

NEW YORK STATE EDUCATION DEPARTMENT
Part 70, Regulations of the Commissioner of Education

Section 70.6 Continuing Education.

(a) Applicability of requirement. (1) All licensees engaged in practice of public accountancy in this State, as defined in Education Law, Section 7401, either full time or part time, and required under article one hundred thirty of the Education Law to register triennially with the department to practice, shall complete the continuing education requirements in accordance with this section, except those licensees exempt from the requirement pursuant to paragraph (2) of this subdivision. The practice of public accountancy, as defined in Education Law, section 7401, requires both (i) the use of the title public accountant or certified public accountant or any other representation, express or implied, that the licensee is acting or offering to act as an independent accountant or auditor, or as a person having expert knowledge in accounting or auditing, and (ii) the offer or performance of services for a fee which includes signing, delivering or issuing a financial, accounting or related statement, or opinion or report thereon.

(2) Exemptions and adjustments in the requirement. (i) The following licensees are exempt from the continuing education requirement:

(a) licensees whose practice is restricted to services provided for an employer other than a licensee, partnership or professional service corporation offering or practicing public accountancy,

(b) licensees who are not engaged in public practice and who have filed a statement with the department declaring such status; and

(c) new licensees for the triennial registration period during which they are first licensed.

(ii) The department may make adjustments to the mandatory continuing education requirement for good cause acceptable to the department which prevent compliance with all or part of the requirement. Good cause shall include personal illness certified by a physician, military service and extreme hardship which makes it impossible to comply with the requirement in a timely manner. Good cause shall not include family or business commitments, except for unforeseen serious family problems occurring during the last six months of a registration period.

(b) Minimum continuing education requirement. (1) During each year of the triennial registration period, an applicant for registration shall have the option of:

(i) completing a minimum of forty contact hours of acceptable formal continuing education in recognized areas of study; or

(ii) completing a minimum of twenty-four contact hours of acceptable formal continuing education concentrated in any one of the following three subject areas: auditing, accounting, or taxation.

(2) Licensees reentering public practice shall notify the department and shall document 24 hours of continuing education completed in the 12-month period prior to return to public practice. Following reentry, the licensee shall complete a pro rata portion of the mandated three-year requirement for the option selected pursuant to paragraph (1) of this subdivision on the basis of one-half of the number of hours required under the option selected for each full six-month period from the date of reentry to the next registration date.

(c) Eligible Programs. (1) As used in this section, acceptable formal continuing education shall mean formal programs of learning which contribute to professional practice, maintain or increase professional knowledge and which meet the requirements of this subdivision.

(2) Except as otherwise provided in paragraphs (3) or (4) of this subdivision, to be acceptable to the department, recognized continuing education areas of study shall consist of instruction conducted by sponsors approved pursuant to subdivision (e) of this section in the following subjects only: accounting; auditing; taxation; advisory services; and specialized knowledge and applications related to specialized industries. The types of formal programs that may be accepted by the department shall include:

- (i) university and college courses, credit or noncredit;
- (ii) professional development programs and technical sessions of national, state and local accounting organizations and firms in the practice of public accountancy approved by the department; and
- (iii) other organized educational and technical programs relevant to the practice of public accountancy that are approved by the department.

(3) In addition to instruction pursuant to paragraph (2) of this subdivision, the following activities may contribute to meeting the continuing education requirement, provided that the number of contact hours allowed for such activities for any licensee shall not exceed one-half of the total number of hours claimed for the three-year continuing education requirement:

(i) preparing and teaching a course offered by an approved sponsor, provided that the instruction is in the subjects set forth in paragraph (2) of this subdivision further provided that such teaching shall not be accepted where the licensee has taught the material. The continuing education hours allowed will be on the basis of actual presentation hours, plus up to two additional hours for actual preparation time for each hour taught; and

(ii) authoring an article published in a peer-refereed journal or a published book dealing with one of the subjects set forth in paragraph (2) of this subdivision.

(4) Educational programs or courses in the subjects specified in paragraph (2) of this subdivision and offered by a person or organization which has not been disapproved as a sponsor pursuant to subdivision (e) of this section may be accepted, in whole or part, towards the continuing education requirement provided that such courses or programs are offered and conducted in another state or country by sponsors approved by licensing authorities of that jurisdiction or the National Association of State Boards of Accountancy

under standards substantially equivalent to those of the department; or are completed by the licensee in the pursuit of educational goals other than the continuing education requirement. A licensee claiming credit for such courses shall submit such satisfactory evidence of the content, completion and purposes of the courses as it may be required by the department.

(d) Measurement of continuing education study. Continuing education credit shall be granted only for formal programs of learning that meets the requirements set forth in subdivision (c) of this section. Contact hours shall be measured in full hours of attendance only, with a minimum of 50 minutes equaling one contact hour. For credit-bearing university or college courses, each semester-hour credit shall equal 15 contact hours and each quarter-hour shall equal 10 contact hours. Self-study programs should be pre-tested and contact hours shall equal one-half the average completion time.

(e) Sponsor Approval (1) Persons or organizations desiring to offer programs under provisions of Education Law, section 7409, shall submit, with fee as set forth in subdivision (h) of this section, an application for advance approval as a sponsor on forms provided by the department.

(2) To be approved, each applicant shall submit evidence acceptable to the department that the applicant has and will maintain adequate resources to support all programs and will comply with the following development and presentation standards:

(i) sponsors should state the learning objectives and level of knowledge of the program and state the educational and experience prerequisites for the participants;

(ii) sponsors should assure that program developers are qualified in the subject matter and knowledgeable in instructional design;

(iii) sponsors should assure that program materials are technically accurate, current and sufficient to meet the programs' learning objectives through advance review;

(iv) sponsors should inform participants in advance of the programs' learning objectives, prerequisites, level of knowledge, content, advance preparation, teaching method, recommended CPE credit and relevant administrative policies;

(v) sponsors should select instructors qualified with respect to both program content and teaching methods used; and

(vi) sponsors should provide a means for evaluating the quality of the program and update programs in response to the evaluations.

(3) Each approved sponsor shall maintain documentation for each program of instruction offered and retain the records for a period of not less than five years from the date each program is completed. Such documentation shall include the name and biography of the faculty, a record of enrollment and participation of certified public accountants and public accountants in such programs, an outline of the program materials, date and location of the program, number of contact hours recommended, summary of program evaluations and other evidence of compliance as may be required by the department. Records shall be available to the department upon request. In the event an approved

sponsor discontinues operation, the governing body of such sponsor shall notify the department and shall transfer all such records as directed by the department.

(4) The department shall determine the term of approval for each sponsor.

(5) The department may conduct site visits or other reviews of sponsors and courses. Failure to cooperate with the department shall be cause for revocation of a sponsor's approval.

(f) Licensee Records. Each licensee subject to this section shall maintain a record of completed continuing education hours which includes the title of the program, the number of contact hours recommended for the program, the sponsor's name and sponsor number and the date and location of the program. Documents supporting these records shall be retained by the licensee for not less than five years from completion of a course(s), and be available for review by the department in the administration of the continuing education program.

(g) Renewal of Registration. (1) To qualify for renewal of registration, each licensee subject to the continuing education requirement shall certify on the registration application whether the minimum number of hours of continuing education as required by subdivision (b) of this section has been completed. A licensee who has not satisfied the mandatory continuing education requirements shall not be issued a triennial registration certificate by the department and shall not practice unless and until a conditional registration certificate is issued as provided in this subdivision.

(2) The department, in its discretion, may issue a conditional registration to a licensee who fails to meet the continuing education requirements but who agrees to make up any deficiencies and take any additional education that the department may require. The fee for such a conditional registration shall be the same as, and in addition to, the fee for the triennial registration. The department shall determine the duration of such conditional registration. Any licensee who is notified of the denial of registration for failure to submit evidence, satisfactory to the department, of completion of required continuing education and who practices without such registration may be subject to disciplinary proceedings pursuant to section 6510 of the Education Law.

(h) Fees. (1) A mandatory continuing education fee of thirty-five dollars (\$35) shall be collected from licensees in practice in New York State at the beginning of each triennial registration period. This fee shall be in addition to the triennial registration fee required by section 7404 of the Education Law.

(2) Each individual and organization applying for approval from the department to offer continuing education courses to licensees shall pay an application fee of three hundred dollars (\$300) and graduated renewal fees based on the number of different courses offered in the year prior to renewal.

The New York State Education Department
Section 7409, Article 149, Education Law

Mandatory continuing education. 1. (a) Each licensed certified public accountant and public accountant required under article one hundred thirty of this chapter to register triennially with the department to practice in the state shall comply with the provisions of the mandatory continuing education requirements except as set forth in paragraph (b) and (c) of this subdivision. Certified public accountants and public accountants who do not satisfy the mandatory continuing education requirements shall not practice until they have met such requirements, they have paid all applicable fees, and they have been issued a registration or conditional registration certificate.

(b) Certified public accountants and public accountants shall be exempt from the mandatory continuing education requirement for the triennial registration period during which they are first licensed. In accordance with the intent of this section, adjustments to the mandatory continuing education requirement may be granted by the department for reasons of health certified by a physician, for extended active duty with armed forces of the United States, or for other good cause acceptable to the department which may prevent compliance.

(c) A licensed certified public accountant and a public accountant not engaged in public practice as a individual practitioner, a partner of a partnership, a shareholder of a professional service corporation, or an employee of such practice units, shall be exempt from the mandatory continuing education requirement and payment of the mandatory continuing education fee upon the filing of a statement with the department declaring such status. Any licensee who returns to the public practice of certified public accountancy or public accountancy during the triennial registration period shall notify the department prior to reentering the profession and shall pay the current mandatory continuing education fee and shall meet such mandatory continuing education requirements as shall be prescribed by regulations of the commissioner.

2. During each year of the triennial registration period beginning September first, nineteen hundred ninety and ending September first, nineteen hundred ninety-three and each registration period thereafter, an applicant for registration shall have the option of (a) completing a minimum of forty contact hours of acceptable formal continuing education in recognized areas of study, or (b) completing a minimum of twenty-four contact hours of acceptable formal continuing education concentrated in any one of the following three subject areas: auditing, accounting, or taxation. A licensee who has not satisfied the mandatory continuing education requirements shall not be issued a triennial registration certificate by the department and shall not practice unless and until a conditional registration certificate is issued as provided in subdivision three of this section. No hourly credits may be transferred from one year to a subsequent year. The individual licensee shall determine the selection of courses or programs of study pursuant to subdivision four of this section.

3. The department in its discretion, may issue a conditional registration to a licensee who fails to meet the continuing education requirements established in subdivision two of this section but who agrees to make up any deficiencies and take any additional education which the department may require. The fee for such a conditional registration shall be the same as, and in addition to, the fee for the triennial registration. The department shall determine the duration of such conditional registration. Any licensee who is notified of the denial of registration for failure to submit evidence, satisfactory to the department, of required continuing education and who practices public accountancy without such registration, may be subject to disciplinary proceedings pursuant to section six thousand five hundred ten of this chapter.

4. As used in subdivision two of this section, "acceptable formal continuing education" shall mean formal programs of learning which contribute to professional practice and which meet the standards prescribed by regulations of the commissioner. Recognized areas of study shall include but not be limited to: accounting, auditing, taxation, advisory services, specialized knowledge and applications related to specialized industries, and such other technical areas appropriately related to the practice of accounting as may be acceptable to the department. To fulfill the mandatory continuing education requirements, programs must be taken from sponsors approved by the department, pursuant to the regulations of the commissioner.

5. The mandatory continuing education fee shall be determined by the regents, shall be payable on or before the first day of each triennial registration period, and shall be paid in addition to the triennial registration fee required by section seven thousand four of this article.

**The University of the State of New York
THE STATE EDUCATION DEPARTMENT
State Board for Public Accountancy
Cultural Education Center - Room 9A47
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DESCRIPTION OF SUBJECT AREAS

In accordance with section 7409 of New York State Education Law and Section 70.6 of the Commissioner's Regulations, credit will be granted by the Department to licensees only for formal programs of learning which contribute to professional competence and whose major emphasis and direction fall within the subject areas described below. Programs that primarily concern subjects such as personal development or administration of an accounting program are not acceptable.

Clearly some courses will qualify for more than one of the subject categories (e.g. auditing and specialized industries). As a guide, however, the determination of a course's appropriate categorization should be derived from the prime emphasis and the predominate subject content of the course. Rulings on the classification of specific courses may be obtained from the Board office provided requests are made in writing and are accompanied by detailed descriptions of the courses' contents.

ACCOUNTING: This field of study includes professional knowledge concerning generally accepted accounting principles, other comprehensive bases of accounting, the accounting processes and related financial reporting. Relevant subject matter would include authoritative pronouncements or accounting principles issued by the standard-setting bodies and related subjects generally classified within the accounting discipline.

Programs offered in this subject area could include newly promulgated financial reporting, accounting concepts and principles; preparation and compilation of financial statements; measurement, recognition and presentation of specific financial statement items; and internal controls for profit and nonprofit entities.

AUDITING: This category includes the body of knowledge that deals with the basic service of the public accounting profession -- examining and reporting on financial statements. Also included is the examination or review of internal and administrative controls, operations and government programs. In addition, professional conduct and ethics come within this category.

Relevant program offerings could include audit theory and philosophy; generally accepted auditing standards; study and evaluation of internal control; substantive audit procedures; audit sampling; reporting on financial statements; review services; computer and government auditing; and Securities and Exchange Commission activities and requirements.

TAXATION: This field of study includes local, state, Federal and international tax compliance and tax planning for individuals, businesses, estates and trusts. Compliance covers tax return preparation and review, as well as Internal Revenue Service examinations, ruling requests and protests. Tax planning focuses on applying tax rules to prospective transactions and understanding the tax implications of unusual or complex transactions. Recognizing alternative tax treatments and advising clients on tax-saving opportunities are also a part of tax planning.

Programs offered in this subject area could cover tax research and theory; applying tax rules to different forms and types of taxpayers; specialized taxes; return preparation; tax authorities' examinations; rulings and appeals; tax exempt organizations; tax accounting; and employee compensation and tax deferral plans.

ADVISORY SERVICES: This field of study deals with advisory services provided by accountants. These services involve analyzing, evaluating, designing and, in some situations, implementing the systems that affect the planning, organizing and controlling of any phase of activity in business or nonprofit enterprises. Also included are other advisory areas such as technology consulting, personal financial planning and small business consulting.

Relevant program offerings could cover planning and control systems for segments or types of business organizations dealing with manufacturing, marketing, human resources, research and development, management information and business or personal finance.

SPECIALIZED KNOWLEDGE AND APPLICATIONS RELATED TO SPECIALIZED INDUSTRIES: This field of study comprises subjects relating to specialized industries, such as health care, oil and gas, banking and nonprofit organization, economic structure, sources of financing, legislative or regulatory requirements, marketing or distribution systems, terminology or technology, and if it employs unique accounting principles and practices, encounters unique tax problems, requires unique advisory services, or faces unique audit issues.

Programs offered that could come within this category are often identified by the title of an AICPA industry audit guide and would relate to particular industries such as agriculture, apparel and textile, banking, construction, entertainment, extractive industries, health care, insurance, colleges and universities, and state and local governments.

In general, studies directly associated with the development and/or administration of the licensee's practice will be accepted toward meeting New York State's continuing education requirements. Included in this category are subjects that concentrate on practice management areas, such as organizational structure, human resource management, preparation for a quality review, and other client-related administrative matters. All practice management courses would be acceptable for mandatory continuing

education provided those studies are useful in servicing clients. The subject of ethics would be acceptable under the subject category of auditing.

EXCLUDED AREAS: In general studies related to personal, as opposed to professional development of the practitioner, or studies directly associated with the development and/or administration of the licensee's practice will not be accepted towards meeting New York State's continuing education requirements. Included in this category are subjects that concentrate on the practice management areas, such as organizational structure, marketing of services, human resource management, preparation for a quality review, marketing of a CPA firm and other administrative matters. Study which relates to a practitioner's personal skills such as speaking, writing, leadership and managing people or organizations would also be excluded. The subject of professional ethics, however, would be acceptable under the subject category of auditing.

NATIONAL ASSOCIATION OF STATE BOARDS OF ACCOUNTANCY

Statement on Standards For Formal Continuing Education Programs

To help ensure that practitioners receive quality continuing professional education, appropriate standards are needed. With appropriate standards, programs are less likely to vary in quality of development and presentation and in measurement and reporting of credits.

Moreover, the large number of programs available throughout the United States, the varying backgrounds of credentials of sponsoring organizations, and the mobility of participants in these programs create measuring and reporting problems that suggest the need for nationally uniform standards. The purpose of this statement is to provide such uniform criteria.

Throughout this statement, the term "programs" refers to both formal group and formal self-study programs. A group program is an educational process designed to permit a participant to learn a given subject through interaction with an instructor and other participants. When a group program complies with the standards in this statement it becomes a "formal" group program. All other group programs are informal. A self-study program is an educational process designed to permit a participant to learn a given subject without major interaction with an instructor. For a self-study program to be "formal," (1) the sponsor of it must provide a certificate upon evidence of satisfactory completion, such as a completed workbook or examination, and (2) it must comply with the standards in this statement. "Sponsors" are the organizations responsible for presenting programs and are not necessarily program developers; however, it is their responsibility to see that their programs comply with all the standards of this statement.

Standards for CPE Program Development

Standard No. A-1. The program should contribute to the professional competence of participants.

Commentary. The fundamental purpose of continuing education is to increase the practitioner's professional competence. A professional person is one characterized as conforming to the technical and ethical standards of his profession. This characterization reflects the expectation that a person holding himself out to perform services of a professional quality needs to be knowledgeable within a broad range of related skills. Thus, the concept of professional competence is to be broadly interpreted. It includes, but is not restricted to, accounting, auditing, taxation, and management advisory services. Accordingly, programs contributing to the development and maintenance of other professional skills also should be recognized as acceptable continuing education programs. Such programs might include, but not be restricted to, the areas of communication, ethics, quantitative methods, behavioral sciences, statistics, and practice management.

Standard No. A-2. The stated program objectives should specify the level of the knowledge the participant should have attained or the level of competency he should be able to demonstrate upon completing the program.

Commentary. Program developers should clearly disclose what level of knowledge and/or skill is expected to be imparted under a particular program. Such levels may be expressed in a variety of ways, all of which should be informative to potential participants. As an illustration, a program may be described as having the objective of imparting technical knowledge at such levels as basic, intermediate, advanced, or overview, which might be defined as follows:

1. A basic level program teaches fundamental principles or skills to participants having no prior exposure to the subject area.
2. An intermediate level program builds on a basic level program in order to relate fundamental principles or skills to practical situations and extend them to a broader range of applications.
3. An advanced level program teaches participants to deal with complex situations.

4. An overview program enables participants to develop a perspective as to how a subject area relates to the broader aspects of accounting or brings participants up to date on new developments in the subject area.

Standard No. A-3. The education and/or experience prerequisites for the program should be stated.

Commentary. All programs should clearly identify what prerequisites are necessary for enrollment. If no prerequisite is necessary, a statement to this effect should be made. Prerequisites should be specified in precise language so potential participants can readily ascertain whether they qualify for the program or whether the program is above or below their level of knowledge or skill.

Standard No. A-4. Programs should be developed by individual(s) qualified in the subject matter and instructional design.

Commentary. This standard is not intended to require that any individual program developer be both technically competent and competent in instructional design. Its purpose is to ensure that both types of competency are represented in a program's development, whether one or more persons are involved in that development. Mastery of the technical knowledge or skill in instructional design may be demonstrated by appropriate experience or educational credentials.

“Instructional design” is a teaching plan that considers the organization and interaction of the materials as well as the method of presentation such as lecture, seminar, workshop, or programmed instruction.

Standard No. A-5. Program content should be current.

Commentary. The program developer must review the course materials periodically to assure that they are accurate and consistent with currently accepted standards relating to the program's subject matter. Between these reviews, errata sheets should be issued where appropriate and obsolete materials should be deleted. However, between the time a new pronouncement is issued and the issuance of errata sheets or removal of obsolete materials, the instructor is responsible for informing participants of changes. If, for example, a new accounting standard is issued, a program will not be considered current unless the ramifications of the new standard have been incorporated into the materials or the instructor appropriately informs the participants of the new standard.

Standard No. A-6. Programs should be reviewed by a qualified person(s) other than the preparer(s) to ensure compliance with the above standards.

Commentary. In order to ensure that programs meet the standards for program development, one or more individuals in the subject area and in the instructional design should review them. Any one reviewer need not be competent in both the program subject matter and in instructional design, but both aspects of a program should be reviewed. However, it may be impractical to review certain programs, such as a short lecture given only once; in these cases, more reliance must be placed on the competence of the presenter.

Standards for CPE Program Presentation

Standard No. B-1. Participants should be informed in advance of objectives, prerequisites, experience level, content, advance preparation, teaching method(s), and recommended contact hours credit.

Commentary. In order for potential participants to most effectively plan their continuing education, the salient features of any program should be disclosed. Accordingly, brochures or other announcements should be available well in advance of each program and should contain clear statements concerning objectives, prerequisites (if any), experience level, program content, the nature and extent of advance preparation, the teaching method(s) to be used, and the amount of credit the program is designed to qualify for.

Standard No. B-2. Instructors should be qualified both with respect to program content and teaching methods used.

Commentary. The instructor is a key ingredient in the learning process in any group program. Therefore, it is imperative that sponsors exercise great care in selecting qualified instructors for all group programs. A qualified instructor is one who is capable, through background, training, education, and/or experience, of providing an environment conducive to learning. He should be competent in the subject matter and skilled in the use of the appropriate teaching method(s). Although instructors are selected with great care, sponsors should evaluate their performance at the conclusion of each program to determine their suitability for continuing to serve as instructors in the future.

Standard No. B-3. Program sponsors should encourage participation only by individuals with appropriate education and/or experience.

Commentary. So that participants can expect programs to increase their professional competence, this standard encourages sponsors to urge only those who have the appropriate education and/or experience to participate. The term "education and/or experience" in the standard also implies that participants will be expected to complete any advance preparation. An essential step in encouraging advance preparation is timely

distribution of program materials. Although implementing this standard may be difficult, sponsors should make a significant effort to comply with the spirit of the standard by encouraging (1) enrollment only be eligible participants, (2) timely distribution of materials, and (3) completion of any advance preparation.

Standard No. B-4. The number of participants and physical facilities should be consistent with the teaching method(s) specified.

Commentary. The learning environment is affected by the number of participants and by the quality of the physical facilities. Sponsors have an obligation to pay serious attention to these two factors. The maximum number of participants for a case-oriented discussion program, for example, should be considerably less than for a lecture program. The seating arrangement is also very important. For a discussion presentation, learning is enhanced if seating is arranged so that participants can easily see and converse with each other. If small group sessions are an integral part of the program format, appropriate facilities should be available to encourage communications within a small group. In effect, class size, quality of facilities, and seating arrangements are integral and important aspects of the educational environment and should be carefully controlled.

Standard No. B-5. All programs should include some means for evaluating quality.

Commentary. Evaluations should be solicited from both participants and instructors. The objective of evaluations is to encourage sponsors to strive for increased program effectiveness. Programs should be evaluated to determine whether:

1. Objectives have been met
2. Prerequisites were necessary or desirable
3. Facilities were satisfactory
4. The instructor was effective
5. Advance preparation materials were satisfactory
6. The program content was timely and effective

Evaluations might take the form of pre-tests for advance preparation, post-tests for effectiveness of the program, questionnaires completed at the end of the program or later, oral feedback to the instructor or sponsors should systematically review the evaluation process to ensure its effectiveness.

Standards for CPE Program Measurement

Standard No. C-1. All programs should be measured in terms of 50-minute contact hours. The shortest recognized program should consist of one contact hour.

Commentary. The purpose of this standard is to develop uniformity in the measurement of continuing education activity. A contact hour is 50 minutes of continuous participation in a group program. Under this standard, credit is granted only for full contact hours. For example, a group program lasting 100 minutes would count for 2 hours; however, one lasting between 50-100 minutes would count only for 1 hour. For continuous conferences and conventions, when individual segments are less than 50 minutes, the sum of the segments should be considered one total program. For example, five 30-minute presentations would equal 150 and should be counted as 3 contact hours. For university or college courses, each semester hour credit should equal 15 hours toward the requirement. A quarter hour credit should equal 10 hours.

Sponsors are encouraged to monitor group programs in order to accurately assign the appropriate number of credit hours for participants who arrive late or leave before a program is completed.

Since credit is not allowed for preparation time for group programs, it should not be granted for the equivalent time in self-study programs. Self-study programs should be pre-tested to determine average completion time. One-half of the average completion time is the recommended credit to be allowed. For example, a self-study program that takes an average of 800 minutes to complete is recommended for 8 "contact hours" of credit.

Standard No. C-2. When an instructor or discussion leaders serves at a program for which participants receive credit and at a level that contributes to his or her professional competence, credit should be given for preparation and presentation time measured in terms of contact hours.

Commentary. Instructors and discussion leaders should receive credit for both preparation and presentation. For the first time they present a program, they should receive contact hour credit for actual preparation hours up to two times the class contact hours. If a course is rated as 8 contact hours, the instructor could receive up to 24 contact hours of credit (16 hours for preparation and 8 hours for presentation). For repetitious presentations the instructor should receive no credit unless he can demonstrate that the subject matter involved was changed sufficiently to require significant additional study or research.

In addition, the maximum credit for preparation and presentation should not exceed 50 percent of the total credit an instructor or discussion leader accumulates in a reporting period. For example, if a discussion leader's state required 40 hours of continuing education yearly, and he actually taught 16 hours and took 30 hours to prepare, the most credit he could claim would be 20 hours.

Standards for CPE Reporting

Standard No. D-1. Participants in group or self-study programs should document their participation including: (a) sponsor, (b) title and/or description of content (c) date(s), (d) location, and (e) number of contact hours. Documentation should be retained for an appropriate period.

Commentary. This standard is designed to encourage participants to document their attendance at a group program or participation in a self-study program. State laws or regulations may dictate the length of time to retain documentation. In the absence of legal specifications, a reasonable policy would be to retain documentation for five years from the date the program is completed. For self-study programs evidence of completion would normally be the certificate supplied by the sponsor.

Standard No. D-2. In order to support the reports that may be required of participants, the sponsor of group or self-study programs should retain for an appropriate period: (a) record of participation, (b) outline of the course (or equivalent), (c) date(s), (d) location, (e) instructor(s), and (f) number of contact hours.

Commentary. Because participants may come from any state or jurisdiction, the appropriate time for the sponsor to retain this information is not dependent solely on the location of the program or sponsor. To satisfy the detailed requirements of all jurisdictions, a retention period of five years from the date the program is completed is appropriate. The record of attendance should reflect the contact hours earned by each participant, including those that arrive late or leave early.