063 provided by the Supervisory Appraiser;
- 1064 5. Number of actual work hours completed by the Trainee Appraiser on the assignment;
- 1065 6. The signature and state appraisal credential number of the Supervisory Appraiser; and
- 1066 7. The signature of the Trainee Appraiser.

1067 Each signature on the log attests that the information provided is accurate, current, and
1068 complies with the requirements of the credentialing jurisdiction.

1069 A separate log must be maintained for each Supervisory Appraiser.

1070 **C. Exception for Mass Appraisal and Ad Valorem Offices**

1071 When a Trainee Appraiser earns experience in a state or local assessment office that is required
1072 by statute or regulation to comply with USPAP and operates under a recognized mass-appraisal
1073 standards framework (such as those established by the International Association of Assessing
1074 Officers), the experience does not require the involvement or signature of an AQB-defined
1075 Supervisory Appraiser.

1076 In these circumstances oversight of valuation work is performed within an established internal
1077 review structure. Personnel responsible for review or quality assurance may or may not hold an
1078 appraiser credential. Although their oversight does not constitute AQB-defined "Supervision," it
1079 functions as supervision within the statutory mass-appraisal framework, where valuation work is
1080 legally subject to mandated internal review and USPAP compliance.

1081 For experience verification purposes, the chief assessing officer (or equivalent authorized
1082 official) will sign the experience log to confirm:

- 1083 1. Appraisals are completed in compliance with USPAP;
- 1084 2. The applicant's work was performed within that system; and
- 1085 3. The hours and duties reported are accurate and verifiable.

1086 This exception applies only to mass appraisal assessment activities meeting the statutory
1087 USPAP-compliance requirement and does not alter the Supervisory Appraiser requirements in
1088 any other appraisal practice setting.

1089 **D. Cross-Reference to Supervisory Appraiser Requirements**

1090 The Supervisory Appraiser Requirements section of this *Criteria* contains all provisions
1091 governing:

- 1092 1. Supervisory Appraiser eligibility and certification status;
- 1093 2. The number of Trainee Appraisers a Supervisory Appraiser may oversee;
- 1094 3. State-approved oversight programs permitting expanded supervision; and
- 1095 4. The specific supervisory responsibilities, competency standards, and conduct
1096 requirements applicable to Supervisory Appraisers.

1097 Trainee Appraisers are expected to be familiar with those requirements to understand the
1098 parameters of acceptable supervision and documentation.

1099 **LICENSED RESIDENTIAL REAL PROPERTY**
 1100 **APPRAISER**

1101 **I. Scope**

1102 **A. Qualifications**

1103 The Licensed Residential Real Property Appraiser classification qualifies the appraiser to
 1104 appraise *non-complex* one-to-four residential units having a transaction value less than
 1105 \$1,000,000, and complex one-to-four residential units having a transaction value less than
 1106 \$400,000.

1107 **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.

1108 **C. Property Types and Limitations**

1109 For non-federally related transaction appraisals, the transaction value shall mean market
 1110 value.

- 1111 1. The classification includes the appraisal of vacant or unimproved land that is utilized for
 1112 one-to-four residential units, or for which the highest and best use is for one-to-four
 1113 residential units.
- 1114 2. The classification does not include appraising subdivisions for which a development
 1115 analysis/appraisal is necessary.

1116 **D. USPAP Compliance**

1117 A Licensed Residential Real Property Appraiser must comply with the USPAP, including its
 1118 COMPETENCY RULE. *See also, “Criteria Applicable to All Classifications” Section I,*
 1119 *Standards of Practice.*

1120 **II. Qualifying Education**

- 1121 **A.** To qualify for the Licensed Residential Real Property Appraiser classification, an applicant
 1122 must complete one hundred fifty-eight (158) creditable class hours as specified in the
 1123 *Required Core Curriculum*. As part of the 158 required hours, the applicant must complete
 1124 the *15-Hour National USPAP Course* (or its AQB-approved equivalent) and pass its
 1125 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

1126 **III. Experience**

1127 **A. Experience Requirement**

1128 An applicant for the Licensed Residential Real Property Appraiser credential must satisfy the
 1129 experience requirement by completing at least 1,000 hours of acceptable appraisal experience
 1130 acquired over a period of no fewer than six (6) months.

1131 **B. Experience Pathways**

1132 Experience may be earned through one or more of the AQB-recognized Experience Pathways
 1133 described in Section III, in *Criteria Applicable to All Levels of Licensure and Certification*.

1134 Experience earned through any of the AQB-recognized Experience Pathways may be combined
 1135 to satisfy the total requirement for this credential, provided all experience is verifiable and meets
 1136 the applicable requirements of USPAP and the *Criteria*.

1137 **IV. Examination**

1138 **A.** An applicant must successfully complete the AQB-approved Licensed Residential Real
 1139 Property Appraiser examination. The only alternative to successful completion of the Licensed
 1140 Residential examination is the successful completion of the Certified Residential or Certified
 1141 General examination.

1142 To take the AQB-approved examination, an applicant must first complete one hundred fifty-eight
 1143 (158) creditable class hours as specified in the *Required Core Curriculum* and then obtain the
 1144 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*.

1145 **CERTIFIED RESIDENTIAL REAL PROPERTY**
 1146 **APPRAISER**

1147 **I. Scope**

1148 **A. Qualifications**

1149 The Certified Residential Real Property Appraiser classification qualifies an appraiser to
 1150 appraise one-to-four residential units, regardless of their value or complexity.

1151 **1.** The classification includes appraising vacant or unimproved land used for one-to-four
 1152 residential units, or land where the highest and best use is for one-to-four residential
 1153 units.

1154 **2.** The classification does not include the appraisal of subdivisions for which a development
 1155 analysis/appraisal is necessary.

1156 **B. USPAP Compliance**

1157 The Certified Residential appraiser must comply with the COMPETENCY RULE of USPAP. See
 1158 *also: Criteria Applicable to All Classifications, Section I, Standards of Practice.*

1159 **II. Qualifying Education**

1160 **A.** To qualify for the Certified Residential Real Property Appraiser classification, an applicant
 1161 must complete two hundred and three (203) creditable class hours as specified in the
 1162 *Required Core Curriculum*. As part of the 203 required hours, the applicant must complete
 1163 the *15-Hour National USPAP Course* (or its AQB-approved equivalent) and pass its
 1164 examination. There is no alternative to successful completion of the USPAP Course and
 1165 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

1166 **B.** Licensed Residential Real Property appraisers in good standing may satisfy the educational
 1167 requirements for a Certified Residential Real Property credential by successfully completing
 1168 the following additional educational hours:

- | | | |
|------|---|------------------------|
| 1169 | 1. Statistics, Modeling and Finance: | 15 Hours |
| 1170 | 2. Advanced Residential Applications and Case Studies: | 15 Hours |
| 1171 | 3. Market Data Analytics Applications and Case Studies: | 15 Hours |
| 1172 | | TOTAL: 45 Hours |

1173 III. Experience

1174 A. Experience Requirement

1175 An applicant for the Certified Residential Real Property Appraiser credential must complete no
 1176 less than 1,500 hours of acceptable appraisal experience acquired over a period of no fewer
 1177 than nine (9) months.

1178 B. Experience Pathways

1179 Experience may be earned through one or a combination of the AQB-recognized Experience
 1180 Pathways described in *Section III, General Experience Criteria*) of the *Criteria Applicable to All*
 1181 *Levels of Licensure and Certification*.

1182 Experience gained from any AQB-recognized experience pathways may be combined to satisfy
 1183 the total experience requirement for this credential, provided that all experience is verifiable and
 1184 meets the applicable standards of USPAP and the *Criteria*.

1185 IV. Examination

1186 **A.** An applicant must successfully complete the AQB-approved Certified Residential Real
 1187 Property Appraiser examination. The only alternative to successful completion of the Certified
 1188 Residential examination is the successful completion of the Certified General examination.

1189 To be eligible to take the AQB-approved examination, an applicant must complete two hundred
 1190 and three (203) creditable class hours as specified in the *Required Core Curriculum* and then
 1191 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*.

1192 **CERTIFIED GENERAL REAL PROPERTY APPRAISER**

1193 **I. Scope**

1194 **A. Qualifications**

The Certified General Real Property Appraiser classification qualifies the appraiser to appraise all types of real property.

1195 **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.*

1198 **II. Qualifying Education**

1199 **A.** To qualify for the Certified General Real Property Appraiser classification, an applicant must
 1200 complete three-hundred and eight (308) creditable class hours as specified in the *Required*
 1201 *Core Curriculum*. As part of the 308 required hours, the applicant must complete the *15-Hour*
 1202 *National USPAP Course*, (or its AQB-approved equivalent) and pass its examination. There is
 1203 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

1204 **B.** Applicants must demonstrate that their education includes the core courses listed in these
 1205 *Criteria*, with particular emphasis on non-residential properties. “Residential” means
 1206 composed of one-to-four residential units.

- 1207 **C. Appraisers holding a valid **Licensed Residential Real Property Appraiser** credential may**
 1208 **satisfy the educational requirements for the Certified General Real Property Appraiser**
 1209 **credential by successfully completing the following additional educational hours:**
- | | | |
|------|--|----------|
| 1210 | 1. General Appraiser Market Analysis and Highest and Best Use: | 15 Hours |
| 1211 | 2. Statistics, Modeling and Finance: | 15 Hours |
| 1212 | 3. Market Data Analytics Applications and Case Studies | 30 Hours |
| 1213 | 4. General Appraiser Sales Comparison Approach: | 15 Hours |
| 1214 | 5. General Appraiser Site Valuation and Cost Approach: | 15 Hours |
| 1215 | 6. General Appraiser Income Approach: | 45 Hours |
| 1216 | 7. General Appraiser Report Writing and Case Studies: | 15 Hours |
| 1217 | TOTAL: 150 Hours | |

- 1218 **D. Appraisers holding a valid Certified Residential Real Property Appraiser credential may**
 1219 **satisfy the educational requirements for the Certified General Real Property Appraiser**
 1220 **credential by successfully completing the following additional educational hours:**
- | | | |
|------|--|----------|
| 1221 | 1. Market Data Analytics Applications and Case Studies | 30 Hours |
| 1222 | 2. General Appraiser Market Analysis and Highest and Best Use: | 15 Hours |
| 1223 | 3. General Appraiser Sales Comparison Approach: | 15 Hours |
| 1224 | 4. General Appraiser Site Valuation and Cost Approach: | 15 Hours |
| 1225 | 5. General Appraiser Income Approach: | 45 Hours |
| 1226 | 6. General Appraiser Report Writing and Case Studies: | 10 Hours |
| 1227 | TOTAL: 130 Hours | |

- 1228 **E. Appraisers who are a **Trainee Appraiser, or who hold a Licensed Residential, or Certified****
 1229 ****Residential** credential and who want to change to the Certified General Real Property**
 1230 **Appraiser classification must also meet the requirements in II.B.**

1231 **III. Experience**

1232 **A. Experience Requirement**

1233 An applicant for the Certified General Real Property Appraiser credential must complete not less
 1234 than 3,000 hours of acceptable appraisal experience acquired over a period of no fewer than
 1235 eighteen (18) months. Of the 3,000 total hours, at least 1,500 hours must be in nonresidential
 1236 appraisal work.

1237 **B. Experience Pathways**

1238 Experience may be earned through one or a combination of any of the AQB-recognized
 1239 Experience Pathways described in *Section III, General Experience Criteria* of the *Criteria*
 1240 *Applicable to All Levels of Licensure and Certification*.

1241 Experience credit from both pathways may be combined to satisfy the total experience
 1242 requirement for this credential, provided that all experience is verifiable and meets the
 1243 applicable standards of USPAP and the *Criteria*.

- 1244 **IV. Examination**
- 1245 **A.** The AQB-approved Certified General Real Property Appraiser examination must be
- 1246 successfully completed. There is no alternative to successful completion of the exam.
- 1247 **B.** To be eligible to take the AQB-approved examination, an applicant must complete three-
- 1248 hundred and eight (308) creditable class hours as specified in the *Required Core Curriculum*;
- 1249 and then obtain the credentialing State Appraiser Regulatory Agency's approval to take the
- 1250 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*.

1251 SUPERVISORY APPRAISER / TRAINEE APPRAISER 1252 COURSE OBJECTIVES AND OUTLINE

1253 I. Course Objectives

1254 Course providers must include the following objectives for both the Supervisory Appraiser and
1255 Trainee Appraiser.

1256 A. Supervisory Appraiser Objectives

1257 The course must provide adequate information for the Supervisory Appraiser to understand
1258 the qualifications and responsibilities of that role. Specifically, the student must understand:

- 1259 1. AQB minimum qualifications for becoming and remaining a Supervisory Appraiser;
- 1260 2. Jurisdictional credentialing requirements for both Supervisory Appraisers and Trainee
1261 Appraisers that may exceed those of the *Criteria*;
- 1262 3. Expectations and responsibilities of being a Supervisory Appraiser;
- 1263 4. The Supervisory Appraiser's responsibilities for maintaining and signing all appropriate
1264 Trainee Appraiser experience logs; and
- 1265 5. Expectations and responsibilities of the Trainee Appraiser.

1266 B. Trainee Appraiser Objectives

1267 The course must provide adequate information to ensure the Trainee Appraiser understands
1268 the qualifications and responsibilities of that role. Specifically, the objective of the course
1269 must be that the student understands:

- 1270 1. AQB minimum qualifications for becoming a credentialed appraiser;
- 1271 2. Jurisdictional requirements for Trainee Appraisers that may exceed those of the *Criteria*;
- 1272 3. AQB minimum qualifications for becoming and remaining a Supervisory Appraiser, as
1273 well as jurisdictional credentialing requirements that may exceed those of the *Criteria*;
- 1274 4. The processes and roles of the organizations that establish appraiser qualifications;
- 1275 5. Expectations and responsibilities of the Trainee Appraiser;
- 1276 6. Basics of USPAP; and
- 1277 7. Responsibilities and requirements of a Trainee Appraiser's role in maintaining and
1278 signing all appropriate Trainee Appraiser experience logs.

1279 II. Course Content Outline

1280 Education developers must include the following topics in the course content:

1281 A. Table of Contents

1282 B. Course Introduction and Overview

1283 C. Qualification and Credentialing Entities

- 1284 1. Description of the National System for Overseeing Real Estate Appraisers performing
1285 appraisals in connection with federally related transactions
 - 1286 i. Role of the ASC.
 - 1287 ii. Overview of the creation and role of the Foundation.

1288	2. The AQB
1289	3. Overview of the role of the AQB in establishing qualifications for real property
1290	appraisers
1291	4. Individual State or Territory Credentialing Authorities
1292	a. Overview of a State Appraiser Regulatory Agency’s role in issuing appraiser
1293	credentials and disciplining appraisers.
1294	b. Specific information regarding the regulatory structure of the individual
1295	jurisdiction (optional).
1296	5. Professional Appraiser Organizations
1297	a. Overview of the role of professional appraiser organizations.
1298	b. Explain difference between State Appraiser Regulatory Agency awarded
1299	classifications and "voluntary" professional appraiser organization designations.
1300	D. Qualifications for Appraiser Credentials
1301	1. AQB Qualifications
1302	a. Overview of the AQB minimum qualifications for real property appraisers,
1303	including the education, experience, and examination requirements for the
1304	following classifications:
1305	i. Trainee Appraiser.
1306	ii. Licensed Residential Real Property Appraiser.
1307	iii. Certified Residential Real Property Appraiser.
1308	iv. Certified General Real Property Appraiser.
1309	<u>Comment:</u> Course developers must include a summary table of the minimum
1310	education, experience (if applicable), and examination requirements for each
1311	classification.
1312	b. Overview of Supervisory Appraiser Qualifications
1313	i. AQB minimum qualifications.
1314	ii. How jurisdictional qualifications can exceed AQB minimums.
1315	2. Individual Jurisdiction Qualifications
1316	a. Overview explaining how AQB sets minimum qualifications, but state statutes
1317	and/or regulations may have qualifications that exceed the <i>Criteria</i>.
1318	b. Outline and explain the specific steps and requirements to becoming licensed or
1319	certified in the course’s state or territory.
1320	E. Overview of USPAP
1321	1. Provide <i>brief overview</i> of sections of USPAP relevant to Trainee Appraisers, including
1322	overviews of:
1323	a. ETHICS RULE

- 1324 **b. COMPETENCY RULE**
- 1325 **c. SCOPE OF WORK RULE**
- 1326 **d. RECORD KEEPING RULE**
- 1327 **e. STANDARD 1 (Development) and STANDARD 2 (Reporting)**

- 1328 Comment: This section is not intended to be a substitute for the *15-Hour National*
- 1329 *USPAP Course* (or its equivalent).

1330 **F. Overview of Supervisory Appraiser Expectations and Responsibilities**

- 1331 **1.** The course material must present the requirements, expectations, and responsibilities of
- 1332 the Supervisory Appraiser. At a minimum, course materials must include the
- 1333 expectations and responsibilities of the Supervisory Appraiser to:
- 1334 **a.** Provide the Trainee Appraiser with a basic understanding of USPAP
- 1335 requirements.
- 1336 **b.** Understand the AQB minimum requirements of both the Supervisory Appraiser
- 1337 and Trainee Appraiser, as well as the requirements of the credentialing
- 1338 jurisdiction that may exceed those of the *Criteria*.
- 1339 **c.** Provide proper guidance to the Trainee Appraiser when he or she selects a
- 1340 specific credentialing path (*i.e.*, Licensed Residential, Certified Residential, or
- 1341 Certified General)
- 1342 **d.** Monitor the Trainee Appraiser's progress in satisfying both the education and
- 1343 experience requirements necessary to achieve the selected credentialing path.
- 1344 **e.** Verify that the Supervisory Appraiser and Trainee Appraiser are properly
- 1345 documenting all appropriate experience logs.
- 1346 **f.** Provide appropriate oversight during property inspections based on the trainee's
- 1347 competency and any applicable state inspection requirements.
- 1348 **g.** Provide assignments and duties that ensure the Trainee Appraiser gains
- 1349 knowledge and experience of all applicable valuation methodologies and
- 1350 approaches to value.
- 1351 **h.** Verify that the Trainee Appraiser is properly identified and acknowledged in the
- 1352 appraisal report in compliance with USPAP requirements.
- 1353 **i.** Immediately notify the Trainee Appraiser if the Supervisory Appraiser is no longer
- 1354 qualified to supervise and/or sign the Trainee Appraiser's experience log.

1355 **G. Overview of Trainee Appraiser Expectations and Responsibilities**

- 1356 **1.** The course material must include a presentation of the requirements, expectations, and
- 1357 responsibilities of the Trainee Appraiser. At a minimum, the course materials must
- 1358 include the expectations and responsibilities of the Trainee Appraiser to understand:
- 1359 **a.** The AQB minimum requirements to become a Trainee Appraiser, as well as the
- 1360 requirements of the credentialing jurisdiction that may exceed those of the
- 1361 *Criteria*.
- 1362 **b.** The importance of selecting an appropriate Supervisory Appraiser. Points
- 1363 covered must include:

- 1364 i. The Supervisory Appraiser-Trainee Appraiser relationship is a long-term
- 1365 commitment by both parties.
- 1366 ii. The Trainee Appraiser is inherently connected to the good standing of the
- 1367 Supervisory Appraiser.
- 1368 iii. The importance of selecting a Supervisory Appraiser whose experience
- 1369 and competency match the Trainee Appraiser's credentialing path.
- 1370 iv. Options for the Trainee Appraiser if a Supervisory Appraiser is no longer
- 1371 qualified to serve as a Supervisory Appraiser.
- 1372 c. How to determine if an appraiser is qualified and in good standing to be a
- 1373 Supervisory Appraiser by searching the ASC National Registry and/or the
- 1374 websites of State Appraisal Regulatory Agencies that have credentialed the
- 1375 appraiser.
- 1376 d. It is the Supervisory Appraiser's responsibility to monitor the progression of the
- 1377 Trainee Appraiser's education and experience necessary to achieve the Trainee
- 1378 Appraiser's selected credentialing path.
- 1379 e. It is the Supervisory Appraiser's responsibility to provide assignments and duties
- 1380 that ensure the Trainee Appraiser is developing an understanding and
- 1381 progression of knowledge and experience of all applicable valuation
- 1382 methodologies and approaches to value.
- 1383 f. The responsibilities of both the Trainee Appraiser and the Supervisory Appraiser
- 1384 in properly documenting all appropriate Trainee Appraiser's experience logs.

H. Overview of Jurisdictional Requirements for Supervisory Appraiser and Trainee Appraiser Requirements

- 1387 1. Provide summary of jurisdictional requirements that may exceed those of the *Criteria*
- 1388 2. Course developers may present jurisdictional requirements as a separate section or
- 1389 incorporate differences between AQB minimum and jurisdictional requirements into each
- 1390 appropriate section of the outline.

I. Summary/Quiz (optional)

J. Definitions

- 1393 1. Provide glossary of definitions utilized throughout the course.

1394 **VALUATION BIAS AND FAIR HOUSING LAWS AND**
 1395 **REGULATIONS COURSE OUTLINE**

1396 The course must contain information to ensure the appraiser understands valuation bias and
 1397 issues related to fair housing laws and regulations. The same outline is required for the seven
 1398 (7) hour course and the eight (8) hour course (which is the seven-hour course plus a one-hour
 1399 exam).

1400 The four-hour course will follow the same outline but will have less content on the topics of
 1401 "Understanding Real Estate Bias" and "Federal Fair Housing Laws and Regulations" and more
 1402 content on "Valuation Bias" and "Case Studies."

1403 Education developers must include the topics contained in the following outline when creating
 1404 course content:

1405 **I. Understanding Real Estate Bias**

1406 **A. Historical Context:**

- 1407 1. Role of the following: real estate agents, insurance, appraisers, lenders, Government
 1408 Sponsored Enterprises, federal, state and local agencies, and legislation.
 1409 2. Redlining.
 1410 3. Restrictive Covenants.
 1411 4. Court Rulings.

1412 **B. Contemporary Context:**

- 1413 1. Economic Impact of Property Value Disparities for Protected Classes.
 1414 2. Public Conversation Regarding Valuation Bias.
 1415 3. Recent Cases and Developments.

1416 **II. Federal Fair Housing and Antidiscrimination Laws and Regulations**

1417 **A. Statutes and Regulations:**

- 1418 1. Civil Rights Act of 1866 (Sections 1981 and 1982).
 1419 2. Fair Housing Act.
 1420 3. Financial Institutions Reform, Recovery, and Enforcement Act (FIRREA).
 1421 4. Equal Credit Opportunity Act (ECOA).
 1422 5. Unfair and Deceptive Acts and Practices (UDAP).
 1423 6. Unfair, Deceptive or Abusive Acts and Practices (UDAAP).

1424 **B. Key Legal Concepts:**

- 1425 1. Disparate Treatment.
 1426 2. Disparate Impact.

1427 **III. Valuation Bias**

1428 **A. Components of Valuation Bias:**

- 1429 1. Explicit.
 1430 2. Implicit.
 1431 3. Structural.

1432	B. Recognizing and Avoiding Valuation Bias.
1433	IV. Case Studies:
1434	A. Current Valuation Bias Topics.
1435	B. Best Practices for Avoiding Valuation Bias.

1436 PRACTICAL APPLICATIONS OF REAL ESTATE

1437 APPRAISAL (PAREA)

1438 The following Content *Criteria* outline the required exercises, examples, simulations, case
 1439 studies, and applications. These items must be developed to recreate the practical experience
 1440 an appraiser needs to get a licensed residential or certified residential credential. At least three
 1441 USPAP compliant appraisal reports will be developed in the PAREA program for each
 1442 credential. At a minimum, the program must include developing and reporting appraisals for
 1443 single unit residences, 2-4 unit properties, and condominium units.

1444 Minimum Content Requirements - Licensed Residential 1445 Classification

1446 I. Introduction

1447 A. General Considerations and Responsibilities

- 1448 1. Discuss respecting the public trust.
- 1449 2. Review and comment on appraiser independence.
- 1450 3. Review and comment on the responsibilities to clients regarding reconsideration of value
 1451 requests and other communication.

1452 B. Appraisal Software and Tools

- 1453 1. Overview of software options (vendors) and common forms.
- 1454 2. Overview of common tools: measuring devices, cameras, etc.

1455 II. Problem Identification

1456 A. Understanding Assignment Parameters

- 1457 1. Perform an initial review of the order or engagement letter and determine authoritative
 1458 lines of communication. Provide interactive exercises in extracting key information from
 1459 engagement letter.

1460 B. Understanding Assignment Elements and Competency Issues

- 1461 1. Examine the appraisal request and other documents provided (*e.g.*, title reports,
 1462 surveys, purchase contract) to determine key assignment elements (Standards Rule 1-
 1463 2(a)-Standards Rule 1-2(d), and the SCOPE OF WORK RULE of USPAP) and/or
 1464 contractual obligations. Determine relevant appraisal assignment conditions.
 1465 Understanding common client, intended users, engagement letter terms, various
 1466 assignment types, basis for assignment conditions, extraordinary assumptions, and
 1467 hypothetical conditions (*e.g.*, FHA, VA, USDA, etc.).
- 1468 2. Provide exercises for defining the problem. The goal is for participant to establish
 1469 appropriate steps in the appraisal process.
- 1470 3. Exercises should contain overlays introducing key engagement items that could affect
 1471 scope of work.

- 1472 **4.** Ensure that exercises demonstrate impact on both assignment conditions and elements.
- 1473 **5.** Include exercises where an appraiser identifies possible extraordinary assumptions or
- 1474 hypothetical conditions.
- 1475 **6.** Understanding the COMPETENCY RULE of USPAP.
- 1476 **7.** Demonstrate how competency issues are identified and will be resolved.

1477 **C. Market, Neighborhood, and Subject Property Research**

- 1478 **1.** Use preliminary online or archival research to gain basic market area and subject
- 1479 property information.
- 1480 **2.** Develop the general area and neighborhood market analysis.
- 1481 **a.** Overview of available data sources for market area information.
- 1482 **3.** Retrieve and analyze preliminary information needed to understand the subject site and
- 1483 improvements.
- 1484 **4.** Review of public record information including site and improvement information.
- 1485 **5.** Utilization of Multiple Listing Service (MLS)/online sites as a verification source.
- 1486 **6.** Based on information gathered above, develop and explain key relevant property
- 1487 characteristics (USPAP Standards Rule 1-2(e)).

1488 **D. Obtaining Preliminary Subject Property Information**

- 1489 **1.** Simulate setting the inspection appointment with related requests/requirements.
- 1490 **2.** Determine how you will verify individual providing access.
- 1491 **3.** Review of inspections and reports provided by others and discuss their application and
- 1492 disclosure in the assignment.

1493 **III. Review Sections I and II with Mentor**

1494 **A. Ensure the problem identification process was performed properly, leading to an**
 1495 **appropriate scope of work.**

1496 **B. Review the research to evaluate its suitability and that there is sufficient information**
 1497 **for later development and analysis.**

1498 **IV. Property Identification and Inspection along with Initial Site Identification**

1499 **A. Research available information sources including public records.**

1500 **B. Zoning, general plan information**

- 1501 **1.** Identify where to locate all sources of information.
- 1502 **2.** Verification of revisions to zoning/general plan.
- 1503 **3.** Variances, use restrictions.

1504 **C. Environmental issues, flood zone/earthquake information. Identify and explain**
 1505 **unusual issues**

- 1506 **1.** Location of relevant research information.
- 1507 **2.** Communicate any unusual findings to the client to confirm whether assignment is to be
- 1508 completed.

1509 **V. Verification of Neighborhood and Market Area**

1510 **A. Conduct virtual inspection/review of subject's market area**

1511 **B. Explain various influences**

1512 **C. Identify and explain trends/characteristics in the defined neighborhood and market**

1513 **area**

1514 **VI. Subject Site Inspection**

1515 **A. Verify similarity to plat, observation of site utility, its surrounding influences, and**

1516 **possible conditions that could impact value or marketability**

1517 **B. Analysis of site improvements and useable site area.**

1518 **1. Determine and explain how useable site area relates to surrounding properties.**

1519 **C. Identify and discuss various site amenities. Include exercises that include various**

1520 **levels of impact on value**

1521 **VII. Subject Property Improvements Inspection**

1522 **A. Overview**

1523 **1. Types/quality of construction.**

1524 **2. Floor plan issues, determination of room counts.**

1525 **3. Observable condition factors and description of upgrades.**

1526 **4. Recognition of potential/existing adverse influences.**

1527 **B. Conduct a virtual physical inspection to determine relevant physical characteristics**

1528 **C. Provide a thorough description of improvements**

1529 **VIII. Measuring the Subject Property Improvements**

1530 **A. Exercises to include methods and ultimately determination of:**

1531 **1. Basements.**

1532 **2. Stairways & vaulted ceiling areas.**

1533 **3. Below grade living area (split level).**

1534 **4. Accessory dwelling units, outbuildings, etc.**

1535 **5. Awareness of special assignment conditions.**

1536 **6. Common rounding practices.**

1537 **B. Include virtual exercises in measuring subject properties**

1538 **C. Other sources for obtaining Gross Living Area (GLA)**

1539 **IX. Sketch Completion**

1540 **A. Include sketch completion exercises**

1541 **B. Exercises must include final GLA determination (what areas should be extracted from**

1542 **GLA)**

1543 **X. Review Sections IV through IX with Mentor**

1544 **A. Ensure all elements of inspection process have been performed properly, including**

1545 **neighborhood, site, and improvements**

1546 **XI. Market Analysis/ Highest and Best Use**

1547 **A. Highest and Best Use**

1548 1. Overview of pertinent data, including current/proposed/potential alternative use and

1549 communication of highest and best use.

1550 **B. Performing Neighborhood and Market Research**

1551 1. Identify the market area boundaries, physical characteristics, and specific property

1552 location relevant to the analysis of the subject property.

1553 2. Identify the trends and characteristics in the defined neighborhood and market area.

1554 **XII. Review Section XI with Mentor**

1555 **A. Ensure key analytical issues related to market conditions and highest and best use**

1556 **are effectively addressed**

1557 **XIII. Process of Sales Analysis**

1558 **A. Identify the best sources of sales data for use in case studies including:**

1559 1. MLS.

1560 2. City/County (public) transfer records

1561 a. How to verify.

1562 3. Data providers.

1563 4. Appraiser office files.

1564 a. Confidentiality concerns.

1565 5. Real estate agents/brokers.

1566 a. How to verify.

1567 **B. Select the same or similar property types, uses, and characteristics.**

1568 1. Identify elements of comparison.

1569 2. Develop exercises for various property types.

1570 **C. Identify all relevant current listings, expired listings, withdrawn listings, offers (if**

1571 **available), FSBO, closed sales, and pending sales**

1572 **XIV. Review Section XIII with Mentor**

1573 **A. Ensure all necessary steps in highest and best use analysis and market analysis were**

1574 **performed properly. Review data source material to assure sufficient information has**

1575 **been identified for further application.**

1576 **XV. Valuation Approaches and Techniques**

1577 **A. Consider each approach to value and explain the appropriateness based on the**

1578 **intended use of the assignment. Select the data considered most meaningful and**

1579 **relevant.**

1580 **B. Sales Comparison Approach**

1581 1. Analyze quality and quantity of data:

1582 a. Identify relevant units of comparison.

1583 b. Data and information collected must be analyzed for comparability and consistency.

1584 2. Select the sales that are considered the most appropriate for subject property

1585 comparability (demonstrate the process):

1586 a. Identify and apply appropriate adjustments to comparable transactions based on

1587 differences to the subject property. Demonstrate applicable tools and methods,

1588 including:

1589 i. Paired sales analysis.

1590 ii. Statistical and other graphic analysis.

1591 3. Trend analysis.

1592 4. Qualitative differences, including:

1593 a. Relative comparison analysis.

1594 b. Ranking analysis.

1595 5. Discuss and reconcile key elements developed in the sales comparison approach.

1596 **C. Cost Approach**

1597 1. Develop site value of the subject as vacant using recognized methods or techniques.

1598 a. Include contributory value of site improvement.

1599 2. Discuss use of replacement or reproduction cost:

1600 a. Develop supportive data for the cost calculations.

1601 b. Calculate cost new for the improvements.

1602 c. Calculate depreciation (demonstrate and apply types, consider market trends)

1603 d. Discuss and reconcile key elements developed in the cost approach

1604 **D. Income Approach**

1605 1. Collection and verification of pertinent rental data (actual vs. contract).

1606 2. Determine appropriate GRM (Gross Rent Multiplier).

1607 3. Discuss and reconcile key elements developed in the income approach.

1608 **XVI. Review Section XV with Mentor**

1609 **A. Ensure all approaches to value were adequately considered and completed in**

1610 **supportable fashion (including cost and/or income approaches if performed)**

1611 **XVII. Final Reconciliation**

1612 **A. Analyze and discuss accuracy and sufficiency of data**

1613 **B. Analyze and discuss strengths and weaknesses of each approach to value and their**

1614 **applicability to the subject property**

1615 **C. Analyze and discuss consistency of data and development**

1616 **D. Analyze and discuss the quality and quantity of data**

1617 **E. Review calculations**

1618 **F. Develop the final opinion of value along with the rationale for your conclusions**

1619 **XVIII. Review Section XVII with Mentor**

1620 **A. Ensure final reconciliation was performed properly and determine appropriate**
 1621 **reporting**

1622 **XIX. Appraisal Report Development/Delivery**

1623 **A. Report Development**

1624 **1. Standards Rule 2-1 minimum standard (not misleading, sufficient, assumptions, etc.):**

1625 **a. Ability to describe the subject property and comparable properties used in the**
 1626 **analysis (ensure compliance with STANDARD 2):**

1627 **i. Technical terms.**

1628 **ii. Common industry phrases and descriptors.**

1629 **iii. Fair lending do's and don'ts.**

1630 **iv. Identify relevant information using industry typical approaches and technologies.**

1631 **b. Ability to describe a market area and a neighborhood (same subset as above).**

1632 **c. Report format:**

1633 **i. Comply with all applicable assignment elements and conditions.**

1634 **ii. Awareness and compliance with state regulatory requirements.**

1635 **iii. Describe scope of work.**

1636 **iv. Ensure applicable appropriate addenda, exhibits, photos, etc., are included.**

1637 **v. Understand adequacy/relevance/integrity of photos, maps, and exhibits -**
 1638 **how/where to upload in a report.**

1639 **d. Certification:**

1640 **i. Ensure familiarity with pre-printed content and applicability.**

1641 **ii. Develop exercises on completion of workfile documents.**

1642 **iii. Demonstrate an ability to store and compile documents.**

1643 **XX. Review Section XIX with Mentor**

1644 **A. Ensure that the key components of an appraisal report and report format are**
 1645 **appropriate for assignment(s)**

1646 **XXI. Communication of Assignment Results**

1647 **A. Adequacy and relevance of information**

1648 **1. USPAP compliance.**

1649 **2. Assignment conditions.**

1650 **B. Understand common Client-specific requirements - additional comparable sales,**
 1651 **inclusion of active listings in the report, supplemental exhibits, etc.**

1652 **1. Demonstrate the ability to meet client expectations conveyed through the engagement**
 1653 **letter or other instruction methods.**

1654 **2. Adequate support for analysis.**

1655 **C. Explain and support rationale for excluding any of the traditional approaches**

1656 1. Explain and support reconciliation.

1657 2. Explain all assumptions.

1658 **D. Explain and support all extraordinary assumptions and hypothetical conditions (state**

1659 **their use may have effect on assignment results)**

1660 **XXII. Review Section XXI with Mentor**

1661 **A. Ensure understanding of effective appraisal report presentation and required content**

1662 **B. Ensure compliance with Standards Rule 2-2**

1663 **Minimum Content Requirements - Certified Residential**

1664 **Classification**

1665 **I. Problem Identification**

1666 **A. Relevant Scope of Work and Competency Issues Involved**

1667 1. Develop exercises on how competency issues will be resolved.

1668 2. Conduct a preliminary analysis to ensure an appropriate Scope of Work,

1669 **II. Review Section I with Mentor**

1670 **A. Ensure understanding of how issues uncovered during property identification process**

1671 **relate to complexity. Also, focus on complex ownership issues**

1672 **III. Positive or Negative Locational Influences**

1673 **A. Recognize Population/Employment Trends**

1674 **B. Determine and discuss relationships over time between employment, population, and**

1675 **residential units (Single Unit Residential vs. 2-4 Unit Residential)**

1676 **IV. Residential Market Analysis/Highest and Best Use**

1677 **A. Market Analysis Issues Related to Highest and Best Use for Complex Properties**

1678 **B. Special Assessments**

1679 **V. Review Sections III and IV with Mentor**

1680 **A. Ensure key analytical issues related to market conditions and highest and best use**

1681 **are effectively addressed.**

1682 **VI. Physical Characteristics of Complex Properties - identify and discuss**

1683 **A. Unique Design Features**

1684 **B. High Quality/Amenity Properties**

1685 **C. Over-improvements**

1686 **D. Physical Deficiencies of Improvements**

1687 **E. Functional Inadequate and Super Adequate Impact**

1688 **VII. Vacant Sites (Including View Amenities, Surplus Land)**
 1689 **A. Develop exercises that contain issues covered under Site and Cost Approaches**

1690 **VIII. Use of Key Statistical Concepts**
 1691 **A. Develop appropriate statistical tools to be used in development of opinion of value**
 1692 **B. Explain and support their application**

1693 **IX. Key Market Driving Influences**
 1694 **A. Determine most appropriate units of comparison (market drivers)**
 1695 **B. Identify market preferences for characteristics and amenities (e.g., parking, # beds, #**
 1696 **baths, GLA)**

1697 **X. Review Sections VI through IX with Mentor**
 1698 **A. Ensure key analytical issues related to market conditions and highest and best use**
 1699 **are effectively addressed**
 1700 **B. Confirm appropriate items have been identified and analyzed for proper application in**
 1701 **determination of opinion of value**

1702 **XI. Site Valuation and Cost Approaches**
 1703 **A. Site Valuation**
 1704 1. Extract comparable land/site sales data that will adequately support adjustments for
 1705 contributing value of unique attributes associated with complex vacant sites (view,
 1706 entitlements, amenities, surplus/excess land).

1707 **B. Develop a supportable Land/Site Valuation using the following methods:**
 1708 1. Allocation.
 1709 2. Market extraction.
 1710 3. Ground rent capitalization.
 1711 4. Land residual method.
 1712 5. Sales comparison.

1713 **C. Construction Costs**
 1714 1. Exercises related to high amenity structures.
 1715 2. Discuss local cost influences.

1716 **D. Functional Obsolescence**
 1717 1. Distinguish between curable and incurable forms.
 1718 2. Analyze and support conclusions on obsolescence, including lack thereof, associated
 1719 with complex properties.

1720 **E. External Obsolescence**
 1721 1. Analyze and support conclusions on obsolescence, including lack thereof, associated
 1722 with complex properties.

1723 **XII. Review Section XI with Mentor**

1724 **A. Ensure the Cost Approach has been performed properly.**

1725 **XIII. Sales Comparison Approach**

1726 **A. Sales Concessions**

1727 1. Is the subject property subject to sales concessions?

1728 2. Identify and discuss application (or not) of any sales concessions in comparable data

1729 based on market norms.

1730 3. Cash equivalency related to financing terms.

1731 **B. Identifying and Applying Atypical Adjustments - develop support related to the**

1732 **following:**

1733 1. High amenity custom quality adjustments.

1734 2. Site adjustments.

1735 3. Adjustment support/matched pairs, statistical methods.

1736 4. Adjustment support for unique one-off property sales including those with Accessory

1737 Dwelling Units.

1738 **XIV. Review Section XIII with Mentor**

1739 **A. Ensure the sales comparison approach has been performed properly.**

1740 **XV. Income Approach**

1741 **A. 1-4 Unit Appraisals**

1742 1. Perform collection of comparable rent data.

1743 2. Complex rental adjustments.

1744 3. Understand and apply impact of complex amenities.

1745 4. Factor for Expense allocations between comparable transactions.

1746 **B. Unique 2-4 unit assignments - discuss the following:**

1747 1. Location premiums within Planned Unit Development/condo.

1748 2. Impact of rent control or subsidies.

1749 3. Student housing.

1750 4. Seasonal and short-term rentals.

1751 **C. GRM analysis**

1752 1. Non-market rent impact on Gross Rental Multiplier (GRM).

1753 2. Perform reconciliation of GRM indicators

1754 **XVI. Review Section XV with Mentor**

1755 **A. Review the Income approach to value and ensure proper analysis and support for**

1756 **conclusions**

1757 **XVII. Writing and Reasoning Skills**

1758 **A. Data Presentation**

- 1759 1. Develop presentation of data in tables, charts, and graphs as appropriate.
- 1760 2. Express succinct narrative using active voice, direct statements, shorter words, shorter
- 1761 paragraphs and placing the bottom-line up front.
- 1762 3. Use proper and understandable English:
- 1763 a. Have another person proofread whenever possible.

1764 **B. Discussion of Approaches to Value**

- 1765 1. Adjust depth of discussion to the intended user(s).

1766 **C. Support for Conclusions**

- 1767 1. Clearly state conclusions throughout the report. Each conclusion requires credible
- 1768 support and logical reconciliation.

1769 **D. Summary of Data and Reconciliation of Value Approaches**

- 1770 1. Summarize the quantity, quality, reliability, and relevance of the data used in each
- 1771 approach. The reconciliation and final value opinion must be consistent with the
- 1772 conclusions of this summary regarding the most germane approach to value.

1773 **XVIII. Review Section XVII with Mentor**

1774 **A. Ensure understanding of effective appraisal report presentation and required content**

1775 **B. Ensure compliance with Standards Rule 2-2**

1776

GUIDE NOTES

- 1777 The following Guide Notes provide non-mandatory guidance intended to assist providers,
1778 states, and applicants in understanding and implementing the Real Property Appraiser
1779 Qualification Criteria. Guide Notes do not establish additional requirements and are not part of
1780 the *Criteria*.
- 1781 The numbering of the Guide Notes reflects the historical sequence in which they were issued.
1782 Over time, certain Guide Notes were retired as they became outdated or no longer necessary.
1783 Their removal explains the gaps in the numbering.

1784	AQB GUIDE NOTE 1 (GN-1)
1785	AQB GUIDANCE FOR REQUIRED CORE CURRICULUM CONTENT
1786	Guide Note 1 (GN-1) provides guidance for curriculum content, with subtopics listed under each
1787	of the seventeen education modules. The subtopics in Guide Note 1 are used to develop
1788	examination content outlines for each credential level. They may also be amended periodically
1789	to reflect changes in technology or in the Body of Knowledge. The hours shown for each
1790	educational module are the minimum required; students may complete more than the minimum
1791	hours for each module.
1792	Candidates for a real property appraiser classification should carefully review the educational
1793	modules below, noting that some modules only apply to certain classifications. For example,
1794	education module IX (<i>Advanced Residential Applications and Case Studies</i>) is only required for
1795	the Certified Residential classification. Also, education module XIII (<i>General Appraiser Income</i>
1796	<i>Approach</i>) is required for the Certified General classification but no others. As a result,
1797	candidates should structure their education program based on the credential they are seeking.
1798	I. BASIC APPRAISAL PRINCIPLES (required for the Trainee Appraiser, Licensed
1799	Residential, Certified Residential, and Certified General classifications)
1800	30 HOURS
1801	A. Real Property Concepts and Characteristics
1802	1. Basic Real Property Concepts
1803	2. Real Property Characteristics
1804	3. Legal Description
1805	B. Legal Considerations
1806	1. Forms of Ownership
1807	2. Public and Private Controls
1808	3. Real Estate Contracts
1809	4. Leases
1810	C. Influences on Real Estate Values
1811	1. Governmental
1812	2. Economic
1813	3. Social
1814	4. Environmental, Geographic, and Physical
1815	D. Types of Value
1816	1. Market Value
1817	2. Other Value Types
1818	E. Economic Principles
1819	1. Classic Economic Principles

1820 2. Application and Illustrations of the Economic Principles

1821 **F. Overview of Real Estate Markets and Analysis**

1822 1. Market Fundamentals, Characteristics, and Definitions

1823 2. Supply Analysis

1824 3. Demand Analysis

1825 4. Use of Market Analysis

1826 **G. Ethics and How They Apply in Appraisal Theory and Practice**

1827 **H. Valuation Bias and Fair Housing Laws and Regulations**

1828 **II. BASIC APPRAISAL PROCEDURES (required for the Trainee Appraiser, Licensed**

1829 **Residential, Certified Residential, and Certified General classifications)**

1830 *30 HOURS*

1831 **A. Overview of Approaches to Value**

1832 **B. Valuation Procedures**

1833 1. Defining the Problem

1834 2. Collecting and Selecting Data

1835 3. Analyzing

1836 4. Reconciling and Final Value Opinion

1837 5. Communicating the Appraisal

1838 **C. Property Description**

1839 1. Geographic Characteristics of the Land/Site

1840 2. Geologic Characteristics of the Land/Site

1841 3. Location and Neighborhood Characteristics

1842 4. Land/Site Considerations for Highest and Best Use

1843 5. Improvements - Architectural Styles and Types of Construction

1844 6. Special Energy-Efficient Characteristics of the Improvements

1845 **D. Residential or General Applications**

1846 **III. VALUATION BIAS AND/OR FAIR HOUSING LAWS AND REGULATIONS (Required for**

1847 **the Trainee Appraiser, Licensed Residential, Certified Residential, and Certified General**

1848 **Classifications)**

1849 *8 HOURS*

1850 **A. Understanding Real Estate Bias**

1851 1. Historical Context

1852 2. Contemporary Context

1853 **B. Federal Fair Housing and Antidiscrimination Laws and Regulations**

1854 1. Laws and Regulations

1855 2. Key Legal Concepts

1856 **C. Valuation Bias**

1857 1. Components of Valuation Bias

1858 2. Recognizing and Avoiding Valuation Bias

1859 **D. Case Studies**

1860 1. Current Valuation Bias Topics

1861 2. Best Practices for Avoiding Valuation Bias

1862 **IV. 15-HOUR NATIONAL USPAP COURSE OR ITS EQUIVALENT (required for the Trainee**

1863 **Appraiser, Licensed Residential, Certified Residential, and Certified General**

1864 **classifications)**

1865 *15 HOURS*

1866 **V. RESIDENTIAL MARKET ANALYSIS AND HIGHEST AND BEST USE (required for the**

1867 **Licensed Residential and Certified Residential credentials)**

1868 *15 HOURS*

1869 **A. Residential Markets and Analysis**

1870 1. Market Fundamentals, Characteristics, and Definitions

1871 2. Supply Analysis

1872 3. Demand Analysis

1873 4. Use of Market Analysis

1874 **B. Highest and Best Use**

1875 1. Test Constraints

1876 2. Application of Highest and Best Use

1877 3. Special Considerations

1878 4. Market Analysis

1879 5. Case Studies

1880 **VI. RESIDENTIAL APPRAISER SITE VALUATION AND COST APPROACH (required for the**

1881 **Licensed Residential and Certified Residential credentials)**

1882 *15 HOURS*

1883 **A. Site Valuation**

1884 1. Methods

1885 2. Case Studies

1886 **B. Cost Approach**

1887 1. Concepts and Definitions

1888 2. Replacement/Reproduction Cost New

1889 3. Accrued Depreciation

1890 4. Methods of Estimating Accrued Depreciation

1891 **5. Case Studies**

1892 **VII. RESIDENTIAL SALES COMPARISON AND INCOME APPROACHES (required for the**

1893 **Licensed Residential and Certified Residential credentials)**

1894 *30 HOURS*

1895 **A. Valuation Principles & Procedures - Sales Comparison Approach**

1896 **B. Valuation Principles & Procedures - Income Approach**

1897 **C. Finance and Cash Equivalency**

1898 **1. Identification of Seller Concessions and Their Impact on Value**

1899 **D. Financial Calculator Introduction**

1900 **E. Identification, Derivation, and Measurement of Adjustments**

1901 **F. Gross Rent Multipliers**

1902 **G. Partial Interests**

1903 **H. Reconciliation**

1904 **I. Case Studies and Applications**

1905 **VIII. RESIDENTIAL REPORT WRITING AND CASE STUDIES (required for the Licensed**

1906 **Residential and Certified Residential credentials)**

1907 *15 HOURS*

1908 **A. Writing and Reasoning Skills**

1909 **B. Common Writing Problems**

1910 **C. Form Reports**

1911 **D. Report Options and USPAP Compliance**

1912 **E. Case Studies**

1913 **IX. STATISTICS, MODELING AND FINANCE (required for the Certified Residential and**

1914 **Certified General credentials)**

1915 *15 HOURS*

1916 **A. Statistics**

1917 **B. Valuation Models (AVM's and Mass Appraisal)**

1918 **C. Real Estate Finance**

1919 **X. ADVANCED RESIDENTIAL APPLICATIONS AND CASE STUDIES (required for the**

1920 **Certified Residential credential)**

1921 *15 HOURS*

1922 **A. Complex Property, Ownership, and Market Conditions**

1923 **B. Deriving and Supporting Adjustments**

1924 **C. Residential Market Analysis**

1925 **D. Advanced Case Studies**

1926 **1. Seller Concessions**

1927 **2. Special Energy-Efficient Items (*i.e.*, "Green Buildings")**

1928 **XI. MARKET DATA ANALYTICS APPLICATIONS AND CASE STUDIES (required for the**

1929 **Certified Residential credential)**

1930 *15 HOURS*

1931 **A. Support for fundamental market analysis (FMA) conclusion(s) via**

1932 **1. Extraction of basic residential demand indicators from MLS data (closed sales, active**

1933 **listings, months of supply, days on market, etc.),**

1934 **2. Identification of current residential supply and inventory using MLS, *public records***

1935 **(*example: residential building permits*) and other common residential data sources,**

1936 **3. Basic interpretation of absorption and marketing-time indicators based on the above,**

1937 **4. Use statistical or graphic analyses in support (extraction, application and reconciliation)**

1938 **for conclusion(s).**

1939 **B. HBU**

1940 **1. Analyze and support HBU as vacant and as improved based on FMA analysis of most**

1941 **likely use(s), with emphasis on typical 1–4 unit residential uses informed by MLS and**

1942 **other residential market data,**

1943 **2. Use statistical or trend analyses in support for timing of alternative uses (development,**

1944 **renovation, demolition) as they relate to typical residential market conditions,**

1945 **3. Use basic income awareness, where applicable for 1–4 unit residential properties, to**

1946 **determine maximally productive use,**

1947 **4. Use comparison of financially feasible uses in appropriate units of comparison, number**

1948 **of units and adjusted per unit values to determine maximally productive use in a**

1949 **residential context.**

1950 **C. Sales comparison analyses**

1951 **1. Use statistical analysis to determine most relevant elements of comparison,**

1952 **2. Use statistical analysis to determine appropriate unit(s) of comparison,**

1953 **3. Apply statistical or graphic analysis in support of adjustments and reconciliation,**

1954 **4. Apply matched pairs, matched data sets, bracketing and ranking in support of**

1955 **adjustments and reconciliation.**

1956 **D. Cost approach**

1957 1. Extraction of entrepreneurial incentive from market data in support of current
1958 reproduction or replacement cost new,
1959 2. Extraction of economic life and depreciation (physical, functional and external) from
1960 sales data,
1961 3. Extraction of obsolescence from capitalization of net income differential for residential
1962 income properties,
1963 4. Use statistical, trending or graphic analysis in support of reconciliation and conclusion.

1964 **E. Income approach**

1965 1. Extract basic rent, vacancy and expense indicators from market transactions for 1–4 unit
1966 residential properties when applicable,
1967 2. Use statistical analysis in support of selected elements and units of comparison used for
1968 analysis of comparable rent and expense properties at a foundational residential level
1969 (e.g., GRM awareness rather than full capitalization modeling).

1970 **F. Final reconciliation**

1971 1. Review analyses applied in the approaches to value to verify consistent application
1972 across approaches,
1973 2. Compare the statistical analysis applied in the approaches for strength (confidence) of
1974 conclusions,
1975 3. Compare amount and reliability of data applied in the approaches.

1976 **XII. GENERAL APPRAISER MARKET ANALYSIS AND HIGHEST AND BEST USE (required**
1977 **for the Certified General credential)**
1978 *30 HOURS*

1979 **A. Real Estate Markets and Analysis**

1980 1. Market Fundamentals, Characteristics, and Definitions
1981 2. Supply Analysis
1982 3. Demand Analysis
1983 4. Use of Market Analysis

1984 **B. Highest and Best Use**

1985 1. Test Constraints
1986 2. Application of Highest and Best Use
1987 3. Special Considerations
1988 4. Market Analysis
1989 5. Case Studies

1990 **XIII. GENERAL APPRAISER SALES COMPARISON APPROACH (required for the Certified**
1991 **General credential)**
1992 *30 HOURS*

1993 **A. Value Principles**

1994 **B. Procedures**

1995 **C. Identification and Measurement of Adjustments**

1996 **D. Reconciliation**

1997 **E. Case Studies**

1998 **1. Seller Concessions**

1999 **2. Special Energy-Efficient Items (*i.e.*, "Green Buildings")**

2000 **XIV. GENERAL APPRAISER SITE VALUATION AND COST APPROACH (required for the**

2001 **Certified General credential)**

2002 **30 HOURS**

2003 **A. Site Valuation**

2004 **1. Methods**

2005 **2. Case Studies**

2006 **B. Cost Approach**

2007 **1. Concepts and Definitions**

2008 **2. Replacement/Reproduction Cost New**

2009 **3. Accrued Depreciation**

2010 **4. Methods of Estimating Accrued Depreciation**

2011 **5. Case Studies**

2012 **XV. GENERAL APPRAISER INCOME APPROACH (required for the Certified General**

2013 **credential)**

2014 **60 HOURS**

2015 **A. Overview**

2016 **B. Compound Interest**

2017 **C. Lease Analysis**

2018 **D. Income Analysis**

2019 **E. Vacancy and Collection Loss**

2020 **F. Estimating Operating Expenses and Reserves**

2021 **G. Reconstructed Income and Expense Statement**

2022 **H. Stabilized Net Operating Income Estimate**

2023 **I. Direct Capitalization**

2024 **J. Discounted Cash Flow**

2025 **K. Yield Capitalization**

2026 L. Partial Interests

2027 M. Case Studies

2028 **XVI. GENERAL APPRAISER REPORT WRITING AND CASE STUDIES (required for the**

2029 **Certified General credential)**

2030 *30 HOURS*

2031 A. Writing and Reasoning Skills

2032 B. Common Writing Problems

2033 C. Report Options and USPAP Compliance

2034 D. Case Studies

2035 **XVII. MARKET DATA ANALYTICS APPLICATIONS AND CASE STUDIES (required for the**

2036 **Certified General credential)**

2037 *30 HOURS*

2038 A. Support for fundamental market analysis (FMA) conclusion(s) via:

2039 1. Extraction of ratios for demand drivers (population, employment, retail sales, etc.) and

2040 demand,

2041 2. Identification of supply (existing, under development, planned) and occupancy,

2042 3. Forecast of fundamental demand, absorption period and stabilized occupancy based on

2043 the above,

2044 4. Use statistical or graphic analyses in support (extraction, forecasts, application and

2045 reconciliation) for conclusion(s)

2046 B. HBU

2047 1. Analyze and support HBU as vacant and as improved based on FMA analysis of most

2048 likely use(s),

2049 2. Use statistical or trend analyses in support for timing of alternative uses (development,

2050 renovation, demolition),

2051 3. Use capitalization of net income differential among financially feasible uses to determine

2052 maximally productive use,

2053 4. Use comparison of financially feasible uses in appropriate units of comparison, number

2054 of units and adjusted per unit values to determine maximally productive use

2055 C. Sales comparison analyses

2056 1. Use statistical analysis to determine most relevant elements of comparison,

2057 2. Use statistical analysis to determine appropriate unit(s) of comparison,

2058 3. Apply statistical or graphic analysis in support of adjustments and reconciliation

2059 4. Apply matched pairs, matched data sets, bracketing and ranking in support of

2060 adjustments and reconciliation

2061 D. Cost approach

2062	1.	Extraction of entrepreneurial incentive from market data in support of current
2063		reproduction or replacement cost new,
2064	2.	Extraction of economic life and depreciation (physical, functional and external) from
2065		sales data,
2066	3.	Extraction of obsolescence from capitalization of net income differential,
2067	4.	Use statistical, trending or graphic analysis in support of reconciliation and conclusion
2068	E.	Income approach
2069	1.	Extract income, vacancy, expenses and capitalization rates from market transactions,
2070	2.	Extract equity yield component from market data in application of the band of investment
2071		in support of capitalization rate,
2072	3.	Use statistical analysis in support of selected elements and units of comparison used for
2073		analysis of comparable rent and expense properties,
2074	F.	Final reconciliation
2075	1.	Review analyses applied in the approaches to value to verify consistent application
2076		across approaches (example: Am I showing no obsolescence in the cost approach while
2077		making big negative adjustments in the sales comparison approach and reflecting higher
2078		expenses/lower NOI in my income approach?)
2079	2.	Compare the statistical analysis applied in the approaches for strength (confidence) of
2080		conclusions,
2081	3.	Compare amount and reliability of data applied in the approaches

2082 **AQB GUIDE NOTE 3 (GN-3)**

2083 AQB GUIDANCE FOR CRITERIA IMPLEMENTATION

2084 THIS GUIDE NOTE RELATES TO THE SCOPE OF PRACTICE FOR THE LICENSED
2085 RESIDENTIAL AND CERTIFIED RESIDENTIAL CREDENTIALS IN THE REAL PROPERTY
2086 APPRAISER QUALIFICATION CRITERIA.

2087 With respect to the *Real Property Appraiser Qualification Criteria* for the Licensed Residential
2088 and Certified Residential certifications:

2089 *The scope of practice identified herein represents the consensus of the Appraiser Qualifications*
2090 *Board. The Federal Financial Institutions Regulatory Agencies, as well as other agencies and*
2091 *regulatory bodies, permit the Certified Residential (or Licensed) credential to appraise*
2092 *properties other than those identified within these Criteria. Individuals should refer to agency*
2093 *regulations and state law to determine the type of property that may be appraised by the*
2094 *Certified Residential (or Licensed) appraiser.*

2095	AQB GUIDE NOTE 5 (GN-5)
2096	AQB GUIDANCE FOR CRITERIA IMPLEMENTATION
2097	THIS GUIDE NOTE RELATES TO RECIPROCITY, TEMPORARY PRACTICE, RENEWALS,
2098	AND APPLICATIONS FOR THE SAME CREDENTIAL IN ANOTHER JURISDICTION, AS
2099	SPECIFIED IN THE REAL PROPERTY APPRAISER QUALIFICATION CRITERIA.
2100	<i>Under "Criteria Applicable to All Appraiser Classifications" in the Criteria, Section I "Reciprocity</i>
2101	<i>and Credential Recognition" reads as follows:</i>
2102	<i>An existing credential holder, i.e., Licensed Residential, Certified Residential, and</i>
2103	<i>Certified General, in good standing in any jurisdiction is considered in compliance with</i>
2104	<i>current Criteria if they hold a valid credential supported by an AQB approved qualifying</i>
2105	<i>examination and have met all other requirements for that credential at the time it was</i>
2106	<i>issued.</i>
2107	The AQB's intent is to allow current credential holders in good standing to get reciprocal
2108	credentials, temporary practice permits, renewals of existing credentials, and equivalent
2109	credentials in another jurisdiction without any further review under the current <i>Criteria</i> . If an
2110	appraiser holds a valid credential in good standing, the AQB considers that individual to have
2111	met the education, examination, and other requirements applicable at the time the credential
2112	was issued and therefore to be in compliance with the current <i>Criteria</i> .
2113	For example, if a Certified General credential holder who received a credential prior to adoption
2114	of the current <i>Criteria</i> in one jurisdiction were to relocate to another jurisdiction after adoption of
2115	the current <i>Criteria</i> , for AQB purposes that existing "home" state credential would be sufficient to
2116	support an equivalent credential in the "new" state. The credential holder is deemed by the AQB
2117	to have met the <i>Criteria</i> in effect at the time the credential was issued, including the education,
2118	experience, and examination requirements.
2119	The AQB understands that individual Title XI jurisdictions must operate in compliance with
2120	applicable state laws with regard to reciprocity, temporary practice, renewals, and applications
2121	for the same credential in another jurisdiction. While Title XI jurisdictions are only required to
2122	meet the <i>Criteria</i> , existing state laws may require higher requirements.
2123	Because of existing laws, a jurisdiction might require an applicant from another jurisdiction to
2124	meet all of the current <i>Criteria</i> (<i>i.e.</i> , education, experience, and examination) to get the
2125	credential in their jurisdiction.
2126	For example, consider an appraiser who holds a Certified General credential in state A and
2127	decides to relocate to state B. State B must apply both <i>Criteria</i> and state law in determining
2128	whether the appraiser from state A qualifies for an appraiser credential in state B. While the
2129	AQB considers the valid existing credential in State A to be adequate documentation of
2130	conformance to <i>Criteria</i> , some State laws might require the appraiser to submit a complete
2131	application, including appropriate documentation of experience, education, and successful exam
2132	completion. This new application requirement might involve some of the following issues:

2133 I. Depending on the wording of the state law, this could mean that the appraiser from state
2134 A would have to conform to the current *Criteria* to obtain a credential from State B.
2135 Among other things, the appraiser would have to reconstruct his/her appraisal education,
2136 perhaps going back as much as 20 to 30 years. The state, then, would have to
2137 determine whether that education conformed to the current *Criteria* as implemented by
2138 state law.

2139 II. Virtually all appraiser education obtained prior to 2008 was provided in what is
2140 considered the "integrated" approach. If state B does not accept integrated educational
2141 courses, the appraiser from state A would be required to obtain 300 hours of education
2142 acceptable under current *Criteria* to qualify for a Certified General credential in state B.

2143 It was not the AQB's intent to impose such hardships on appraisers or regulatory agencies. It
2144 was the intent of the AQB in drafting the language in Section I, Criteria Applicable to all Levels of
2145 Licensure And Certification, Reciprocity and Credential Recognition, that jurisdictions would
2146 recognize those appraisers that held credentials prior to the adoption of the current *Criteria*. The
2147 acceptance of the existing credential holders would provide for a smooth transition from prior
2148 *Criteria* to the current (and beyond) *Criteria*.

2149 The AQB encourages jurisdictions to examine their statutes and regulations and make any
2150 changes that might be necessary to facilitate a smooth transition.

2151 **AQB GUIDE NOTE 6 (GN-6)**

2152 AQB GUIDANCE FOR CRITERIA IMPLEMENTATION

2153 THIS GUIDE NOTE RELATES TO THE VERIFICATION OF EXPERIENCE CREDIT AS
2154 SPECIFIED IN THE REAL PROPERTY APPRAISER QUALIFICATION CRITERIA.

2155 Under "Criteria Applicable to All Levels of Licensure and Certification" in the *Criteria*, Section III
2156 (General Experience Criteria) reads as follows:

2157 The experience log must accurately reflect the applicant's own work and any supervision
2158 provided, including the nature and scope of the applicant's participation in each
2159 appraisal or appraisal review assignment. The State Appraiser Regulatory Agency will
2160 provide specific forms and instructions for verifying log-based experience. Verification
2161 must confirm that the logged assignments were completed in compliance with the
2162 applicable requirements of these *Criteria* and USPAP and that the applicant's
2163 participation was appropriately documented and, when required, supervised.

2164 At a minimum, the applicant's experience log must include:

2165 **a.** Property Type;
2166 **b.** Date of report;
2167 **c.** Property identification (address, APN, survey description, etc.);
2168 **d. Description of the work performed by the applicant**
2169 **e. Scope of the supervision provided by the appraiser providing**
2170 **supervision, *if applicable*;**
2171 **f.** Number of actual work hours spent by the applicant on the assignment;
2172 **g.** The signature of the applicant; and
2173 **h.** The signature and state certification number of the appraiser providing
2174 supervision, *if applicable*.

2175 As indicated above, the *Criteria* mandates that the forms used to verify experience credit include
2176 all of the identified items. Five of the six items listed are self-explanatory; however, the AQB has
2177 received inquiries regarding the intent of items (d) and (e) above (the bolded text).

2178 It is the intent of the AQB that the verification of experience clearly identifies three things under
2179 items (d) and (e):

2180 **I.** A description of the work performed by the trainee or applicant;
2181 **II.** The scope of the review performed by the appraiser providing supervision; and
2182 **III.** The level of supervision performed by the appraiser providing supervision.

2183 Although the scope of review and level of supervision by the appraiser providing supervision
2184 might seem redundant, they are not. For example, in certain assignments an appraiser
2185 providing supervision might determine that a lesser level of supervision is required, but that
2186 might not impact the level of review performed.

2187 The AQB recognizes that assignments may differ significantly; therefore, the level of review and
 2188 supervision by the appraiser providing supervision may also differ from assignment to
 2189 assignment. In addition, as the trainee/applicant develops competency, it is expected that the
 2190 supervising appraiser will be able to reduce the degree of supervision required for later
 2191 assignments.

2192 The following page includes an example of an experience log that includes the information
 2193 required by the *Criteria*. The attachment is merely one possible example of an experience log.
 2194 Any format that includes the items listed under Section III, *General Experience Criteria*, as
 2195 specified in the *Real Property Appraiser Qualification Criteria*, is acceptable.

2196 Experience logs or other forms from a State Appraiser Regulatory Agency might look different
 2197 and require more information than the example below. However, as stated above, all forms
 2198 must, at a minimum, include the items listed under Section III, *General Experience Criteria*, as
 2199 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

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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
1/10/09	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
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

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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
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2200
 2201 Thomas D. Trainee Sally A. Supervisor State
 2202 Applicant/Trainee Appraiser Supervisory Appraiser
 2203 Certification No.

2204 **AQB GUIDE NOTE 9 (GN-9)**

2205 THIS GUIDE NOTE RELATES TO THE BACKGROUND CHECK REQUIREMENTS AS
 2206 SPECIFIED IN THE REAL PROPERTY APPRAISER QUALIFICATION CRITERIA EFFECTIVE
 2207 ON JANUARY 1, 2017.

2208 Under "*Criteria Applicable to All Appraiser Classifications*" in the *Real Property Appraiser*
 2209 *Qualification Criteria*, Section III. *Background Checks*, reads as follows:

2210 *All applicants for a real property appraiser credential or for a Trainee Appraiser classification*
 2211 *must have a background that does not call the public trust into question.*

2212 Some jurisdictions have been performing background checks since the implementation of real
 2213 property appraiser credentialing, while others have not. This Guide Note provides additional
 2214 guidance, especially for jurisdictions with little to no experience in evaluating an applicant's
 2215 background for fitness to be a Trainee Appraiser, or to be licensed or certified.

2216 **EXAMPLES OF ISSUES TO CONSIDER**

2217 Some background issues that State Appraiser Regulatory Agencies might consider include, but
 2218 are not limited to, applicants who have:

- 2219 I. Had a Trainee Appraiser classification, an appraiser license or a certification revoked in
 2220 any governmental jurisdiction.
- 2221 II. Been convicted of, or pled guilty or *nolo contendere* to, a crime involving moral turpitude.
- 2222 III. Been convicted of any crime that is substantially related to the qualifications, functions,
 2223 or duties of the profession of real estate appraisal.
- 2224 IV. Performed any act, which if done by the holder of a Trainee Appraiser classification, or
 2225 any real property appraiser credential, would be grounds for revocation or suspension of
 2226 such a credential.
- 2227 V. Knowingly made a false statement of material fact required to be disclosed in an
 2228 application for any professional license or certification.
- 2229 VI. Been prohibited from participating in the affairs of an insured depository institution
 2230 pursuant to Section 19(a) of the Federal Deposit Insurance Act (12 U.S.C. Section
 2231 1829).

2232 **SUBSTANTIAL RELATIONSHIP**

2233 A crime or act may be deemed substantially related to the qualifications, functions, or duties of
 2234 an appraiser if it shows, to a substantial degree, that an applicant or classification holder is
 2235 currently or potentially unfit to perform the functions authorized by the credential. Examples of
 2236 the types of crimes or acts include, but are not limited to, the following:

- 2237 I. Taking, appropriating, or retaining the funds or property of another.
- 2238 II. Forging, counterfeiting, or altering any instrument affecting the rights or obligations of
 2239 another.
- 2240 III. Evasion of a lawful debt or obligation, including but not limited to tax obligations.
- 2241 IV. Traffic in any narcotic or controlled substance in violation of law.

2242 **V.** Violation of a relation of trust or confidence.

2243 **VI.** Theft of personal property or funds.

2244 **VII.** Crimes or acts of violence or threatened violence against persons or property.

2245 **VIII.** The commission of any crime or act punishable as a sexually related crime.

2246 **IX.** Misrepresentation of facts or information on the appraisal license or certification
2247 application.

2248 **X.** Cheating on an examination for a real property appraiser credential.

2249 **REHABILITATION**

2250 If a State Appraiser Regulatory Agency determines that an applicant's or classification holder's
2251 background is inconsistent with the public trust, that State Appraiser Regulatory Agency should
2252 consider all evidence of rehabilitation, including testimony or other documentation including:

2253 **I.** The effect of the passage of time since the most recent act or crime.

2254 **II.** Restitution by the applicant to any person who has suffered monetary losses.

2255 **III.** Judicial relief from the consequences of criminal convictions resulting from immoral or
2256 antisocial acts, including but not limited to release from probation, finding of factual
2257 innocence, a completed program of diversion, or other comparable orders of a court.

2258 **IV.** Successful completion or early discharge from probation or parole.

2259 **V.** Abstinance from the use of controlled substances or alcohol for not less than two years if
2260 the crime or offense is attributable in part to the use of controlled substances or alcohol.

2261 **VI.** Payment of any fine or other imposed monetary penalty.

2262 **VII.** Stability of family life and fulfillment of parental and familial responsibilities subsequent to
2263 the act or conviction.

2264 **VIII.** Completion of, or sustained enrollment in, formal education or vocational training
2265 courses for economic self-improvement.

2266 **IX.** Discharge of, or *bona fide* efforts toward discharging adjudicated debts or monetary
2267 obligations to others.

2268 **X.** Mitigating facts or circumstances that reasonably indicate that an applicant will perform
2269 appraisal-related activities honestly, fairly, and ethically.

2270 **XI.** Correction of business practices resulting in injury to others or with the potential to cause
2271 such injury.

2272 **XII.** Significant or conscientious involvement in community, church, or privately-sponsored
2273 programs designed to provide social benefits.

2274 **XIII.** New and different social and business relationships from those that existed at the time of
2275 the act or crime.

2276 **XIV.** Change in attitude from that which existed at the time of the act or crime, as evidenced
2277 by any or all of the following:

2278 **A.** Testimony of applicant.

2279 **B.** Evidence from family members, friends, or other persons familiar with applicant's
2280 previous conduct and his or her subsequent attitudes and behavioral patterns.

2281 **C.** Evidence from probation or parole officers or law enforcement officials competent to
2282 testify as to applicant's social adjustments.

2283 **D.** Evidence from psychiatrists or other persons competent to testify with regard to
2284 psychiatric or emotional disturbances.

2285 The above is intended to be illustrative, not exhaustive. State Appraiser Regulatory Agencies, in
2286 performing their due diligence when examining an applicant's qualifications for a real property
2287 appraiser classification, may elect to include additional items not identified in this Guide Note.
2288 Likewise, State Appraiser Regulatory Agencies may determine, based on their own experience
2289 and history, that some of the items identified in this Guide Note may not be applicable to an
2290 applicant or classification holder seeking a real property appraiser classification in that
2291 jurisdiction.

2292 **AQB GUIDE NOTE 11 (GN-11)**

2293 THIS GUIDE NOTE RELATES TO THE PRACTICAL APPLICATIONS OF REAL ESTATE
 2294 APPRAISAL (PAREA) REQUIREMENTS AS SPECIFIED IN THE REAL PROPERTY
 2295 APPRAISER QUALIFICATION CRITERIA EFFECTIVE ON JANUARY 1, 2021.

2296 **AQB GUIDANCE FOR DELIVERY METHODS AND TECHNIQUES IN PAREA TRAINING**

2297 Guide Note 11 (GN-11) contains guidance for the delivery of PAREA training. The suggested
 2298 delivery methods and techniques follow each of the required content areas as identified in the
 2299 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

2300
 2301 These delivery methods and techniques may be amended from time-to-time to reflect changes
 2302 in technology or required PAREA content.

2303 **PRACTICAL APPLICATIONS OF REAL ESTATE APPRAISAL (PAREA)**

2304 The goal of the following is to suggest potential technologically based delivery methods that
 2305 could be used in the development of exercises, examples, simulations, case studies, and
 2306 applications as are appropriate to create practical experience expected to be gained by an
 2307 appraiser seeking a license credential with respect to the content outline in Section 3. PAREA
 2308 providers may utilize some, all or a combination of the well-established methods described
 2309 above. Providers are encouraged to utilize a variety of methodologies to ensure a
 2310 comprehensive experience resulting in participants having sufficient practical experience to
 2311 enable success in obtaining an appraisal license or certification.

2312 **MINIMUM CONTENT REQUIREMENTS – LICENSED RESIDENTIAL CLASSIFICATION**

2313 **I. Introduction**

2314 **A. General Considerations and Responsibilities [CBL, VT]**

- 2315 1. Discuss respecting the public trust
- 2316 2. Review and comment on Appraiser Independence Requirements

2317 **3. Review and comment on the responsibilities to clients regarding**
 2318 reconsideration of value requests and other communication

2319 *Methods and Techniques*

2320 • *Highlight USPAP considerations (e.g. improper influence, prior services) [VT,*
 2321 *VG]*

2322 • *Demonstrate Appraiser Independence Requirements (AIR) and other regulatory*
 2323 *guidance, with examples of acceptance and unacceptable conditions [CBL, VT,*
 2324 *VG]*

2325 **B. Appraisal Basics - Software and Tools [CBL, VT, VRT]**

2326 1. Overview of software options (vendors) and common forms

2327 2. Overview of Common tools: measuring devices, cameras, etc.

2328 *Methods and Techniques*

2329 • *Identify various appraisal-related technology tools [VT, VA] • Introduce and*
 2330 *demonstrate the use of appraisal software [VA, VG, CBL]*

2331 • *Identify and demonstrate the use of various measuring tools [VA, VG, CBL]*

2332 • *Require completion of training on a base level camera as well as instruction on*
 2333 *camera etiquette – obtaining consent to photograph certain subjects, such as*
 2334 *children, personal effects, etc. [VT, VA, VG]*

2335 • *Develop challenges around Graham-Leach-Bliley Act, Privacy/Information*
 2336 *Security [VT, VA, VG]*

2337 **II. Problem Identification**

2338 **A. Understanding Assignment Parameters [CBL, VG, VT, VA]**

2339 1. Perform initial review of order/engagement letter, determine authoritative lines
 2340 of communication. Provide interactive exercises in extracting key information
 2341 from engagement letter.

2342 **B. Understanding Assignment Elements and Competency Issues [VG, VT, VA,**
 2343 **VRT]**

2344 1. Examine appraisal request and other documents provided (e.g. title reports,
 2345 surveys, purchase contract) to determine key assignment elements (Standards
 2346 Rule 1-2(a)–Standards Rule 1-2(d), and the SCOPE OF WORK RULE), and/or
 2347 contractual obligations. Determine relevant appraisal assignment conditions.
 2348 Understanding client, intended use, intended users, engagement letter terms,
 2349 various assignment types, basis for assignment conditions, extraordinary
 2350 assumptions, and hypothetical conditions.

- 2351 **2.** Provide exercises for defining the problem. Goal is for participant to establish
2352 appropriate steps in appraisal process.
- 2353 **3.** Exercises should contain overlays introducing key engagement items that
2354 could affect scope of work.
- 2355 **4.** Ensure that the exercise demonstrates impact on both assignment conditions
2356 and elements.
- 2357 **5.** Include exercises where appraiser can identify during problem definition
2358 process the existence of possible extraordinary assumptions and/or hypothetical
2359 conditions.
- 2360 **6.** Demonstrate how competency issues are identified and will be resolved.

C. Market, Neighborhood, and Subject Property Research [CBL, VT, VA, VRT]

- 2362 **1.** Utilize preliminary online/archival research to gain basic market area and
2363 subject property information.
- 2364 **2.** Must develop the general area and neighborhood market analysis. a.
2365 Overview of available data sources for market area information.
- 2366 **3.** Retrieval/analysis of preliminary information necessary for understanding
2367 subject site and improvements.
- 2368 **4.** Review of public record information including site and improvement
2369 information.
- 2370 **5.** Utilization of MLS/online sites as a verification source.
- 2371 **6.** Based on information gathered above, develop and explain key relevant
2372 property characteristics {Standards Rule 1-2(e)}.
- 2373 *Methods and Techniques*
- 2374 • *Perform a sample neighborhood “fly-by” with characteristics as specified above
2375 being identified [VT, VA, VRT].*
- 2376 • *Review simulated MLS data to evaluate supply/demand [VT, VA, VG, CBL].*
- 2377 • *Review public and private sources (e.g., proprietary data, Trulia, Zillow) [VT,
2378 VA, CBL].*
- 2379 • *Analyze information from simulations to reveal trends on growth, values, prices,
2380 marketing times [VT, VA, VG, CBL].*
- 2381 • *Collect data on simulated neighborhood using multiple examples and iterations
2382 (e.g., census, population trends, imitated zoning) [VT, VA, VG, CBL].*
- 2383 • *Visually illustrate typical area boundaries (e.g., roadways, natural boundaries,
2384 zoning clusters) using multiple examples [VT, CBL, VG].*

2385 • Use simulated data tools (e.g., MLS, aggregators) to identify and determine
 2386 price trends, market supply (current and historical information) [VT, VA, CBL].

2387 • Using simulated property record system, obtain attributes of a subject property
 2388 [VA, CBL].

2389 **D. Obtaining Preliminary Subject Property Information [CBL, VG, VT, VA, VRT]**

2390 1. Simulate setting the inspection appointment with related
 2391 requests/requirements

2392 2. Determine how you will verify individual providing access

2393 3. Review of inspections and reports provided by others and discuss their
 2394 application and disclosure in the assignment

2395 *Methods and Techniques*

2396 • Create multiple scenarios to determine the adequacy of inspections (i.e.,
 2397 personal inspection, inspection by third party, and virtual inspection) and third-
 2398 party reports to ensure an appropriate Scope of Work [VA, CBL]

2399 • Create multiple scenarios (using good and bad examples) for inspection
 2400 scheduling, communication, verification of data, etc. [VT, VA, VG]

2401 • Conduct specific Q&A examples with virtual agent/broker, tenant, property
 2402 owner, etc. [VT, VA, VG]

2403 **III. Review Sections I and II with Mentor**

2404 **A. Ensure the problem identification process was performed properly leading to**
 2405 **an appropriate scope of work.**

2406 **B. Review research performed to evaluate suitability and that the quantity of**
 2407 **information will be satisfactory for later development and analysis.**

2408 **IV. Property Identification and Inspection along with Initial Site Identification [CBL, VG,**
 2409 **VA, VRT]**

2410 **A. Research available information sources including public records**

2411 **B. Zoning, general plan information**

2412 1. Identify where to locate all sources of information

2413 2. Verification of revisions to zoning/general plan

2414 3. Variances, use restrictions

2415 **C. Environmental issues, flood zone/earthquake information. Identify and explain**
 2416 **unusual issues**

2417 1. Location of relevant research information

2418 **2. Communicate any unusual findings to the client to confirm whether assignment**
 2419 is to be completed

2420 *Methods and Techniques*

2421 • *Demonstrate zoning map and analysis [VT/VA/CBL]*

2422 • *Demonstrate flood map system and analysis [VT/VA/CBL]*

2423 • *Demonstrate earthquake map and analysis [VT/VA/CBL]*

2424 • *Demonstrate sample GIS system and analysis [VT/VA/CBL]*

2425 **V. Verification of Neighborhood and Market Area [CBL, VT, VA, VRT]**

2426 **A. Conduct virtual inspection/review of subject’s market area**

2427 **B. Explain various influences**

2428 **C. Identify and explain trends/characteristics in the defined neighborhood and**
 2429 **market area**

2430 *Methods and Techniques*

2431 • *Virtual neighborhood tours identifying positive and negative influences [VT, VA,*
 2432 *VRT]*

2433 • *Demonstrate use of web-based mapping tools (e.g. Google Earth, Google*
 2434 *Maps) and how to use analytics [VT, VA, CBL]*

2435 **VI. Subject Site Inspection [CBL, VT, VA, VRT]**

2436 **A. Verify similarity to plat, Observation of site utility, its surrounding influences,**
 2437 **and possible conditions that could impact value or marketability**

2438 **B. Analysis of site improvements and useable site area.**

2439 1. Determine and explain how useable site area relates to surrounding properties

2440 **C. Identify and discuss various site amenities. Include exercises that include**
 2441 **various levels of impact on value**

2442 *Methods and Techniques*

2443 • *Illustrate different site conditions, offer multiple options within each example, provide*
 2444 *description choices, demonstrate appropriate analyses of scenarios [VT, VA, VRT]*

2445 **VII. Subject Property Improvements Inspection [CBL, VT, VA, VRT]**

2446 **A. Overview**

2447 1. Types/quality of construction

2448 2. Floor plan issues, determination of room counts

2449 3. Observable condition factors and description of upgrades

2450 4. Recognition of potential/existing adverse influences

2451 **B. Conduct a virtual physical inspection to determine relevant physical**

2452 **characteristics**

2453 **C. Provide a thorough description of improvements**

2454 *Methods and Techniques*

2455 • *Provide multiple examples (variety) of architecture, material types for exterior and*

2456 *interior surfaces, condition, quality, mechanicals, electrical systems and provide*

2457 *exercises for proper identification and analysis [VT, CBL]*

2458 • *Identify physical and functional obsolescence, lack of conformity [VT, CBL]*

2459 **VIII. Measuring the Subject Property Improvements [CBL, VG, VT, VA, VRT]**

2460 **A. Exercises to include methods and ultimately determination of:**

2461 1. Basements

2462 2. Stairways & vaulted ceiling areas

2463 3. Below grade living area (split level)

2464 4. Accessory dwelling units, outbuildings, etc.

2465 5. Awareness of special assignment conditions

2466 6. Common rounding practices

2467 **B. Include virtual exercises in measuring subject properties**

2468 **C. Other sources for obtaining GLA IX. Sketch Completion [CBL, VT, VRT]**

2469 **A. Include sketch completion exercises**

2470 **B. Exercises must include final GLA determination (what areas should be**

2471 **extracted from GLA)**

2472 *Methods and Techniques*

2473 • *Demonstrate sketch measurement software applications using computers, tablets,*

2474 *handheld devices, etc. for various home designs (e.g., 1-story, 2-story, split-level, bi-*

2475 *level) [VT, VA, VG, VRT]*

2476 • *Include multiple variations (e.g., bay windows, overhangs, open space 2nd story,*

2477 *basements, etc.) [VT, VA, VG, VRT]*

2478 • *Include various tools (e.g., laser, roller, tape, etc.) [VT, VA, VG, VRT]*

2479 • *Calculate square footage from plans and specs [VT, VA, VG, VRT]*

2480 • *Complete several examples on a sketch program [VT, VA, VG, VRT]*

2481 **X. Review Sections IV thru IX with Mentor**

2482 **A. Ensure all elements of inspection process have been performed properly,**
2483 **including neighborhood, site, and improvements**

2484 **XI. Market Analysis/Highest and Best Use [CBL, VRT, VA, VT]**

2485 **A. Highest and Best Use**

2486 1. Overview of pertinent data, including actual current/proposed/potential
2487 alternative use and communication of highest and best use

2488 **B. Performing Neighborhood and Market Research**

2489 1. Identify the market area boundaries, physical characteristics, and specific
2490 property location relevant to the analysis of the subject property.

2491 2. Identify the trends and characteristics in the defined neighborhood and market
2492 area.

2493 *Methods and Techniques*

2494 • *Provide exercises reviewing and analyzing various property and site*
2495 *characteristics related to property use and the factors for determining highest and*
2496 *best use [CBL, VRT, VA, VG]*

2497 • *Provide exercises reviewing market information, including maps, satellite*
2498 *images, aerial photographs, economic data, census data and analysis from third*
2499 *parties to determine boundaries, physical characteristics, and other factors*
2500 *relevant to the subject market area [CBL, VRT, VA, VT, VG]*

2501 • *Provide exercises reviewing market and neighborhood information such as*
2502 *maps, plat maps, satellite images, aerial photographs, economic data, census*
2503 *data, etc. to determine neighborhood boundaries, characteristics and trends*
2504 *related to the analysis of the subject property [CBL, VRT, VA, VT, VG]*

2505 **XII. Review Section XI with Mentor**

2506 **A. Ensure key analytical issues related to market conditions and highest and best**
2507 **use are effectively addressed**

2508 **XIII. Process of Sales Analysis [CBL, VG, VT, VA, VRT]**

2509 **A. Identify the best sources of sales data for use in case studies including:**

2510 1. MLS

2511 2. City/County (public) transfer records

2512 a. How to verify

2513 3. Data providers

2514 4. Appraiser office files

2515 a. Confidentiality concerns

2516 5. Real estate agents/brokers

2517 a. How to verify

2518 **B. Select the same or similar property types, uses, and characteristics.**

2519 1. Identify elements of comparison

2520 2. Develop exercises for various property types

2521 **C. Identify all relevant current listings, expired listings, withdrawn listings, offers**

2522 **(if available), FSBO, closed sales, and pending sales**

2523 *Methods and Techniques*

2524 • *Demonstrate a typical MLS search, and other less common search options [VT/VA]*

2525 • *Perform searches to identify applicable sales from a group of potential transactions*

2526 *[VT/VA/VG/CBL]*

2527 • *Develop and demonstrate rationale for selection of sales [VT/VG/CBL]*

2528 • *Conduct an interactive interview (incorporating checklist) on sales data confirmation*

2529 *[VT/VA]*

2530 • *Research prior sales history with simulated data sites (e.g., assessor, public records,*

2531 *proprietary sources) [VT/VG/CBL]*

2532 • *Identify appropriate elements of comparison [VT/VA/CBL]*

2533 • *Introduce confidentiality issues related to use of non-public information [VT/VA/VG]*

2534 • *Update workfile with results, incorporate electronic vs. paper vs. combination [VT/VA]*

2535 **XIV. Review Section XIII with Mentor**

2536 **A. Ensure all necessary steps in highest and best use analysis and market**

2537 **analysis were performed properly. Review data source material to assure**

2538 **sufficient information has been identified for further application.**

2539 **XV. Valuation Approaches and Techniques [CBL, VG, V, VA, VRT]**

2540 **A. Consider each approach to value and explain the appropriateness based on the**

2541 **intended use of the assignment. Select the data considered most meaningful and**

2542 **relevant.**

2543 **XI. Market Analysis/Highest and Best Use [CBL, VRT, VA, VT]**

2544 **A. Highest and Best Use**

2545 1. Overview of pertinent data, including actual current/proposed/potential

2546 alternative use and communication of highest and best use

2547 **B. Performing Neighborhood and Market Research**

2548 1. Identify the market area boundaries, physical characteristics, and specific

2549 property location relevant to the analysis of the subject property.

2550 2. Identify the trends and characteristics in the defined neighborhood and market

2551 area.

2552 *Methods and Techniques*

2553 • *Provide exercises reviewing and analyzing various property and site*

2554 *characteristics related to property use and the factors for determining highest and*

2555 *best use [CBL, VRT, VA, VG]*

2556 • *Provide exercises reviewing market information, including maps, satellite*

2557 *images, aerial photographs, economic data, census data and analysis from third*

2558 *parties to determine boundaries, physical characteristics, and other factors*

2559 *relevant to the subject market area [CBL, VRT, VA, VT, VG]*

2560 • *Provide exercises reviewing market and neighborhood information such as*

2561 *maps, plat maps, satellite images, aerial photographs, economic data, census*

2562 *data, etc. to determine neighborhood boundaries, characteristics and trends*

2563 *related to the analysis of the subject property [CBL, VRT, VA, VT, VG]*

2564 **XII. Review Section XI with Mentor**

2565 **A. Ensure key analytical issues related to market conditions and highest and best**

2566 **use are effectively addressed**

2567 **XIII. Process of Sales Analysis [CBL, VG, VT, VA, VRT]**

2568 **A. Identify the best sources of sales data for use in case studies including:**

2569 1. MLS

2570 2. City/County (public) transfer records

2571 a. How to verify

2572 3. Data providers

2573 4. Appraiser office files

2574 a. Confidentiality concerns

2575 5. Real estate agents/brokers

2576 a. How to verify

2577 **B. Select the same or similar property types, uses, and characteristics.**

2578 1. Identify elements of comparison

2579 2. Develop exercises for various property types

2580 **C. Identify all relevant current listings, expired listings, withdrawn listings, offers**

2581 **(if available), FSBO, closed sales, and pending sales**

2582 *Methods and Techniques*

2583 • *Demonstrate a typical MLS search, and other less common search options [VT/VA]*

2584 • *Perform searches to identify applicable sales from a group of potential transactions*

2585 *[VT/VA/VG/CBL] • Develop and demonstrate rationale for selection of sales*

2586 *[VT/VG/CBL]*

2587 • *Conduct an interactive interview (incorporating checklist) on sales data confirmation*

2588 *[VT/VA]*

2589 • *Research prior sales history with simulated data sites (e.g., assessor, public records,*

2590 *proprietary sources) [VT/VG/CBL]*

2591 • *Identify appropriate elements of comparison [VT/VA/CBL]*

2592 • *Introduce confidentiality issues related to use of non-public information [VT/VA/VG]*

2593 • *Update workfile with results, incorporate electronic vs. paper vs. combination [VT/VA]*

2594 **XIV. Review Section XIII with Mentor**

2595 **A. Ensure all necessary steps in highest and best use analysis and market**

2596 **analysis were performed properly. Review data source material to assure**

2597 **sufficient information has been identified for further application.**

2598 **XV. Valuation Approaches and Techniques [CBL, VG, V, VA, VRT]**

2599 **A. Consider each approach to value and explain the appropriateness based on the**

2600 **intended use of the assignment. Select the data considered most meaningful and**

2601 **relevant.**

2602 **B. Sales Comparison Approach**

2603 1. Analyze quality and quantity of data

2604 a. Identify relevant units of comparison

2605 b. Data and information collected must be analyzed for comparability and

2606 consistency

2607 2. Select the sales that are considered the most appropriate for subject property

2608 comparability (demonstrate the process)

2609 **a.** Identify and apply appropriate adjustments to comparable transactions
2610 based on differences to the subject property. Demonstrate applicable
2611 tools and methods, including:

2612 **1.** Paired sales analysis

2613 **2.** Statistical and other graphic analysis

2614 **3.** Trend analysis

2615 **4.** Qualitative differences, including:

2616 **i.** Relative comparison analysis

2617 **ii.** Ranking analysis

2618 **3.** Discuss and reconcile key elements developed in the sales comparison
2619 approach

2620 *Methods and Techniques*

2621 • *Using simulated data, identify applicable approach(es) to value [VT, VG, CBL]*

2622 • *Complete multiple sales comparison analyses using previously selected data*
2623 *for both vacant land and improved sites, incorporating applicable techniques to*
2624 *estimate appropriate adjustments [VT, VG, CBL]*

2625 • *Add complexity at a basic level for commonly encountered external influences,*
2626 *super-adequacies, functional obsolescence [VT, VA, VG, CBL]*

2627 • *Develop value opinions for multiple scenarios [VT, VG, CBL]*

2628 • *Demonstrate proper and improper examples of reconciliation, develop*
2629 *appropriate reconciliation [VT, VG, CBL]*

2630 **C. Cost approach**

2631 **1.** Develop site value of the subject as vacant using recognized methods or
2632 techniques

2633 **a.** Include contributory value of site improvement

2634 **2.** Discuss use of replacement or reproduction cost

2635 **a.** Develop supportive data for the cost calculations

2636 **b.** Calculate cost new for the improvements

2637 **c.** Calculate depreciation (demonstrate and apply types, consider market
2638 trends)

2639 **d.** Discuss and reconcile key elements developed in the cost approach

2640 *Methods and Techniques*

- 2641 • Complete a basic cost new, utilize several different cost approach
- 2642 models [VT, VG, CBL]
- 2643 • Develop credible opinions of site value [VT, VG, CBL]
- 2644 • Add basic level complexity (e.g., new homes, remodeled homes, homes
- 2645 having inadequacies) [VT, VA, VG, CBL]
- 2646 • Develop supportable depreciation estimates, age-life method, add basic
- 2647 level complexities (e.g., repairs, obsolescence) [VT, VG, CBL]
- 2648 • Develop indicated values by the cost approach [VT, VG, CBL]
- 2649 • Demonstrate proper and improper examples of reconciliation, develop
- 2650 appropriate reconciliation on multiple examples [VT, VA, VG, CBL]

D. Income approach

- 2652 1. Collection and verification of pertinent rental data (actual vs. contract)
- 2653 2. Determine appropriate GRM (Gross Rent Multiplier)
- 2654 3. Discuss and reconcile key elements developed in the income approach

Methods and Techniques

- 2656 • Develop appropriate comparison factors involved for gross rental estimate,
- 2657 sources [VT, VG, CBL]
- 2658 • Identify comparables using simulated data sources (e.g., MLS, interviews,
- 2659 proprietary sources, door knocking, etc.) for rental information [VT, VA, CBL]
- 2660 • Develop credible opinions of market rent [VT, VG, CBL]
- 2661 • Develop GRM's from simulated comparable properties [VT, VG, CBL]
- 2662 • Develop indicated values by the income approach [VT, VG, CBL]
- 2663 • Demonstrate proper and improper examples of reconciliation, develop
- 2664 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**

2673 **D. Analyze and discuss the quality and quantity of data**

2674 **E. Review calculations**

2675 **F. Develop the final opinion of value along with the rationale for your conclusions**

2676 *Methods and Techniques*

2677 • *Demonstrate multiple scenarios using the various approaches to analyze their*

2678 *strengths and weaknesses [VT, VA, VG, CBL]*

2679 • *Perform check for accuracy of math and calculations [VT, VA, VG, CBL]*

2680 • *Demonstrate proper and improper examples of reconciliation, develop appropriate*

2681 *reconciliation [VT, VA, VG, CBL]*

2682 **XVIII. Review Section XVII with Mentor**

2683 **A. Ensure final reconciliation was performed properly and determine appropriate**

2684 **reporting**

2685 **XIX. Appraisal Report Development/Delivery [CBL, VG, VT, VA, VRT]**

2686 **A. Report Development**

2687 1. Standards Rule 2-1 minimum standard (not misleading, sufficient,

2688 assumptions, etc.)

2689 a. Ability to describe the subject property and comparable properties used

2690 in the analysis (ensure compliance with STANDARD 2)

2691 1) Technical terms

2692 2) Common industry phrases and descriptors

2693 3) Fair lending do's and don'ts

2694 4) Identify relevant information using industry typical approaches

2695 and technologies

2696 b. Ability to describe a market area and a neighborhood (same subset as

2697 above)

2698 c. Report format

2699 1. Comply with all applicable assignment elements and conditions

2700 2. Awareness and compliance with state and federal regulatory requirements

2701 3. Describe scope of work

2702 4. Ensure applicable appropriate addenda, exhibits, photos, etc. are included

2703 5. Understand adequacy/relevance/integrity of photos, maps, and exhibits –

2704 how/where to upload in a report

2705	a. Certification
2706	1. Ensure familiarity with pre-printed content and applicability.
2707	2. Develop exercises on completion of workfile documents
2708	3. Demonstrate an ability to store and compile documents
2709	<i>Methods and Techniques</i>
2710	• <i>Complete appraisal reports using several styles (e.g., forms such as 1004,</i>
2711	<i>condo, 2-4 units, short narrative) [VG, CBL]</i>
2712	• <i>Provide samples of prior service disclosures (i.e., certifications) [VT, VA]</i>
2713	• <i>Provide opportunities to create multiple versions of required exhibits (e.g.,</i>
2714	<i>photos, sketches, maps) using simulated data [VT, VA, VG, CBL]</i>
2715	• <i>Provide sample certifications, include correct and incorrect examples [VT, VA,</i>
2716	<i>VG, CBL]</i>
2717	• <i>Provide sample limiting conditions, include correct and incorrect examples [VT,</i>
2718	<i>VA, VG, CBL]</i>
2719	• <i>Verify required contents of workfile, incorporating examples of items that</i>
2720	<i>should/should not be included [VT, VA, VG, CBL]</i>
2721	• <i>Demonstrate/use document storage examples (e.g., password, back-up) [VT,</i>
2722	<i>VA, CBL]</i>
2723	XX. Review Section XIX with Mentor
2724	A. Ensure that the key components of an appraisal report and report format are
2725	appropriate for assignment(s)
2726	XXI. Communication of Assignment Results [CBL, VT, VA, VRT]
2727	A. Adequacy and relevance of information
2728	1. USPAP compliance
2729	2. Assignment conditions
2730	B. Understand common Client-specific requirements – additional comparable
2731	sales, inclusion of active listings in the report, supplemental exhibits, etc.
2732	1. Demonstrate the ability to meet client expectations conveyed through the
2733	engagement letter or other instruction methods
2734	2. Adequate support for analysis
2735	C. Explain and support rationale for excluding any of the traditional approaches
2736	1. Explain and support reconciliation

2737 2. Explain all assumptions

2738 **D. Explain and support all extraordinary assumptions and hypothetical conditions**

2739 **(state their use may have effect on assignment results)**

2740 *Methods and Techniques*

2741 • *Ensure adequacy and relevancy of information in report [VT, VG, CBL]*

2742 • *Demonstrate examples of reports containing information specifically required by clients,*

2743 *regulators, or applicable assignment conditions [VA, VT, VG, CBL]*

2744 • *Ensure accuracy and consistency of information throughout report [VT, VG, CBL]*

2745 • *Provide various report samples that contain both adequate and inadequate*

2746 *communication [VT, VA]*

2747 • *Provide opportunities to review and correct errors in reports [VT, VA, VG, CBL]*

2748 • *Provide opportunities to review and correct inappropriate assumptions, extraordinary*

2749 *assumptions and hypothetical conditions [VT, VA, VG, CBL]*

2750 • *Provide various samples of appropriate and inappropriate requests for corrections,*

2751 *clarifications and Reconsiderations of Value, demonstrating appropriate responses (e.g.,*

2752 *no changes, modifications to report, requirement for new assignment, etc.) [VT, VA, VG,*

2753 **CBL]**

2754 **XXII. Review Section XXI with Mentor**

2755 **A. Ensure understanding of effective appraisal report presentation and required**

2756 **content B. Ensure compliance with Standards Rule 2-2**

2757 **MINIMUM CONTENT REQUIREMENTS – CERTIFIED RESIDENTIAL CLASSIFICATION**

2758 **I. Problem Identification**

2759 **A. Relevant Scope of Work and Competency Issues Involved [CBL, VG, VT, VA,**

2760 **VRT]**

2761 1. Develop exercises on how competency issues will be resolved.

2762 2. Conduct a preliminary analysis to ensure an appropriate Scope of Work

2763 *Methods and Techniques*

2764 • *Provide sample engagement letters for review and analysis [VT, VA, CBL]*

2765 • *Provide samples of complex residential properties (e.g., ADUs, 2-4 unit group*

2766 *homes, student housing, short-term rentals, co-ops, leaseholds, etc.) [VT, VA,*

2767 **CBL]**

2768 • *Perform required research using simulated data (e.g., public sources,*

2769 *proprietary databases) [VT, VA, VG, CBL]*

2770 **II. Review Section I with Mentor**

2771 **A. Ensure understanding of how issues uncovered during property identification**

2772 **process relate to complexity. Also, focus on complex ownership issues**

2773 **III. Positive or Negative Locational Influences [CBL, VG, VT, VA, VRT]**

2774 **A. Recognize Population/Employment Trends**

2775 **B. Determine and discuss relationships between employment, population, and**

2776 **residential units (Single Unit Residential vs.2-4 Unit Residential) over time**

2777 **IV. Residential Market Analysis/Highest and Best Use [CBL, VRT, VG, VT]**

2778 **A. Market Analysis Issues Related to Highest and Best Use for Complex Properties**

2779 **B. Special Assessments**

2780 *Methods and Techniques*

2781 • *Provide exercises reviewing and analyzing various property and site characteristics*

2782 *that would be considered complex in nature, including current and proposed use; include*

2783 *consideration of the factors for determining highest and best use [CBL, VRT, VG, VT]*

2784 • *Provide exercises reviewing data from public records, title records, CCR documents,*

2785 *etc., that describe current and planned special assessments for various property*

2786 *ownership types (one family, condominium, planned unit developments, Cooperative,*

2787 *etc.) to determine impact on market analysis [CBL, VRT, VG, VT]*

2788 **V. Review Section III and IV with Mentor**

2789 **A. Ensure key analytical issues related to market conditions and highest and best**

2790 **use are effectively addressed**

2791 **VI. Physical Characteristics of Complex Properties [CBL, VG, VA, VRT]**

2792 **A. Unique Design Features**

2793 **B. High Quality/Amenity Properties**

2794 **C. Over-improvements**

2795 **D. Physical Deficiencies of Improvements**

2796 **E. Functional Inadequate and Super Adequate Impact**

2797 **VII. Vacant Sites (Including View Amenities, Surplus Land) [CBL, VG, VT, VA, VRT]**

2798 **A. Develop exercises that contain issues covered under Site and Cost Approaches**

2799 *Methods and Techniques*

2800 • *Identify and analyze impact of complex property characteristics (e.g., atypical size,*

2801 *view, design, historical ranking) [VT, VA, VG]*

2802 • Exercises comparing and analyzing typical homes with outliers [VT, VG, CBL]

2803 • Exercises identifying and understanding the influence of locational influences through

2804 observation and comparison [CBL, VG, VT, VA, VRT]

2805 **VIII. Use of Key Statistical Concepts [CBL, VG, VT, VA, VRT]**

2806 **A. Develop appropriate statistical tools to be used in development of opinion of**

2807 **value**

2808 **B. Explain and support their application**

2809 **IX. Key Market Driving Influences [CBL, VT, VA, VRT]**

2810 **A. Determine most appropriate units of comparison (market drivers)**

2811 **B. Identify market preferences for characteristics and amenities (e.g., parking, #**

2812 **beds, # baths, GLA)**

2813 *Methods and Techniques*

2814 • Complete exploratory data analysis and generate representative sample data to

2815 identify different unit price indicators by requiring candidate to analyze several options

2816 and select the option with the most robust statistical results [VT, VG, CBL]

2817 • Express several types of simulated data with the candidate building models which

2818 generate the most accurate and reliable results [VT, VG, CBL]

2819 • Incorporate in all exploratory data analysis exercises utilizing relevant descriptive

2820 statistics (e.g., median, mean, mode, standard deviation, coefficient of variation) [VT,

2821 **VG, CBL]**

2822 **X. Review Sections VI thru IX with Mentor**

2823 **A. Ensure key analytical issues related to market conditions and highest and best**

2824 **use are effectively addressed**

2825 **B. Confirm appropriate items have been identified and analyzed for proper**

2826 **application in determination of opinion of value**

2827 **XI. Site Valuation and Cost Approaches**

2828 **A. Site Valuation**

2829 1. Extract comparable land/site sales data that will adequately support

2830 adjustments for contributing value of unique attributes associated with complex

2831 vacant sites (view, entitlements, amenities, surplus/excess land)

2832 **B. Develop a supportable Land/Site Valuation - using the following methods:**

2833 1. Allocation

2834 2. Market extraction

2835 **3. Ground rent capitalization**

2836 **4. Land residual method; and**

2837 **5. Sales comparison**

2838 **C. Construction Costs**

2839 1. Exercises related to high amenity structures

2840 2. Discuss local cost influences

2841 **D. Functional Obsolescence**

2842 1. Distinguish between curable and incurable forms

2843 2. Analyze and support conclusions on obsolescence, including lack thereof,
2844 associated with complex properties

2845 *Methods and Techniques*

2846 • *Develop multiple samples that use each of the basic site valuation techniques*
2847 *[VT, VA, VG, CBL]*

2848 • *Develop multiple samples that use multiple techniques to estimate cost new*
2849 *[VT, VA, VG, CBL]*

2850 • *Develop multiple examples to estimate functional obsolescence [VT, VA, VG,*
2851 *CBL]*

2852 • *Develop an indicated value of a complex property using the cost approach [VT,*
2853 *CBL]*

2854 **XII. Review Section XI with Mentor**

2855 **A. Ensure the Cost Approach has been performed properly.**

2856 **XIII. Sales Comparison Approach**

2857 **A. Sales Concessions**

2858 1. Is the subject property subject to sales concessions?

2859 2. Identify and discuss application (or not) of any sales concessions in
2860 comparable data based on market norms

2861 3. Cash equivalency related to financing terms

2862 **B. Identifying and Applying Atypical Adjustments – develop support related to the**
2863 **following:**

2864 1. High amenity custom quality adjustments

2865 2. Site adjustments

2866 **3. Adjustment support/matched pairs, statistical methods**

2867 **4. Adjustment support for unique one-off property sales including those with**

2868 **Accessory Dwelling Units**

2869 *Methods and Techniques*

2870 • *Develop multiple exercises requiring identification and determination of impact*

2871 *of sales concessions (e.g., assumption of closing costs, payments made outside*

2872 *of transaction) [VT, VA, VG, CBL]*

2873 • *Develop multiple exercises using statistical techniques (e.g., paired sales*

2874 *analysis, regression analysis) to analyze simulated data and estimate*

2875 *adjustments [VT, VA, VG, CBL]*

2876 **XIV. Review Section XIII with Mentor**

2877 **A. Ensure the sales comparison approach has been performed properly.**

2878 **XV. Income Approach**

2879 **A. 1-4 Unit Appraisals**

2880 1. Perform collection of comparable rent data

2881 2. Complex rental adjustments

2882 a. Understand and apply impact of complex amenities

2883 b. Factor for Expense allocations between comparable transactions

2884 **B. Unique multi-unit assignments – discuss the following:**

2885 1. Location premiums within PUD/condo

2886 2. Impact of rent control or subsidies

2887 3. Student housing

2888 4. Seasonal and short-term rentals

2889 **C. GRM analysis**

2890 1. Non-market rent impact on GRM

2891 2. Perform reconciliation of GRM indicators

2892 *Methods and Techniques*

2893 • *Provide exercises extracting expense information via market participant*

2894 *interviews (e.g., agents/brokers, property managers, prior property information)*

2895 **[VT, VG, CBL]**

2896 • *Provide exercises identifying and analyzing unique property characteristics*
2897 *(e.g., view, physical characteristics, parking limitations, floor location) [VT, VG,*
2898 *CBL]*

2899 • *Provide exercises identifying and analyzing non-market rent on GRM [VT, VG,*
2900 *CBL]*

2901 **XVI. Review Section XV with Mentor**

2902 **A. Review the Income approach to value and ensure proper analysis and support**
2903 **for conclusions**

2904 **XVII. Writing and Reasoning Skills**

2905 **A. Data Presentation**

2906 1. Develop presentation of data in tables, charts, and graphs as appropriate

2907 2. Express succinct narrative using active voice, direct statements, shorter
2908 words, shorter paragraphs and placing the bottom-line up front

2909 3. Underscore proper and understandable use of English

2910 b. Have another proofread whenever possible

2911 **B. Discussion of Approaches to Value**

2912 1. Adjust depth of discussion to the intended user(s)

2913 **C. Support for Conclusions**

2914 1. Clearly state conclusions throughout the report. Each conclusion requires
2915 credible support and logical reconciliation

2916 **D. Summary of Data and Reconciliation of Value Approaches**

2917 1. Summarize the quantity, quality, reliability, and relevance of data available for
2918 application in each approach performed. The reconciliation and final value
2919 opinion must be consistent with the conclusions of this summary regarding the
2920 most germane approach to value

2921 *Methods and Techniques*

2922 • *Ensure accuracy and consistency of information throughout report [VT, VG,*
2923 *CBL]*

2924 • *Provide various report samples that contain both adequate and inadequate*
2925 *communication [VT, VA]*

2926 • *Provide opportunities to review and correct errors in reports [VT, VG, CBL]*

2927 • *Provide opportunities to review and correct inappropriate assumptions,*
2928 *extraordinary assumptions and hypothetical conditions [VT, VG, CBL]*

2929 • *Provide various samples of appropriate and inappropriate requests for*
2930 *corrections, clarifications and Reconsiderations of Value, demonstrating*
2931 *appropriate responses (e.g., no changes, modifications to report, requirement for*
2932 *new assignment, etc.) [VT, VG, CBL]*

2933 **XVIII. Review Section XVII with Mentor**

2934 **A. Ensure understanding of effective appraisal report presentation and required**
2935 **content**

2936 **B. Ensure compliance with Standards Rule 2-2**

2937	AQB GUIDE NOTE 12 (GN-12)
2938	THIS GUIDE NOTE DISTINGUISHES BETWEEN “Supervisory Appraiser” AND AN “appraiser
2939	providing supervision”
2940	Under the <i>Criteria</i> , when applicants must document their experience through a log that identifies
2941	the work performed, the applicant’s role, and the nature of supervision provided. In some
2942	environments (such as mass appraisal or other structured review systems) the individual
2943	verifying the applicant’s experience may not be the certifying signer on the final appraisal report.
2944	Guide Note 12 explains how signatures and documentation in the experience log should be
2945	interpreted in these settings and clarifies what constitutes acceptable verification of USPAP-
2946	compliant experience.
2947	This Guide Note explains the difference between the capitalized term, Supervisory Appraiser,
2948	and the descriptive phrase, appraiser providing supervision, as used in the <i>Criteria</i> .
2949	These terms describe two distinct concepts related to oversight and experience documentation.
2950	Understanding the distinction ensures proper application of experience log requirements and
2951	helps states, educators, and appraisers interpret the <i>Criteria</i> consistently.
2952	I. “Supervisory Appraiser” (<i>capitalized term</i>)
2953	The term, Supervisory Appraiser, refers to a formal role defined in the <i>Criteria</i> .
2954	A Supervisory Appraiser is:
2955	1. A Certified residential or Certified General real property appraiser in good standing;
2956	2. Who meets all AQB and state requirements to supervise a Trainee Appraiser; and
2957	3. Who accepts professional responsibility for the appraisal work performed under their
2958	supervision.
2959	Key points:
2960	A. The Supervisory Appraiser/Trainee Appraiser relationship is an official supervisory
2961	structure.
2962	B. The Supervisory Appraiser’s signature on the experience log is required.
2963	C. Both the Supervisory Appraiser and the Trainee Appraiser share responsibility for
2964	ensuring the log is accurate, current, and compliant with AQB, ASB, and state
2965	requirements.
2966	D. Requirements for Supervisory Appraisers, including eligibility, supervision limits, and
2967	documentation, are contained in the Supervisory Appraiser Requirements section of the
2968	<i>Criteria</i> .
2969	This structure applies only when a formal supervisory relationship exists under the AQB-defined
2970	Supervisory Appraiser/Trainee Appraiser model.

2971 **II. The “appraiser providing supervision” (*descriptive phrase*)**

2972 The phrase, “appraiser providing supervision” is not a defined role in the *Criteria*.
 2973 It is a contextual description used in the log requirements of general experience to recognize
 2974 that oversight may occur in a variety of situations other than the formal Supervisory
 2975 Appraiser/Trainee structure.

2976 The *Criteria* phrase, “*appraiser providing supervision, if applicable*” acknowledges that some
 2977 experience may involve informal oversight or collaboration without an officially designated
 2978 Supervisory Appraiser.

2979 Examples include, but are not limited to:

2980 **A. State-Specific Scope of Practice Flexibility**

- 2981 1. Some states permit credentialed appraisers (e.g., Licensed Residential Appraisers)
- 2982 to perform assignments toward a Certified Residential or Certified General
- 2983 credential) without a formally designated Supervisory Appraiser.
- 2984 2. In such cases, experience may be verified by the State Appraiser Regulatory Agency
- 2985 without requiring a supervisor’s signature.

2986 **B. Competency Rule of USPAP**

- 2987 1. Under the COMPETENCY RULE, an appraiser may gain competency while
- 2988 performing an assignment.
- 2989 2. A Supervisory Appraiser may not be involved if the appraiser meets state oversight
- 2990 requirements or is independently credentialed within their current scope of practice.

2991 **C. Significant Appraisal Assistance**

- 2992 1. An appraiser may provide significant assistance in developing or reporting an
- 2993 appraisal without signing the report.
- 2994 2. The individual signing the report serves as the appraiser providing supervision for the
- 2995 purposes of verifying participation.

2996 **D. Mass Appraisal and *Ad Valorem* Contexts**

- 2997 1. State and local assessment officials may allow assessors or mass appraisal staff to
- 2998 earn experience credit while working under an internal review structure.
- 2999 2. In these cases, oversight may be performed by a department manager, senior
- 3000 appraiser, or other qualified official.
- 3001 3. Although this oversight does not meet the AQB-defined Supervisory Appraiser role, it
- 3002 functions as supervision within a statutory framework where activities are legally
- 3003 required to comply with USPAP and established mass appraisal standards.
- 3004 4. Because these activities are done under mandated USPAP compliance and
- 3005 structured internal review, verification of experience may be provided by the chief
- 3006 assessing officer (or equivalent), regardless of whether that individual holds an
- 3007 appraiser credential.
- 3008 5. In all cases, the hours used for experience credit must be completed in a manner
- 3009 that complies with USPAP.

3010 **III. Meaning of If “Applicable” in the Experience Log**

3011 Under the *Criteria*, a supervisory signature is always required when the applicant is earning
 3012 experience under an AQB-defined Supervisory Appraiser / Trainee Appraiser relationship. In
 3013 those cases, the Supervisory Appraiser must sign the experience log.

3014 However, once an individual holds a credential, the need for a supervisory signature is
 3015 determined largely by state law, including the credential holder’s state-authorized scope of
 3016 practice. Some assignments the credential holder may complete independently; others may
 3017 require supervision depending on state requirements.

3018 Therefore, “if applicable” can mean:

- 3019 **A.** A signature is required when the experience is obtained as a Trainee Appraiser
 3020 under a Supervisory Appraiser.
- 3021 **B.** A signature may or may not be required when the applicant already holds an
 3022 appraiser credential and is gaining experience toward a higher credential. This
 3023 depends on state statutes, regulations, and scope-of-practice limitations.
- 3024 **C.** When oversight occurs outside a formal Supervisory Appraiser relationship (e.g.,
 3025 significant appraisal assistance, internal review, or collaborative assignments), the
 3026 experience log should identify the appraiser providing supervision, if any.
- 3027 **D.** If state law or agency policy does not require supervisory oversight for that
 3028 assignment, the log may legitimately leave the supervisory-signature field blank.

3029 **IV. Relationship Between “Trainee Appraiser” and “trainee”**

3030 The distinction between Trainee Appraiser (capitalized) and trainee (lowercase) parallels that
 3031 between Supervisory Appraiser and the appraiser providing supervision.

- 3032 **A.** Trainee Appraiser refers to the formal classification defined in the *Criteria*.
- 3033 **B.** Trainee (without the following word, “Appraiser”) describes any individual gaining
 3034 experience under oversight or mentorship, whether or not they hold a formal Trainee
 3035 Appraiser classification in their jurisdiction.

3036 **V. Summary Table**

Term or Phrase	Meaning / Context	Signature on Log	Example Scenario
Supervisory Appraiser	Formal AQB-defined role supervising a <i>Trainee Appraiser</i>	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 <i>Criteria</i>	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

3037 **VI. Summary**

3038 The *Criteria* intentionally distinguishes between the formal, “Supervisory Appraiser” role and the
 3039 descriptive phrase, “appraiser providing supervision,” to reflect the diversity of state laws,
 3040 appraisal environments, and pathways through which experience can be earned.

3041 This Guide Note ensures the *Criteria* are applied consistently, prevents confusion over log
 3042 signatures, and reinforces state discretion in determining acceptable experience oversight
 3043 arrangements.