



Accountancy
OIE Status Report
January 2, 2024

| | |
|---|-----------|
| Complaints Received—01/01/2023 – 12/31/2023 | 77 |
| Complaints Received –01/01/2024 – 01/02/2024 | 0 |
| Active Investigations | 25 |
| Pending IRC (1/11/2024) | 2 |
| Pending Investigation By Another Agency | 6 |
| Closed – 01/01/2023-12/31/2023 | 17 |



South Carolina Board of Accountancy
 ODC Status Report
 As of January 19, 2024

| Open Cases | Pending Hearings & Agreements | Pending Closure | Closed* | Appeals |
|------------|-------------------------------|---|---------|---------|
| 18 | 4 | 0 | 0 | 0 |
| | | | | |
| | | | | |
| | | *Closed since last report (10/17/2023): | 0 | |
| | | Closed since 1/1/23: | 3 | |
| | | | | |

Number of Active Credentials by Prefix and
Subcategory
Board: ACCOUNTANCY
as of 1/23/2023

| Credential | Description | Count |
|-------------------|-------------------------------------|--------------|
| AFI | ACCOUNTING FIRM IN STATE | 1306 |
| AFO | ACCOUNTING FIRM OUT OF STATE | 358 |
| AP A | ACCOUNTING PRACTITIONER | 62 |
| CPA A | CERTIFIED PUBLIC ACCOUNTANT | 6270 |
| CPA R | CERTIFIED PUBLIC ACCOUNTANT RETIRED | 35 |
| PA A | PUBLIC ACCOUNTANT | 3 |
| | Subt Total | 8034 |

Number of Active Credentials by Prefix and
Subcategory
Board: ACCOUNTANCY
as of 1/19/2024

| Credential | Description | Count |
|-------------------|--------------------------------------|--------------|
| AFI | ACCOUNTING FIRM IN STATE | 1307 |
| AFO | ACCOUNTING FIRM OUT OF STATE | 336 |
| AP A | ACCOUNTING PRACTITIONER | 50 |
| AP E | ACCOUNTING PRACTITIONER EMERITUS | 3 |
| AP R | Accounting Practitioner Retired | 1 |
| CPA A | CERTIFIED PUBLIC ACCOUNTANT | 6229 |
| CPA E | CERTIFIED PUBLIC ACCOUNTANT EMERITUS | 305 |
| CPA R | CERTIFIED PUBLIC ACCOUNTANT RETIRED | 146 |
| PA A | PUBLIC ACCOUNTANT | 1 |
| PA E | PUBLIC ACCOUNTANT EMERITUS | 1 |
| | Subt Total | 8379 |

| | | 1/23/2023 | 1/19/2024 | |
|-------|--------------------------------------|------------------|------------------|--------|
| AFI | ACCOUNTING FIRM IN STATE | 1,306 | 1,307 | 0.1% |
| AFO | ACCOUNTING FIRM OUT OF STATE | 358 | 336 | -6.1% |
| AP.A | ACCOUNTING PRACTITIONER | 62 | 50 | -19.4% |
| AP.E | ACCOUNTING PRACTITIONER EMERITUS | | 3 | |
| AP.R | ACCOUNTING PRACTITIONER RETIRED | | 1 | |
| CPA.A | CERTIFIED PUBLIC ACCOUNTANT | 6,270 | 6,229 | -0.7% |
| CPA.E | CERTIFIED PUBLIC ACCOUNTANT EMERITUS | | 305 | |
| CPA.R | CERTIFIED PUBLIC ACCOUNTANT RETIRED | 35 | 146 | 317.1% |
| PA.A | PUBLIC ACCOUNTANT | 3 | 1 | -66.7% |
| PA.E | PUBLIC ACCOUNTANT EMERITUS | | 1 | |
| | | 8,034 | 8,379 | |



Cash Report

Board: Accountancy

Updated through: 11/30/23

| For Finance Use Only | | |
|----------------------|----------|-----------------|
| Cost Center | Fund | Functional Area |
| R360DC0018 | 31350000 | R360_0001 |
| R360DC0018 | 31350000 | R360_0009 |
| R360DC0018 | 31350000 | R360_0017 |

Cash Summary

| Fiscal Year | Cost Center | Beginning Cash Total | Revenue | Direct Expense | Shared Services Expense | Ending Cash Total |
|-------------|-------------|----------------------|---------|----------------|-------------------------|-------------------|
| 2022 | Accountancy | 639,343.49 | 628,710 | 387,612.14 | 333,206.81 | 547,234.54 |
| 2023 | Accountancy | 547,234.54 | 631,005 | 467,190.5 | 366,982.52 | 344,066.52 |
| 2024 | Accountancy | 344,066.52 | 29,420 | 209,393.09 | 140,924.34 | 23,169.09 |

Direct Expenditure Summary

| Expenditure Groups | Total |
|------------------------|-------------------|
| Personal Service | 135,494.89 |
| Employer Contributions | 56,535.37 |
| Contractual Service | 1,621.57 |
| Fixed Charges/Rent | 6,624.66 |
| MA Assets | |
| Supplies | 887.78 |
| Travel | 8,228.82 |
| Total: | 209,393.09 |

Shared Services Summary

| Shared Services Summary | Total |
|--------------------------|-------------------|
| Administration Transfers | 73,837.86 |
| Immigration Transfers | 3,317.48 |
| OIE/Legal Transfers | 38,647.38 |
| POL Admin Transfers | 25,121.62 |
| Sum: | 140,924.34 |

Indirect Expenditure Notes

- 1) Administration Transfers-Include Administrative Services, Director's Office, Advice Counsel and Communications. Percentage of share based on board's previous FY direct expenditure as compared to all boards' total previous FY direct expenditure
- 2) OIE/Legal Transfers-Percentage of share based on previous FY number of investigations conducted for the board compared to OIE's total investigations in the previous FY
- 3) POL Admin Transfers-Percentage of share based on board's previous FY direct expenditure as compared to all POL boards' total previous FY direct expenditure
- 4) Other Transfers-Payment for Immigration and OSHA Provisos (81.7 & 81.8)-Percentage share of total expenses based on board's previous FY direct expenditure as compared to all POL boards' total previous FY direct expenditure; Transfer of 10% of board's FY direct expenditures to the State General Fund per Proviso 81.3



**Expenses by Month-Line Item Detail (KSB1)
Board: Accountancy**

| Cost Center | Cost Center Text | Fund | Functional Area | Data for Month Ending | Posting Month |
|-------------|------------------|----------|-----------------|-----------------------|---------------|
| R360DC0018 | Accountancy | 31350000 | R360_0009 | 11/30/23 | 5 |

| GL Category | Posting date | Vendor # | Vendor Text | Fund | GL | GL Text | Cost Center | Cost Center Text | Doc Type | Doc Number | Long Description | Functional Area | Posting Period | Fiscal Year | Amount | |
|----------------------------|--------------|------------|---------------------------------|----------|------------|----------------------|-------------|------------------|-----------------|------------|------------------|-----------------|----------------|-------------|-------------|---------------|
| PERS SVC | 11/8/23 | 7000293027 | DEAN KENNETH WHITENER | 31350000 | 5010720000 | PER DIEM | R360DC0018 | Accountancy | TRAVEL | 3500977047 | 7000293027 | R360_0009 | 5 | 2024 | 200 | |
| | 11/15/23 | 7000293028 | CHRISTOPHER S HUGGINS | 31350000 | 5010720000 | PER DIEM | R360DC0018 | Accountancy | TRAVEL | 3500978348 | 7000293028 | R360_0009 | 5 | 2024 | 200 | |
| PERS SVC | | | | | | | | | | | | | | | Sum: | 400 |
| CONTRACTUAL SVC | 11/7/23 | 7000145050 | VERIZON WIRELESS | 31350000 | 5020120000 | CELLULAR PHONE SVCS | R360DC0018 | Accountancy | Invoice - gross | 5703908015 | # | R360_0009 | 5 | 2024 | 81.42 | |
| | 11/14/23 | 7000200399 | NEW AGE PROTECTION INC | 31350000 | 5021599501 | SECURITY CONTRACTS | R360DC0018 | Accountancy | Invoice - gross | 5703912421 | # | R360_0009 | 5 | 2024 | 85.48 | |
| | 11/14/23 | 7000206241 | AT&T | 31350000 | 5020077222 | NCV- VOICENET | R360DC0018 | Accountancy | Vendor invoice | 3029977908 | # | R360_0009 | 5 | 2024 | 173.78 | |
| | 11/15/23 | 7000297309 | SEGRA | 31350000 | 5020077222 | NCV- VOICENET | R360DC0018 | Accountancy | Vendor invoice | 3029981729 | # | R360_0009 | 5 | 2024 | 24.71 | |
| CONTRACTUAL SVC | | | | | | | | | | | | | | | Sum: | 365.39 |
| SUPPLY AND MATERIAL | 11/2/23 | 7000025673 | SMITH RUBBER STAMPS & SEALS INC | 31350000 | 5030010000 | OFFICE SUPPLIES | R360DC0018 | Accountancy | Invoice - gross | 5703904122 | # | R360_0009 | 5 | 2024 | 11.81 | |
| SUPPLY AND MATERIAL | | | | | | | | | | | | | | | Sum: | 11.81 |
| FIXED CHGS AND CONT | 11/1/23 | 7000246456 | TIERPOINT LLC | 31350000 | 5041827000 | LEASE SBITA-PRINCPAL | R360DC0018 | Accountancy | Invoice - gross | 5703902531 | # | R360_0009 | 5 | 2024 | 46.32 | |
| | 11/1/23 | 7000246456 | TIERPOINT LLC | 31350000 | 5041837000 | LEASE SBITA-INTEREST | R360DC0018 | Accountancy | Invoice - gross | 5703902531 | # | R360_0009 | 5 | 2024 | 2.17 | |
| | 11/6/23 | 7000277296 | BV DRP SYNERGY II OWNER LLC | 31350000 | 5040060000 | ST RENT-NON ST BLDG | R360DC0018 | Accountancy | Invoice - gross | 5703907127 | # | R360_0009 | 5 | 2024 | 896.32 | |
| | 11/16/23 | 7000053898 | XEROX CORPORATION | 31350000 | 5040027000 | ST RENT-COPYING EQ | R360DC0018 | Accountancy | Invoice - gross | 5703914807 | # | R360_0009 | 5 | 2024 | 6.05 | |
| | 11/16/23 | 7000053898 | XEROX CORPORATION | 31350000 | 5040057000 | CONTINGNT RENT - IT | R360DC0018 | Accountancy | Invoice - gross | 5703914807 | # | R360_0009 | 5 | 2024 | 8.49 | |
| FIXED CHGS AND CONT | | | | | | | | | | | | | | | Sum: | 959.35 |
| TRAVEL | 11/8/23 | 30153509 | SUSANNA | 31350000 | 5050510000 | OUT ST-MEALS-NON-REP | R360DC0018 | Accountancy | TRAVEL | 3500977298 | 0030153509 | R360_0009 | 5 | 2024 | 90 | |
| | 11/8/23 | 30153509 | SUSANNA | 31350000 | 5050520000 | OUT ST-LODGING | R360DC0018 | Accountancy | TRAVEL | 3500977298 | 0030153509 | R360_0009 | 5 | 2024 | 1,108.65 | |
| | 11/8/23 | 30153509 | SUSANNA | 31350000 | 5050541000 | HR TRV-OUT ST MILE | R360DC0018 | Accountancy | TRAVEL | 3500977298 | 0030153509 | R360_0009 | 5 | 2024 | 84.87 | |
| | 11/8/23 | 30153509 | SUSANNA | 31350000 | 5050550000 | OUT ST-OTHER TRANS | R360DC0018 | Accountancy | TRAVEL | 3500977298 | 0030153509 | R360_0009 | 5 | 2024 | 26.5 | |
| | 11/8/23 | 30153509 | SUSANNA | 31350000 | 5050560000 | OUT ST-MISC TR EXPEN | R360DC0018 | Accountancy | TRAVEL | 3500977298 | 0030153509 | R360_0009 | 5 | 2024 | 40 | |
| | 11/8/23 | 7000293027 | DEAN KENNETH WHITENER | 31350000 | 5050510000 | OUT ST-MEALS-NON-REP | R360DC0018 | Accountancy | TRAVEL | 3500977047 | 7000293027 | R360_0009 | 5 | 2024 | 175 | |
| | 11/8/23 | 7000293027 | DEAN KENNETH WHITENER | 31350000 | 5050520000 | OUT ST-LODGING | R360DC0018 | Accountancy | TRAVEL | 3500977047 | 7000293027 | R360_0009 | 5 | 2024 | 1,108.65 | |
| | 11/8/23 | 7000293027 | DEAN KENNETH WHITENER | 31350000 | 5050530000 | OUT ST-AIR TRANS | R360DC0018 | Accountancy | TRAVEL | 3500977047 | 7000293027 | R360_0009 | 5 | 2024 | 407.79 | |
| | 11/8/23 | 7000293027 | DEAN KENNETH WHITENER | 31350000 | 5050540000 | OUT ST-AUTO MILEAGE | R360DC0018 | Accountancy | TRAVEL | 3500977047 | 7000293027 | R360_0009 | 5 | 2024 | 69.43 | |



**Expenses by Month-Line Item Detail (KSB1)
Board: Accountancy**

| GL Category | Posting date | Vendor # | Vendor Text | Fund | GL | GL Text | Cost Center | Cost Center Text | Doc Type | Doc Number | Long Description | Functional Area | Posting Period | Fiscal Year | Amount | |
|---------------|--------------|------------|-----------------------|----------|------------|----------------------|-------------|------------------|----------|------------|------------------|-----------------|----------------|-------------|-------------|-----------------|
| | 11/8/23 | 7000293027 | DEAN KENNETH WHITENER | 31350000 | 5050560000 | OUT ST-MISC TR EXPEN | R360DC0018 | Accountancy | TRAVEL | 3500977047 | 7000293027 | R360_0009 | 5 | 2024 | 50 | |
| | 11/8/23 | 7000293027 | DEAN KENNETH WHITENER | 31350000 | 5050570000 | TRNG-OUT-ST REG FEE | R360DC0018 | Accountancy | TRAVEL | 3500977047 | 7000293027 | R360_0009 | 5 | 2024 | 735 | |
| | 11/15/23 | 7000293028 | CHRISTOPHER S HUGGINS | 31350000 | 5050510000 | OUT ST-MEALS-NON-REP | R360DC0018 | Accountancy | TRAVEL | 3500978348 | 7000293028 | R360_0009 | 5 | 2024 | 175 | |
| | 11/15/23 | 7000293028 | CHRISTOPHER S HUGGINS | 31350000 | 5050520000 | OUT ST-LODGING | R360DC0018 | Accountancy | TRAVEL | 3500978348 | 7000293028 | R360_0009 | 5 | 2024 | 1,108.65 | |
| | 11/15/23 | 7000293028 | CHRISTOPHER S HUGGINS | 31350000 | 5050530000 | OUT ST-AIR TRANS | R360DC0018 | Accountancy | TRAVEL | 3500978348 | 7000293028 | R360_0009 | 5 | 2024 | 534.68 | |
| | 11/15/23 | 7000293028 | CHRISTOPHER S HUGGINS | 31350000 | 5050540000 | OUT ST-AUTO MILEAGE | R360DC0018 | Accountancy | TRAVEL | 3500978348 | 7000293028 | R360_0009 | 5 | 2024 | 27.51 | |
| | 11/15/23 | 7000293028 | CHRISTOPHER S HUGGINS | 31350000 | 5050550000 | OUT ST-OTHER TRANS | R360DC0018 | Accountancy | TRAVEL | 3500978348 | 7000293028 | R360_0009 | 5 | 2024 | 180 | |
| | 11/15/23 | 7000293028 | CHRISTOPHER S HUGGINS | 31350000 | 5050560000 | OUT ST-MISC TR EXPEN | R360DC0018 | Accountancy | TRAVEL | 3500978348 | 7000293028 | R360_0009 | 5 | 2024 | 88 | |
| | 11/15/23 | 7000293028 | CHRISTOPHER S HUGGINS | 31350000 | 5050570000 | TRNG-OUT-ST REG FEE | R360DC0018 | Accountancy | TRAVEL | 3500978348 | 7000293028 | R360_0009 | 5 | 2024 | 735 | |
| TRAVEL | | | | | | | | | | | | | | | Sum: | 6,744.73 |
| | | | | | | | | | | | | | | | Sum: | 8,481.28 |



Monthly Expenses by GL Code (ZBD1)

Board: Accountancy

| Cost Center | Cost Center Text | Functional Area | Fund | Data current Through | Reporting Month |
|-------------|------------------|-----------------|----------|----------------------|-----------------|
| Accountancy | R360DC0018 | R360_0009 | 31350000 | 11/30/23 | 5 |

| GL Category | GL Code | GL Text | MTD Expense | YTD Expense | Open POs |
|-----------------|------------|----------------------|------------------|-------------------|----------|
| PERS SVC | 501058 | CLASSIFIED POS | | | |
| | 5010580000 | CLASSIFIED POSITIONS | 25,205.87 | 134,794.72 | |
| | 501070 | OTH PERS SVC | | | |
| | 5010720000 | PER DIEM | 400 | 700 | 0 |
| | 5010890000 | TERMINAL LEAVE | | 0.17 | |
| PERS SVC | | Sum: | 25,605.87 | 135,494.89 | 0 |

| | | | | | |
|-------------------------|------------|----------------------|-----------------|------------------|----------|
| EMPLOYER CONTRIB | 513000 | EMPLOYER CONTRIB | | | |
| | 5130010000 | RET-SRS | 3,284.2 | 27,488.54 | |
| | 5130080000 | RET-ORP | 732.48 | 3,662.4 | |
| | 5130310000 | SOCIAL SEC-ST EMPLY | 1,855.16 | 9,946.4 | |
| | 5130400000 | INS WORKERS COMP | | 2,733.38 | 0 |
| | 5130610000 | INS HEALTH-ST EMPLY | 2,919.88 | 12,147.32 | |
| | 5130670000 | INS DENTAL- ST EMPLY | 68.74 | 355.17 | |
| | 5130710000 | PRE-RET DTH-ST EMP | 33.35 | 179.97 | |
| | 5130780000 | PRE-RET DTH BEN-ORP | 4.44 | 22.19 | |
| EMPLOYER CONTRIB | | Sum: | 8,898.25 | 56,535.37 | 0 |

| | | | | | |
|--------------------------|--------|-------------------|--|--|--|
| CAPITAL EQUIPMENT | 506000 | CAPITAL EQUIPMENT | | | |
| CAPITAL EQUIPMENT | | Sum: | | | |

| | | | | | |
|------------------------|------------|---------------------|---------------|-----------------|-----------------|
| CONTRACTUAL SVC | 502000 | CONTRACTUAL SVC | | | |
| | 5020077222 | NCV- VOICENET | 198.49 | 720.26 | 0 |
| | 5020120000 | CELLULAR PHONE SVCS | 81.42 | 325.17 | 750.99 |
| | 5021010000 | LEGAL SERVICES | | 238 | 0 |
| | 5021599501 | SECURITY CONTRACTS | 85.48 | 338.14 | 571.86 |
| CONTRACTUAL SVC | | Sum: | 365.39 | 1,621.57 | 1,322.85 |

| | | | | | |
|---------------------|------------|---------------------|--------|----------|--------|
| FIXED CHGS AND CONT | 504000 | FIXED CHGS AND CONT | | | |
| | 5040027000 | ST RENT-COPYING EQ | 6.05 | 18.15 | 18.16 |
| | 5040057000 | CONTINGNT RENT - IT | 8.49 | 20.16 | 47.2 |
| | 5040060000 | ST RENT-NON ST BLDG | 896.32 | 4,481.6 | 896.32 |
| | 5040510000 | INSURANCE-STATE | | 1,910.75 | 0 |



LABOR
LICENSING
REGULATION

Monthly Expenses by GL Code (ZBD1)

Board: Accountancy

| GL Category | GL Code | GL Text | MTD Expense | YTD Expense | Open POs |
|----------------------------|------------|----------------------|-----------------|-------------------|-----------------|
| | 5041827000 | LEASE SBITA-PRINCPAL | 46.32 | 184.5 | 375.43 |
| | 5041837000 | LEASE SBITA-INTEREST | 2.17 | 9.5 | 12.59 |
| FIXED CHGS AND CONT | | Sum: | 959.35 | 6,624.66 | 1,349.7 |
| SUPPLY AND MATERIAL | 503000 | SUPPLY AND MATERIAL | | | |
| | 5030010000 | OFFICE SUPPLIES | 11.81 | 31.43 | 0 |
| | 5030030000 | PRINTED ITEMS | | 486 | 0 |
| | 5030070000 | POSTAGE | | 370.35 | 0 |
| SUPPLY AND MATERIAL | | Sum: | 11.81 | 887.78 | 0 |
| TRAVEL | 505000 | TRAVEL | | | |
| | 5050010000 | IN ST-MEALS-NON-REP | | | 0 |
| | 5050020000 | IN ST-LODGING | | | 0 |
| | 5050040000 | IN ST-AUTO MILEAGE | | 525.31 | 0 |
| | 5050041000 | HR-IN ST-AUTO MILES | | | 0 |
| | 5050050000 | IN ST-OTHER TRANS | | | 0 |
| | 5050510000 | OUT ST-MEALS-NON-REP | 440 | 501 | 0 |
| | 5050520000 | OUT ST-LODGING | 3,325.95 | 3,384.81 | 0 |
| | 5050530000 | OUT ST-AIR TRANS | 942.47 | 916.19 | 0 |
| | 5050531000 | HR-OUT ST-AIR TRANS | | 74.12 | 0 |
| | 5050540000 | OUT ST-AUTO MILEAGE | 96.94 | 93.92 | 0 |
| | 5050541000 | HR-OUT ST-AUTO MILES | 84.87 | 91.05 | 0 |
| | 5050550000 | OUT ST-OTHER TRANS | 206.5 | 212.42 | 0 |
| | 5050560000 | OUT ST-MISC TR EXPEN | 178 | 185 | 0 |
| | 5050570000 | TRNG-OUT-ST REG FEE | 1,470 | 2,225 | 0 |
| | 5051520000 | REPORTABLE MEALS | | 20 | 0 |
| | 5052010000 | TRVL ADVANCE | | | 0 |
| TRAVEL | | Sum: | 6,744.73 | 8,228.82 | 0 |
| | | Sum: | 42,585.4 | 209,393.09 | 2,672.55 |



Cash Report

Board: Accountancy

Updated through: 12/31/23

| For Finance Use Only | | |
|----------------------|----------|-----------------|
| Cost Center | Fund | Functional Area |
| R360DC0018 | 31350000 | R360_0001 |
| R360DC0018 | 31350000 | R360_0009 |
| R360DC0018 | 31350000 | R360_0017 |

Cash Summary

| Fiscal Year | Cost Center | Beginning Cash Total | Revenue | Direct Expense | Shared Services Expense | Ending Cash Total |
|-------------|-------------|----------------------|---------|----------------|-------------------------|-------------------|
| 2022 | Accountancy | 639,343.49 | 628,710 | 387,612.14 | 333,206.81 | 547,234.54 |
| 2023 | Accountancy | 547,234.54 | 631,005 | 467,190.5 | 366,982.52 | 344,066.52 |
| 2024 | Accountancy | 344,066.52 | 270,025 | 247,715.11 | 202,497.48 | 163,878.93 |

Direct Expenditure Summary

| Expenditure Groups | Total |
|------------------------|-------------------|
| Personal Service | 160,981.39 |
| Employer Contributions | 67,894.91 |
| Contractual Service | 2,145.15 |
| Fixed Charges/Rent | 7,577.06 |
| MA Assets | |
| Supplies | 887.78 |
| Travel | 8,228.82 |
| Total: | 247,715.11 |

Shared Services Summary

| Shared Services Summary | Total |
|--------------------------|-------------------|
| Administration Transfers | 98,875.12 |
| Immigration Transfers | 4,891.99 |
| OIE/Legal Transfers | 60,313.75 |
| POL Admin Transfers | 38,416.62 |
| Sum: | 202,497.48 |

Indirect Expenditure Notes

- 1) Administration Transfers-Include Administrative Services, Director's Office, Advice Counsel and Communications. Percentage of share based on board's previous FY direct expenditure as compared to all boards' total previous FY direct expenditure
- 2) OIE/Legal Transfers-Percentage of share based on previous FY number of investigations conducted for the board compared to OIE's total investigations in the previous FY
- 3) POL Admin Transfers-Percentage of share based on board's previous FY direct expenditure as compared to all POL boards' total previous FY direct expenditure
- 4) Other Transfers-Payment for Immigration and OSHA Provisos (81.7 & 81.8)-Percentage share of total expenses based on board's previous FY direct expenditure as compared to all POL boards' total previous FY direct expenditure; Transfer of 10% of board's FY direct expenditures to the State General Fund per Proviso 81.3



**Expenses by Month-Line Item Detail (KSB1)
Board: Accountancy**

| Cost Center | Cost Center Text | Fund | Functional Area | Data for Month Ending | Posting Month |
|-------------|------------------|----------|-----------------|-----------------------|---------------|
| R360DC0018 | Accountancy | 31350000 | R360_0009 | 12/31/23 | 6 |

| GL Category | Posting date | Vendor # | Vendor Text | Fund | GL | GL Text | Cost Center | Cost Center Text | Doc Type | Doc Number | Long Description | Functional Area | Posting Period | Fiscal Year | Amount | |
|----------------------------|--------------|------------|-----------------------------|----------|------------|----------------------|-------------|------------------|-----------------|------------|------------------|-----------------|----------------|-------------|-------------|-----------------|
| CONTRACTUAL SVC | 12/13/23 | 7000247834 | TAYLOR COURT REPORTING LLC | 31350000 | 5021010000 | LEGAL SERVICES | R360DC0018 | Accountancy | Vendor invoice | 3030061007 | # | R360_0009 | 6 | 2024 | 190 | |
| | 12/18/23 | 7000145050 | VERIZON WIRELESS | 31350000 | 5020120000 | CELLULAR PHONE SVCS | R360DC0018 | Accountancy | Invoice - gross | 5703939328 | # | R360_0009 | 6 | 2024 | 81.43 | |
| | 12/18/23 | 7000200399 | NEW AGE PROTECTION INC | 31350000 | 5021599501 | SECURITY CONTRACTS | R360DC0018 | Accountancy | Invoice - gross | 5703938534 | # | R360_0009 | 6 | 2024 | 73.93 | |
| | 12/18/23 | 7000206241 | AT&T | 31350000 | 5020077222 | NCV- VOICENET | R360DC0018 | Accountancy | Vendor invoice | 3030070065 | # | R360_0009 | 6 | 2024 | 178.22 | |
| CONTRACTUAL SVC | | | | | | | | | | | | | | | Sum: | 523.58 |
| FIXED CHGS AND CONT | 12/4/23 | 7000277296 | BV DRP SYNERGY II OWNER LLC | 31350000 | 5040060000 | ST RENT-NON ST BLDG | R360DC0018 | Accountancy | Invoice - gross | 5703926279 | # | R360_0009 | 6 | 2024 | 896.32 | |
| | 12/6/23 | 7000246456 | TIERPOINT LLC | 31350000 | 5041827000 | LEASE SBITA-PRINCPAL | R360DC0018 | Accountancy | Invoice - gross | 5703928689 | # | R360_0009 | 6 | 2024 | 46.46 | |
| | 12/6/23 | 7000246456 | TIERPOINT LLC | 31350000 | 5041837000 | LEASE SBITA-INTEREST | R360DC0018 | Accountancy | Invoice - gross | 5703928689 | # | R360_0009 | 6 | 2024 | 2.05 | |
| | 12/21/23 | 7000053898 | XEROX CORPORATION | 31350000 | 5040027000 | ST RENT-COPYING EQ | R360DC0018 | Accountancy | Invoice - gross | 5703942082 | # | R360_0009 | 6 | 2024 | 6.05 | |
| | 12/21/23 | 7000053898 | XEROX CORPORATION | 31350000 | 5040057000 | CONTINGNT RENT - IT | R360DC0018 | Accountancy | Invoice - gross | 5703942082 | # | R360_0009 | 6 | 2024 | 1.52 | |
| FIXED CHGS AND CONT | | | | | | | | | | | | | | | Sum: | 952.4 |
| | | | | | | | | | | | | | | | Sum: | 1,475.98 |



Monthly Expenses by GL Code (ZBD1)

Board: Accountancy

| Cost Center | Cost Center Text | Functional Area | Fund | Data current Through | Reporting Month |
|-------------|------------------|-----------------|----------|----------------------|-----------------|
| Accountancy | R360DC0018 | R360_0009 | 31350000 | 12/31/23 | 6 |

| GL Category | GL Code | GL Text | MTD Expense | YTD Expense | Open POs |
|-----------------|------------|----------------------|-----------------|-------------------|----------|
| PERS SVC | 501058 | CLASSIFIED POS | | | |
| | 5010580000 | CLASSIFIED POSITIONS | 25,486.5 | 160,281.22 | |
| | 501070 | OTH PERS SVC | | | |
| | 5010720000 | PER DIEM | | 700 | 0 |
| | 5010890000 | TERMINAL LEAVE | | 0.17 | |
| PERS SVC | | Sum: | 25,486.5 | 160,981.39 | 0 |

| | | | | | |
|-------------------------|------------|----------------------|------------------|------------------|----------|
| EMPLOYER CONTRIB | 513000 | EMPLOYER CONTRIB | | | |
| | 5130010000 | RET-SRS | 5,577.99 | 33,066.53 | |
| | 5130080000 | RET-ORP | 732.48 | 4,394.88 | |
| | 5130310000 | SOCIAL SEC-ST EMPLY | 1,876.63 | 11,823.03 | |
| | 5130400000 | INS WORKERS COMP | 145.61 | 2,878.99 | 0 |
| | 5130610000 | INS HEALTH-ST EMPLY | 2,919.88 | 15,067.2 | |
| | 5130670000 | INS DENTAL- ST EMPLY | 68.74 | 423.91 | |
| | 5130710000 | PRE-RET DTH-ST EMP | 33.77 | 213.74 | |
| | 5130780000 | PRE-RET DTH BEN-ORP | 4.44 | 26.63 | |
| EMPLOYER CONTRIB | | Sum: | 11,359.54 | 67,894.91 | 0 |

| | | | | | |
|--------------------------|--------|-------------------|--|--|--|
| CAPITAL EQUIPMENT | 506000 | CAPITAL EQUIPMENT | | | |
| CAPITAL EQUIPMENT | | Sum: | | | |

| | | | | | |
|------------------------|------------|---------------------|---------------|-----------------|-----------------|
| CONTRACTUAL SVC | 502000 | CONTRACTUAL SVC | | | |
| | 5020077170 | SERVICES- PRINT EU | | | 297.5 |
| | 5020077222 | NCV- VOICENET | 178.22 | 898.48 | 0 |
| | 5020120000 | CELLULAR PHONE SVCS | 81.43 | 406.6 | 664.41 |
| | 5021010000 | LEGAL SERVICES | 190 | 428 | 0 |
| | 5021599501 | SECURITY CONTRACTS | 73.93 | 412.07 | 497.93 |
| CONTRACTUAL SVC | | Sum: | 523.58 | 2,145.15 | 1,459.84 |

| | | | | | |
|---------------------|------------|---------------------|--------|----------|--------|
| FIXED CHGS AND CONT | 504000 | FIXED CHGS AND CONT | | | |
| | 5040027000 | ST RENT-COPYING EQ | 6.05 | 24.2 | 12.11 |
| | 5040057000 | CONTINGNT RENT - IT | 1.52 | 21.68 | 45.68 |
| | 5040060000 | ST RENT-NON ST BLDG | 896.32 | 5,377.92 | 896.32 |



Monthly Expenses by GL Code (ZBD1)

Board: Accountancy

| GL Category | GL Code | GL Text | MTD Expense | YTD Expense | Open POs |
|----------------------------|------------|----------------------|------------------|-------------------|-----------------|
| | 5040510000 | INSURANCE-STATE | | 1,910.75 | 0 |
| | 5041827000 | LEASE SBITA-PRINCPAL | 46.46 | 230.96 | 328.97 |
| | 5041837000 | LEASE SBITA-INTEREST | 2.05 | 11.55 | 10.55 |
| FIXED CHGS AND CONT | | Sum: | 952.4 | 7,577.06 | 1,293.63 |
| SUPPLY AND MATERIAL | 503000 | SUPPLY AND MATERIAL | | | |
| | 5030010000 | OFFICE SUPPLIES | | 31.43 | 0 |
| | 5030030000 | PRINTED ITEMS | | 486 | 0 |
| | 5030070000 | POSTAGE | | 370.35 | 0 |
| SUPPLY AND MATERIAL | | Sum: | | 887.78 | 0 |
| TRAVEL | 505000 | TRAVEL | | | |
| | 5050010000 | IN ST-MEALS-NON-REP | | | 0 |
| | 5050020000 | IN ST-LODGING | | | 0 |
| | 5050040000 | IN ST-AUTO MILEAGE | | 525.31 | 0 |
| | 5050041000 | HR-IN ST-AUTO MILES | | | 0 |
| | 5050050000 | IN ST-OTHER TRANS | | | 0 |
| | 5050510000 | OUT ST-MEALS-NON-REP | | 501 | 0 |
| | 5050520000 | OUT ST-LODGING | | 3,384.81 | 0 |
| | 5050530000 | OUT ST-AIR TRANS | | 916.19 | 0 |
| | 5050531000 | HR-OUT ST-AIR TRANS | | 74.12 | 0 |
| | 5050540000 | OUT ST-AUTO MILEAGE | | 93.92 | 0 |
| | 5050541000 | HR-OUT ST-AUTO MILES | | 91.05 | 0 |
| | 5050550000 | OUT ST-OTHER TRANS | | 212.42 | 0 |
| | 5050560000 | OUT ST-MISC TR EXPEN | | 185 | 0 |
| | 5050570000 | TRNG-OUT-ST REG FEE | | 2,225 | 0 |
| | 5051520000 | REPORTABLE MEALS | | 20 | 0 |
| | 5052010000 | TRVL ADVANCE | | | 0 |
| TRAVEL | | Sum: | | 8,228.82 | 0 |
| | | Sum: | 38,322.02 | 247,715.11 | 2,753.47 |



Mailing Address:

SC Dept. of Labor, Licensing and Regulation
Board of Accountancy
PO Box 11329
Columbia, SC 29211-1329

Physical Address:

SC Dept. of Labor, Licensing and Regulation
Board of Accountancy
110 Centerview Dr.
Columbia, SC 29210

Phone: (803) 896-4770

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E-mail: Contact.Accountancy@llr.sc.gov

Website: <https://llr.sc.gov/acct/>

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UPDATE YOUR CONTACT INFORMATION

You must notify the Board if there are any changes in your address or contact information. If you have moved, changed your address, phone number, or email address, or changed employers, you can update your information [online](#).

- Individuals changing their name will need to include a copy of the legal document changing it.
- Resident Managers have the responsibility to inform the Board of any changes regarding their firms' information within 30 days of the action.

CPA EXAM SCORE EXTENSION

At its October 25, 2023 meeting, the SC Board of Accountancy voted in favor of the following extension of exam credits, as recommended by NASBA's CBT Administration Committee:

In response to significant health, economic, education, and travel disruptions resulting in CPA Examination candidate hardships, the Board of Accountancy will extend credit periods through June 30, 2025, for CPA Examination credits that expired from January 30, 2020⁽¹⁾ through May 11, 2023⁽²⁾, which have not been subsequently replaced by new credits for the same sections.

⁽¹⁾The United States Department of Health and Human Services declared a national Public Health Emergency.

⁽²⁾The United States Department of Health and Human Services announced the expiration of the national Public Health Emergency.

SPECIAL DESIGNATIONS: CPA RETIRED AND CPA EMERITUS

What is the CPA Retired designation?

CPAs who meet the following requirements may apply for the designation of CPA Retired:

- 30 years of licensure in South Carolina or in a substantially equivalent jurisdiction
- 55 years of age in a prior license year
- Work no more than an average of 20 hours per week
- Do not offer attest services or compilation services

Licensees with the CPA Retired designation may meet the CPE requirement for license renewal by documenting 20 hours of CPE during the immediately preceding calendar year. Licensees with the CPA Retired designation must complete two hours of Continuing Professional Education in ethics each calendar year. All other requirements for license renewal remain the same as in [S.C. Code Ann. § 40-2-250 \(2022\)](#).

[Click here to apply for the CPA Retired designation.](#)

What is the CPA Emeritus designation?

A CPA may apply for the designation of CPA Emeritus if they **do not perform or offer to perform for compensation** services involving the use of accounting or auditing skills, including issuance of reports on financial statements or of one or more kinds of management advisory, financial advisory, or consulting services or the preparation of tax returns or furnishing of advice on tax matters. Licensees with the CPA Emeritus designation may provide services as a CPA on a volunteer basis as long as those services would not normally be subject to peer review.

A licensee with the CPA Emeritus designation must renew their license annually, but no fee or CPE are required.

[Click here to apply for the CPA Emeritus designation.](#)

DISCIPLINARY ACTIONS

Information regarding complaints and ongoing investigations is confidential; however, you can access and search all public Board orders [here](#).





BOARD MEMBERS:

Charles J. L. Brooks
 Deltrease Hart-Anderson, Accounting Practitioner
 Kelly M. Epting, CPA
 Christopher S. Huggins, CPA, Chair
 Jayne D. Maas, CPA
 Jada W. McAbee, CPA
 Janet M. Pierce, CPA
 Lora W. Prevatte, CPA
 Dwight C. Summers Jr., CPA, Secretary
 Dean Kenneth Whitener, CPA, Vice Chair
 Robert P. Wood, Esquire

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 Investigator
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CALENDAR OF EVENTS

| November 2023 | |
|---------------|------------------------------------|
| 10 | Veterans Day - CLOSED |
| 16 | New CPA Oath Ceremony |
| 23-24 | Thanksgiving Holidays - CLOSED |
| December 2023 | |
| 22-26 | Christmas Holiday - CLOSED |
| January 2024 | |
| 23 | Board Meeting - Room 105 (Upstate) |

Unless otherwise noted, all Board meetings start at 10 a.m. Requests to appear before the Board, together with all related documentation, must be in writing and submitted at least 10 business days before the meeting. Written requests are to be sent to SC Board of Accountancy, PO Box 11329, Columbia, SC 29211-1329.

LICENSEES AND REGISTRATIONS AS OF 10/20/2023

| TYPE OF LICENSE/REGISTRATION | ACTIVE |
|--------------------------------------|--------------|
| Accounting Firm In State | 1,304 |
| Accounting Firm Out of State | 341 |
| Accounting Practitioner | 50 |
| Accounting Practitioner Emeritus | 3 |
| Certified Public Accountant | 6,268 |
| Certified Public Accountant Emeritus | 273 |
| Certified Public Accountant Retired | 83 |
| Public Accountant | 1 |
| Public Accountant Emeritus | 1 |
| Total Licensees/Registrations | 8,324 |

NEW CPA OATH CEREMONY

The Board of Accountancy's Fall 2023 New CPA Oath Ceremony, and the SCACPA-sponsored reception following the ceremony, will be held on Thursday, November 16, 2023, with the welcome party beginning at 4:45 p.m. and the Oath Ceremony at 6:00 p.m. at the Columbia Metropolitan Convention Center, 1101 Lincoln St, Columbia, SC 29201. The Oath Ceremony and reception are being held as part of SCACPA's Fall Fest Accounting Conference.

New CPAs will affirm an oath statement and receive their South Carolina CPA certificate from the Board of Accountancy. New CPAs will also receive a CPA lapel pin, courtesy of SCACPA. Recipients are asked to arrive no later than 5:30 p.m. Photo opportunities will be available after the ceremony.

Chris Huggins, CPA, Chair, Board of Accountancy, and David Knoble, CPA, SCA CPA Chair, will lead the ceremony. Coach David Bennett will be the keynote speaker. The SCACPA reception is complimentary for new CPAs and their guests. All new licensees are encouraged to attend the Oath Ceremony. New licensees who choose not to attend the Oath Ceremony will receive their wall certificates by mail approximately 30 days after the Ceremony.

RECENTLY LICENSED CPAS – JULY 2023 TO SEPTEMBER 2023

| | | | |
|--------------------|----------------------|-----------------------|------------------------|
| Patrick Adams | Indian Land, SC | Brannon Mccaskill | Pawleys Island, SC |
| Sarah Adams | Indian Land, SC | James Meggs | Hartsville, SC |
| Caleb Ahlers | Charleston, SC | Nathan Morris | Rock Hill, SC |
| Ashley Anderson | Greer, SC | Edmund Mugo | Moore, SC |
| Ryan Badon | Greenville, SC | Brian Nicholson | Lexington, SC |
| David Beam | Charleston, SC | Samantha Ostmann | Greenville, SC |
| John Beshara | Myrtle Beach, SC | David Perkins, III | Florence, SC |
| Joshua Bradstreet | Greenville, SC | Austin Perry | North Charleston, SC |
| Laura Cameron | Columbia, SC | Savannah Poe | Columbia, SC |
| Benjamin Chisholm | Taylors, SC | Meghan Polk | Easley, SC |
| Sally Colleran | Bluffton, SC | Ryan Polk | Birmingham, AL |
| Jacob Demuth | Gray Court, SC | Hanna Pratt | Charlotte, NC |
| Viola Faust | Columbia, SC | Nicholas Raffety | Charleston, SC |
| Jackson Fleming | North Charleston, SC | Kaitlyn Rathman | Charleston, SC |
| Patrick Hackenberg | Ballston Lake, NY | Michael Restuccia | North Myrtle Beach, SC |
| Ryan Hamelin | Indian Land, SC | Stacie Richardson | Fort Mill, SC |
| Amanda Hermance | Johns Island, SC | Travis Riley | Saint Matthews, SC |
| Marissa Hines | Due West, SC | Ronaldo Rodriguez | Lyman, SC |
| Scott Holloman | Topeka, KS | Allison Rushing | Greenville, SC |
| David Huddle | Rockingham, VA | Keegan Smith | Columbia, SC |
| Victoria Jalali | Greenville, SC | Akuathayre Snell | Columbia, SC |
| Sarah Jones | Greenville, SC | Nicholas Stasko | Johns Island, SC |
| Jason Kaplanis | Charleston, SC | Bert Swain | North Bethesda, MD |
| Vasken Kederian | Greenville, SC | David Tantlinger, Jr. | Hilton Head Island, SC |
| Nancy Kern | Hilton Head, SC | Thomas Terranova, Jr | Lynnfield, MA |
| Jonathan King | Taylors, SC | Griffin Vinarski | Mount Pleasant, SC |
| Dean Lorentzson | Dunwoody, GA | Tyler Walkowski | Charleston, SC |
| Jessica Manners | Spartanburg, SC | Deyu Zeng | Leland, NC |

HOW THE BOARD WORKS: MEETING AGENDAS

All meeting agendas are posted on the Board's website a minimum of 24 hours prior to the meeting. Meeting agendas are also disseminated to the media and interested parties via email. Anyone who would like to be included on the meeting agenda distribution list may request to be added by contacting Board staff at Contact.Accountancy@llr.sc.gov. Please be sure to use the subject line "Request to be added to meeting agenda distribution list".

10/27/2023

TO: Members of the South Carolina Board of Accountancy
CO: Susanna Sharpe, CPA

On behalf of the South Carolina Association of CPAs, we are grateful for the opportunity to provide an overview of the myriad of initiatives we've embarked upon to nurture and enhance the CPA talent pipeline within our state.

We believe that attracting talent to the CPA profession requires an integrated, multi-faceted approach. Because there is no one-size-fits-all solution, we focus on the various touchpoints in a potential CPA's journey.

Starting at the high school level, our collaboration with Winthrop University provides a new avenue for reaching high school students. The dual enrollment program tailored for Lancaster district high school students not only provides them with exposure to accounting early on but also allows them to earn college credit. This effectively streamlines their transition into higher education, with the credits satisfying the introductory accounting course requirements at most state and national institutions. SCACPA is proud to financially support this program, and we look forward to helping it grow beyond Lancaster County.

At the heart of fostering a robust talent pipeline in the CPA profession is the belief that local connections and community are invaluable. When members collaborate with nearby colleges and universities for "Meet the Firm" events, they open doors of opportunity for budding professionals. These events offer students a glimpse into the dynamic world of accounting and business, providing them direct access to firm representatives eager to guide their pursuits. Additionally, by organizing networking events, local area leaders cultivate an environment where students can seamlessly merge into the professional realm. These gatherings, marked by approachability and genuine connection, bridge the gap between enthusiastic students and engaged SCACPA members. It's through these localized, personal interactions that we truly inspire and encourage the next generation to passionately pursue a future in the CPA profession.

Furthermore, our ties with state colleges and universities have grown stronger than ever. This year, through the SCACPA Educational Fund, we've awarded over \$84,000 in scholarships to 51 students across 17 renowned institutions, ensuring that financial constraints do not hamper talent. Our Educational Fund is celebrating its 50th anniversary, and we are proud to continue this tradition of identifying and rewarding tomorrow's accounting leaders in the state.

One of our most innovative endeavors is the sponsorship model for student members. Students may opt for a CPA-member sponsor in lieu of paying membership dues. This platform enables a symbiotic relationship between existing SCACPA members and students, bridging the generational gap while strengthening our community fabric.

Our upcoming Fall Fest (November 16-17 in Columbia) aims to equip future CPAs with essential life skills. The Student Etiquette Dinner, planned for Thursday evening, focuses not just on dining etiquette but

also hones students' networking skills, ensuring they are primed for the professional world. We have also invited members of the CPA community to attend this event, offering a connection experience like no other. Then, on Friday, students may participate in a dedicated track comprised of sessions that provide insights into personal branding and how to stand out in the crowded professional landscape. Also, at Fall Fest, we are again honored to work with the Board on the New CPA Oath Ceremony. The spring ceremony was certainly one to remember as the attendees celebrated so many of South Carolina's newest CPAs with a standing ovation. This fall's Oath Ceremony will take place at 6:00 pm on November 16 at the Columbia Metropolitan Convention Center.

Recognizing the financial roadblocks many graduates face, the SCACPA Educational Fund Trustees have taken the initiative to launch two financial assistance programs: The Student Loan Debt Relief, designed to reduce student loan burdens, and a monetary reward system to celebrate those who've successfully completed the CPA Exam.

Moreover, we've worked diligently to ensure our future CPAs are armed with a comprehensive set of resources, from exam review discounts to virtual mock CPA exams with real-time feedback. This holistic approach ensures they are well-equipped to tackle their examinations and future professional challenges.

On a legislative front, we are actively championing a bill to categorize Accounting within STEM subjects. This move, we believe, will further elevate the profession, aligning it with subjects that drive innovation and progress.

SCACPA remains dedicated to creating avenues that not only attract but also sustain talent within the CPA profession. We welcome any suggestions you may offer to improve, widen, or create additional pipeline initiatives. Your support and acknowledgment of our endeavors play a pivotal role in our collective success. We appreciate our continued collaboration in shaping the future of the CPA profession in South Carolina.

With appreciation of your efforts and service,

Chris Jenkins, CEO
South Carolina Association of CPAs

Susanna Sharpe

From: NASBA (National Association of State Boards of Accountancy) <info@nasba.org>
Sent: Wednesday, December 20, 2023 3:00 PM
To: Susanna Sharpe
Subject: NASBA and AICPA Approve Revisions to Continuing Professional Education Standards

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NASBA

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NASBA and AICPA Approve Revisions to Continuing Professional Education Standards

Among Other Changes, New Rules Broaden Virtual Learning Options for CPAs

NASHVILLE, TN and NEW YORK, NY (December 20, 2023) – The National Association of State Boards of Accountancy (NASBA) and the American Institute of CPAs (AICPA) have approved revisions to the Statement on Standards for Continuing Professional Education (CPE) Programs (*Standards*), as well as the

NASBA Fields of Study document. The *Standards* changes, which include additional options for virtual learning, are effective Jan. 1, 2024.

Published jointly by NASBA and the AICPA, the CPE *Standards* provide the framework for the development, presentation, measurement and reporting of CPE programs. The *Standards* reference the NASBA Fields of Study document, which also was reviewed and evaluated for currency and relevancy.

The *Standards* revisions were approved by NASBA in October and by the AICPA this month. Among the most significant changes to the *Standards* is the addition of a virtual option under the Group Live instructional delivery method (provided certain additional requirements are met). The 2024 *Standards* include clarifications to assist in the understanding of awarding CPE credit in appropriate increments, in the awarding of CPE credit when multiple presenters are actively involved in instructing one CPE program session, and in communicating and documenting the required attendance monitoring mechanisms for Group Internet Based programs.

The revisions to the Fields of Study document include the addition of more current, relevant topics under the established fields of study classifications.

“These newly approved revisions to the *Standards* represent the collective efforts of the CPE Standards Working Group, NASBA’s CPE Committee, the Joint AICPA/NASBA CPE Standards Committee, as well as various individuals and organizations that participated in the exposure draft process,” said Jessica Luttrull, NASBA’s associate director of the National Registry. “With advancements in technologies and innovative adult learning trends, it is critical for CPE to continue to evolve. We believe that the changes included in the 2024 *Standards* will help keep CPE relevant and meaningful to CPAs.”

Michael Grant, the AICPA’s senior director of learning innovation and assessment, added: “The *Standards* revisions give us more flexibility in meeting CPAs’ educational needs and highlight the importance of virtual learning in building competencies and gaining expertise.”

Interested parties are encouraged to download the *Standards* and the Fields of Study documents, which can be found at [nasbaregistry.org](https://www.nasbaregistry.org).

Since 1908, the National Association of State Boards of Accountancy (NASBA) has served as a forum for the nation's Boards of Accountancy, which administer the Uniform CPA Examination, license more than 672,000 certified public accountants and regulate the practice of public accountancy in the United States.

NASBA's mission is to enhance the effectiveness and advance the common interests of the Boards of Accountancy in meeting their regulatory responsibilities. The Association promotes the exchange of information among accountancy boards, serving the needs of the 55 U.S. jurisdictions.

NASBA is headquartered in Nashville, TN, with an International Computer Testing and Call Center in Guam and operations in San Juan, PR. To learn more about NASBA, visit www.nasba.org.

About the American Institute of CPAs

The American Institute of CPAs® (AICPA®) is the world's largest member association representing the CPA profession, with more than 421,000 members in the United States and worldwide, and a history of serving the public interest since 1887. AICPA members represent many areas of practice, including business and industry, public practice, government, education and consulting. The AICPA sets ethical standards for its members and U.S. auditing standards for private companies, not-for-profit organizations, and federal, state and local governments. It develops and grades the Uniform CPA Examination, offers specialized credentials, builds the pipeline of future talent and drives continuing education to advance the vitality, relevance and quality of the profession.

NASBA | 150 Fourth Avenue North | Suite 700 | Nashville, TN | 37219-2417
Phone: 615-880-4200 | Website: www.nasba.org

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The Statement on Standards for Continuing Professional Education (CPE) Programs

Jointly issued by the American Institute of Certified Public Accountants (AICPA) and the
National Association of State Boards of Accountancy (NASBA)

January 2024

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Introduction

Continuing professional education (CPE) is required for CPAs to maintain or improve their professional competence and provide quality professional services. CPAs are responsible for complying with all applicable CPE requirements, rules, and regulations of boards of accountancy, as well as those of membership associations and other professional organizations.

The Statement on Standards for Continuing Professional Education (CPE) Programs (Standards) is published jointly by the American Institute of Certified Public Accountants (AICPA) and the National Association of State Boards of Accountancy (NASBA) to provide a framework for the development, presentation, measurement, and reporting of CPE programs. The Standards were last revised in 2019.

The Standards are periodically reviewed in their entirety by the CPE Standards Working Group (Working Group). The Working Group comprises 13 members representing the various stakeholders in the CPE arena, including boards of accountancy, state societies, educators, CPE providers, and the AICPA. If the Working Group determines that revisions or modifications are required, then the Working Group will make its recommendations to NASBA's CPE Committee (CPE Committee), which, in turn, makes recommendations to the Joint AICPA/NASBA CPE Standards Committee (Joint Committee). The Joint Committee will then make its recommendation to the respective AICPA and NASBA Boards of Directors. Any revisions or modifications to the Standards will be posted to the AICPA and NASBA websites for comment.

The Standards are intended to be an "evergreen" document. As questions arise related to implementation and application of the Standards, the questions will be presented to the Working Group. NASBA will communicate the findings of the Working Group to the specific CPE program sponsor. Authoritative interpretations will only be issued by the CPE Committee in limited cases in which the matter is not addressed in the Standards, cannot be addressed specifically with the CPE program sponsor, or cannot be addressed in the "Best Practices" web pages. All interpretations issued by the CPE Committee will be reviewed and considered by the Joint Committee upon the next revision of the Standards.

Preamble

- 1.** The right to use the title “Certified Public Accountant” (CPA) is regulated by each state’s board of accountancy in the public interest and imposes a duty to maintain public confidence by enhancing current professional competence, as defined in the Statement on Standards for Continuing Professional Education (CPE) Programs (Standards), in all areas in which they provide services. CPAs must accept and fulfill their ethical responsibilities to the public and the profession regardless of their fields of employment.¹
- 2.** The profession of accountancy is characterized by an explosion of relevant knowledge, ongoing changes and expansion, and increasing complexity. Advancing technology, globalization of commerce, increasing specialization, proliferating regulations, and the complex nature of business transactions have created a dynamic environment that requires CPAs to continuously maintain or improve their professional competence.
- 3.** The continuing development of professional competence involves a program of lifelong educational activities. Continuing professional education (CPE) is the term used in these Standards to describe the educational activities that assist CPAs in achieving and maintaining quality in professional services.
- 4.** The following Standards have been broadly stated in recognition of the diversity of practice and experience among CPAs. They establish a framework for the development, presentation, measurement, and reporting of CPE programs and thereby help to ensure that CPAs receive the quality CPE necessary to satisfy their obligations to serve the public interest. The spirit of the Standards is to encourage high-quality learning with measurable objectives by providing baseline requirements. These Standards may also apply to other professionals by virtue of employment or membership. Boards of accountancy have final authority on the acceptance of individual courses for CPE credit.
- 5.** Advances in technology, delivery, and workplace arrangements may lead to innovative learning techniques. Learning theory is evolving to include more emphasis on outcome-based learning. These Standards anticipate innovation in CPE in response to these advances. Sponsors must ensure innovative learning techniques are in compliance with the Standards. CPE program sponsors are encouraged to consult with NASBA regarding questions related to compliance with the Standards when using innovative techniques.
- 6.** These Standards create a basic foundation for sound educational programs. Sponsors may wish to provide enhanced educational and evaluative techniques to all programs.

¹ The term “CPA” is used in these Standards to identify any person who is licensed or regulated, or both, by boards of accountancy.

Article I – Definitions

Adaptive learning self study program. A self study program that uses a computer algorithm, other predictive analytics tools, or learner-driven selections to orchestrate interaction with the learner and deliver customized learning activities to assist the learner in meeting the course’s stated learning objectives. CPE credit for an adaptive learning self study program must be determined based on the methodologies detailed in S17-09 through S17-17.

Advanced. Program knowledge level most useful for individuals with mastery of the particular topic. This level focuses on the development of in-depth knowledge, a variety of skills, or a broader range of applications. Advanced level programs are often appropriate for seasoned professionals within organizations; however, they may also be beneficial for other professionals with specialized knowledge in a subject area.

Asynchronous. A learning activity in which the participant has control over time, place, or pace of learning.

Basic. Program knowledge level most beneficial to CPAs new to a skill or an attribute. These individuals are often at the staff or entry level in organizations, although such programs may also benefit a seasoned professional with limited exposure to the area.

Blended learning program. An educational program that includes both asynchronous and synchronous learning activities, and incorporates different instructional delivery methods or instructional strategies, or different levels of guidance.

Content reinforcement tools. Tools used within the overall learning activity to reinforce learning and influence behavior change throughout the learning or at the end of the learning. Examples include but are not limited to simulations, drag-and-drop, rank order, or matching activities.

Content reviewer. Individuals or teams qualified in the subject matter other than those who developed the content.

Continuing professional education (CPE). An integral part of the lifelong learning required to provide competent service to the public. The set of activities that enables CPAs to maintain or improve their professional competence.

CPE credit. Fifty minutes of participation in a program of learning equals one CPE credit.

CPE program sponsor (sponsor). The individual or organization responsible for issuing the certificate of completion and maintaining the documentation required by the Statement on Standards for Continuing Professional Education (CPE) Programs.

Elements of engagement. Tools within the overall learning activity of a group live program to encourage the participation of learners within the program. Examples include but are not limited to group discussion, polling questions, instructor-posed question with time for participant reflection, role play, demonstration, or use of a case study with different engagement elements throughout the program.

Evaluative feedback. Specific response to incorrect answers to questions in self study programs.

Group Internet based program. Individual participation in a synchronous group learning program with real time interaction of an instructor or subject matter expert and built-in processes for attendance and interactivity. See Standard No. 8 for examples of group Internet based programs.

Group live program. Synchronous learning program in a group environment with real time interaction of participants with each other and with an instructor or subject matter expert that provides the required elements of attendance monitoring and engagement. See Standard No. 7 for examples of group live programs.

Group program. Any group live or group Internet based programs.

Independent study. An educational process designed to permit a participant to learn a given subject under a learning contract with a CPE program sponsor.

Instructional delivery methods. Delivery formats used for CPE programs as defined within these Standards: group live, group Internet based, self study, nano learning, and blended learning.

Instructional strategies. Strategies such as but not limited to case studies, computer-assisted learning, lectures, group interaction, programmed instruction, and use of audiovisual aids employed within the instructional delivery methods of group, self study, or independent study programs or other innovative programs.

Intermediate. Program knowledge level that builds on a basic program and is most appropriate for CPAs with detailed knowledge in a particular topic. Such persons are often at a mid-level within the organization, with operational or supervisory responsibilities, or both.

Learning activity. An educational endeavor that maintains or improves professional competence.

Learning contract. A written contract signed by an independent study participant and a qualified CPE program sponsor prior to the commencement of the independent study.

Learning objectives. Measurable outcomes that participants should accomplish upon completion of a learning activity. Learning objectives are useful to program developers in deciding appropriate instructional strategies and allocating time to various subjects.

Nano learning program. An asynchronous program of learning completed individually without the assistance or interaction of a real time instructor that is designed to permit a participant to learn a given subject in a minimum of 10 minutes and less than 20 minutes through the use of electronic media (including technology applications and processes and computer-based or web-based technology). A nano learning program differs from a self study program in that it is typically focused on a single learning objective and is not paper-based. A nano learning program is not a group program. Nano learning is not a substitute for comprehensive programs addressing complex issues.

Overview. Program knowledge level that provides a general review of a subject area from a broad perspective. These programs may be appropriate for professionals at all organizational levels.

Pilot test. A method to determine the recommended CPE credit for self study programs that involves sampling of individuals who are independent of the development team and are representative of the intended participants to measure the representative completion time.

Pre-program assessment. A method of measuring prior knowledge that is given before the participant has access to the course content of the program.

Professional competence. Having requisite technical competence, professional skills, values, ethics, and attitudes to provide quality services as defined by the technical and ethical standards of the profession. The expertise needed to undertake professional responsibilities and to serve the public interest.

Program of learning. A collection of learning activities that are designed and intended as continuing education and that comply with these Standards.

Qualified assessment. A method of measuring the achievement of a representative number of the learning objectives for the learning activity.

Reinforcement feedback. Specific responses to correct answers to questions in self study programs.

Self study program. An asynchronous program of learning completed individually without the assistance or interaction of a real time instructor.

Social learning. Learning from one's peers in a community of practice through observation, modeling, and application.

Subject matter expert. A person who has expertise in a particular area or topic. Expertise may be demonstrated through practical experience or education, or both.

Synchronous. A learning activity in which participants engage simultaneously with a real time instructor.

Word count formula. A method, detailed under S17-05 method 2, to determine the recommended CPE credit for self study programs that uses a formula, including word count of learning material, number of questions and exercises, and duration of audio and videosegments.

Update. Program knowledge level that provides a general review of new developments. This level is for participants with a background in the subject area who desire to keep current.

Article II – General Guidelines for CPAs

2.1 Professional Competence. All CPAs should participate in learning activities that maintain or improve their professional competence.²

Selection of learning activities should be a thoughtful, reflective process addressing the individual CPA's current and future professional plans, current knowledge and skill level, and desired or needed additional competence to meet future opportunities or professional responsibilities, or both.

CPAs' fields of employment do not limit the need for CPE. CPAs performing professional services need to have a broad range of professional competence. Thus, the concept of professional competence may be interpreted broadly. Accordingly, acceptable continuing education encompasses programs contributing to the development and maintenance of professional skills.

The [fields of study](#), as published on NASBA's website, www.nasbaregistry.org, represent the primary knowledge and skill areas that CPAs need to perform professional services in all fields of employment.

To help guide their professional development, CPAs may find it useful to develop a learning plan. Learning plans are structured processes that help CPAs guide their professional development. They are dynamic instruments used to evaluate and document learning and professional competence development. They may be reviewed regularly and modified as CPAs' professional competence needs change. Plans include a self-assessment of the gap between current and needed professional competence; a set of learning objectives arising from this assessment; and learning activities to be undertaken to fulfill the learning plan.

2.2 CPE Compliance. CPAs must comply with all applicable CPE requirements.

CPAs are responsible for compliance with all applicable CPE requirements, rules, and regulations of state licensing bodies, other governmental entities, membership associations, and other professional organizations or bodies. CPAs should contact each appropriate entity to which they report to determine its specific requirements or any exceptions it may have to the standards presented herein.

Periodically, CPAs participate in learning activities that do not comply with all applicable CPE requirements, for example, specialized industry programs offered through industry sponsors. If CPAs propose to claim credit for such learning activities, they must retain all relevant information

² The terms "should" and "must" are intended to convey specific meanings within the context of this joint AICPA/NASBA Statement on Standards for Continuing Professional Education Programs (Standards). The term "must" is used in the Standards and applies to CPAs and CPE program sponsors to convey that CPAs and CPE program sponsors are not permitted any departure from those specific Standards. The term "should" is used in the Standards and applies to both CPAs and CPE program sponsors and is intended to convey that CPAs and CPE program sponsors are encouraged to follow such Standards as written. The term "may" is used in the Standards and applies to both CPAs and CPE program sponsors and is intended to convey that CPAs and CPE program sponsors are permitted to follow such Standards as written.

regarding the program to provide documentation to state licensing bodies and all other professional organizations or bodies that the learning activity is equivalent to one that meets all these standards.

2.3 CPE Credits Record Documentation. CPAs are responsible for accurate reporting of the appropriate number of CPE credits earned and must retain appropriate documentation of their participation in learning activities.

To protect the public interest, regulators require CPAs to document maintenance or improvement of professional competence through periodic reporting of CPE. For convenience, measurement is expressed in CPE credits. However, the objective of CPE must always be maintenance or improvement of professional competence, not attainment of credits. Compliance with regulatory and other requirements mandates that CPAs keep documentation of their participation in activities designed to maintain or improve professional competence. In the absence of legal or other requirements, a reasonable policy is to retain documentation for a minimum of five years from the end of the year in which the learning activities were completed.

Participants must document their claims of CPE credit. Examples of acceptable evidence of completion include the following:

- For group, blended learning, and independent study programs, a certificate or other verification supplied by the CPE program sponsor
- For self study and nano learning programs, a certificate supplied by the CPE program sponsor after satisfactory completion of a qualified assessment
- For instruction or content review credit, appropriate supporting documentation that complies with the requirements of the respective state boards subject to the guidelines in Standard No. 20 in the “Standards for CPE Program Measurement” section of the Standards
- For a university or college course that is successfully completed for credit, a record or transcript of the grade the participant received
- For university or college noncredit courses, a certificate of attendance issued by a representative of the university or college
- For published articles, books, or CPE programs:
 - a copy of the publication (or in the case of a CPE program, course development documentation) that names the CPA as author or contributor,
 - a statement from the writer supporting the number of CPE hours claimed, and
 - the name and contact information of the content reviewer(s) or publisher

2.4 Reporting CPE Credits. CPAs who complete sponsored learning activities that maintain or improve their professional competence must claim no more than the CPE credits recommended by CPE program sponsors subject to state board regulations.

CPAs may participate in a variety of sponsored learning activities. Although CPE program sponsors determine credits, CPAs must claim credit only for activities through which they maintained or improved their professional competence. CPAs who participate in only part of a program must claim CPE credit only for the portion they attended or completed.

2.5 Independent Study. CPAs may engage in independent study under the direction of a CPE program sponsor who has met the applicable standards for CPE program sponsors when the subject matter and level of study maintain or improve the CPAs' professional competence.

Independent study is an educational process designed to permit a participant to learn a given subject under the guidance of a CPE program sponsor. Participants in an independent study program must

a. enter into a written learning contract with a CPE program sponsor that must comply with the applicable standards for CPE program sponsors. A learning contract:

- i. specifies the nature of the independent study program and the time frame over which it is to be completed, not to exceed 15 weeks.
- ii. specifies that the output must be in the form of
 - (1) a written report that will be reviewed by the CPE program sponsor or a qualified person selected by the CPE program sponsor or
 - (2) a written certification by the CPE program sponsor that the participant has demonstrated application of learning objectives through
 - (a) successful completion of tasks or
 - (b) performance of a live demonstration, oral examination, or presentation to a subject matter expert.
- iii. outlines the maximum CPE credit that will be awarded for the independent study program, but limits credit to actual time spent.

b. accept the written recommendation of the CPE program sponsor regarding the number of credits to be earned upon successful completion of the proposed learning activities. CPE credits will be awarded only if

- i. all the requirements of the independent study as outlined in the learning contract are met;
- ii. the CPE program sponsor reviews and signs the participant's report;
- iii. the CPE program sponsor reports to the participant the actual credits earned; and
- iv. the CPE program sponsor provides the participant with contact information.

The maximum credits to be recommended by an independent study CPE program sponsor must be agreed upon in advance and must be equated to the effort expended to maintain or improve professional competence. The credits cannot exceed the time devoted to the learning activities and may be less than the actual time involved.

c. retain the necessary documentation to satisfy regulatory requirements regarding the content, inputs, and outcomes of the independent study.

Article III – Standards for CPE Program Sponsors

3.1 - General Standards

Standard No. 1. CPE program sponsors are responsible for compliance with all applicable Standards and other CPE requirements.

S1 – 01. CPE requirements of licensing bodies and others. CPE program sponsors may have to meet specific CPE requirements of state licensing bodies, other governmental entities, membership associations, and other professional organizations or bodies. Professional guidance for CPE program sponsors is available from NASBA; state-specific guidance is available from the boards of accountancy. CPE program sponsors should contact the appropriate entity to determine requirements.

3.2 - Standards for CPE Program Development

Standard No. 2. Sponsored learning activities must be based on relevant learning objectives and outcomes that clearly articulate the professional competence that should be achieved by participants in the learning activities.

S2-01. Program knowledge level. Learning activities provided by CPE program sponsors for the benefit of CPAs must specify the knowledge level, content, and learning objectives so that potential participants can determine whether the learning outcomes are appropriate to their professional competence development needs, except as provided in Standard 12. Knowledge levels consist of basic, intermediate, advanced, update, and overview.

Standard No. 3. CPE program sponsors must develop and execute learning activities in a manner consistent with the prerequisite education, experience, and advance preparation of participants.

S3-01. Prerequisite education and experience. To the extent it is possible to do so, CPE program sponsors should make every attempt to equate program content and level with the backgrounds of intended participants. All programs identified as Intermediate, Advanced or Update must clearly identify prerequisite education, experience, and advance preparation in precise language so that potential participants can readily ascertain whether they qualify for the program. For courses with a program knowledge level of Basic and Overview, prerequisite education or experience and advance preparation, if any, must be noted, otherwise, state “none” in the course announcement or descriptive materials.

Standard No. 4. CPE program sponsors must employ activities, materials, and delivery systems that are current, accurate, and effectively designed. Course documentation must contain the most recent publication, revision, or review date. Courses must be revised as soon as feasible following changes to relative codes, laws, rulings, decisions, interpretations, and so on. Courses in subjects that undergo frequent changes must be reviewed by a subject matter expert at least once a year to verify the currency of the content. Other courses must be reviewed at least every two years.

S4-01. Developed by subject matter expert(s). Learning activities must be developed by subject matter expert(s).

Standard No. 5. CPE program sponsors of group, self study, nano learning, and blended learning programs must ensure that learning activities are reviewed by content reviewers other than those who developed the programs to assure that the program is accurate and current and addresses the stated learning objectives. These reviews must occur before the first presentation of these materials and again after each significant revision of the CPE programs.

The participation of at least one licensed CPA (in good standing and holding an active license or the equivalent of an “active” CPA license in a U.S. jurisdiction) is required in the development of every program in accounting and auditing. The participation of at least one licensed CPA, tax attorney, or IRS enrolled agent (in good standing and holding an active CPA license or the equivalent of an “active” license in a U.S. jurisdiction) is required in the development of each program in the field of study of taxes. In the case of the subject matter of international taxes, the participation of the equivalent of an “active” licensed CPA for the international jurisdiction involved is permitted. As long as this requirement is met at some point during the development process, a program would be in compliance. Whether to have this individual involved during the development or the review process is at the CPE program sponsor’s discretion.

S5-01. Qualifications of content reviewers. Individuals or teams qualified in the subject matter must review programs. The intent of the review is to serve as a quality control procedure to ensure the course content is accurate and current as well as appropriate for CPE. In *rare circumstances*, it may be impractical to review certain programs in advance. In those rare circumstances, greater reliance should be placed on the recognized professional competence of the instructor or presenter, and the basis for the lack of content review must be documented.

S5-02. Review responsibilities if content is purchased from another entity. CPE program sponsors may purchase course content from other entities and developers. The organization that issues the certificate of completion under its name to the participants of the program is responsible for compliance with all Standards and other CPE requirements.

If a CPE program sponsor plans to issue certificates of completion under its name, then the CPE program sponsor must first consider whether the content was purchased from an entity registered with NASBA on the National Registry of CPE Sponsors.

- If the content is purchased from a sponsor registered with NASBA on the National Registry of CPE Sponsors, then the CPE program sponsor that issues the certificate of completion under its name must maintain the author/developer and content reviewer documentation from that sponsor to satisfy the content development requirements of the Standards. The documentation should be maintained as prescribed in Standard No. 24.

- If the content is purchased from an entity not registered with NASBA on the National Registry of CPE Sponsors, then the CPE program sponsor must independently review the purchased content to ensure compliance with the Standards. If the CPE program sponsor does not have the subject matter expertise on staff, then the CPE program sponsor must contract with a content reviewer to conduct the review. The CPE program sponsor must maintain the appropriate documentation regarding the credentials and experience of both the course author/developer(s) and content reviewer(s) as prescribed in Standard No.24.

Standard No. 6. CPE program sponsors of independent study learning activities must be qualified in the subject matter.

S6-01. Requirements of independent study sponsor. A CPE program sponsor of independent study learning activities must have expertise in the specific subject area related to the independent study. The CPE program sponsor must also

- review, evaluate, approve, and sign the proposed independent study learning contract, including agreeing in advance on the number of credits to be recommended upon successful completion.
- evidence program completion by at least one of the following:
 - reviewing and signing the written report developed by the participant in independent study.
 - certifying in writing that the applicant has demonstrated application of learning objectives through successful completion of tasks.
 - certifying in writing that the applicant has performed a live demonstration, oral examination, or presentation to a subject matter expert.
- retain the necessary documentation as included in Standard No. 24 to satisfy regulatory requirements regarding the content, inputs, and outcomes of the independent study.

Standard No. 7. Group live programs must employ instructional strategies that clearly define learning objectives, guide the participant through a program of learning, and include elements of engagement within the program.

Whether a program is classified as group live or group Internet based is determined by how the participant interacts with other participants and the instructor and not by the technology used in program delivery. Group live examples include but are not limited to:

- physical classroom setting with a real time instructor;
- Internet enabled two-way video participation that complies with S16-05;
- participation in a group setting and calling in to a conference call; or
- participation in a group setting and watching a live broadcast or rebroadcast of a program with a real time subject matter expert facilitator.

S7-01. Required elements of engagement. A group live program must include at least one element of engagement related to course content during each full credit of CPE (for example, group discussion, polling questions, instructor-posed question with time for participant reflection, or use of a case study with different engagement elements throughout the program).

In certain limited circumstances, for example, a high-profile keynote session, an element of engagement may not be appropriate. In such cases, the sponsor should document the justification.

S7-02. Real time instructor during program presentation. Group live programs must have a real time instructor while the program is being presented. Program participants must be able to interact with the real time instructor while the course is in progress (including the opportunity to ask questions and receive answers during the presentation). Once a group live program is recorded for future presentation, it will continue to be considered a group live program only when a real time subject matter expert facilitates the recorded presentation. CPE credit for a recorded group live program facilitated by a real time subject matter expert will be equal to the CPE credit awarded to the original presentation.

S7-03. No real time instructor during recorded program presentation. A group live program that is recorded for future presentation that does not include a real time subject matter facilitator is no longer a group live program and will be classified as a self study program only if it meets all self study delivery method requirements with the exception of the basis for CPE credit. CPE credit for a recorded group live program not facilitated by a real time subject matter expert will be equal to the CPE credit awarded to the original presentation, or it may be determined by either of the two self study credit determination methodologies described in Standard No. 17: pilot testing or the prescribed word count formula, at the sponsor's discretion.

Standard No. 8. Group Internet based programs must employ instructional strategies that clearly define learning objectives, guide the participant through a program of learning, and provide evidence of a participant's satisfactory completion of the program.

Whether a program is classified as group live or group Internet based is determined by how the participant interacts with other participants and the instructor and not by the technology used in program delivery. Group Internet based examples include but are not limited to individual participation in a:

- webcast;
- Internet enabled two-way video participation that complies with S16-03;
- broadcast of a group live presentation; or
- conference call.

S8-01. Real time instructor during program presentation. Group Internet based programs must have a real time instructor while the program is being presented. Program participants must be able to interact with the real time instructor while the course is in progress (including the opportunity to ask questions and receive answers during the presentation). Once a group Internet based program is recorded for future presentation, it will continue to be considered a group Internet based program only when a real time subject matter expert facilitates the recorded presentation. CPE credit for a recorded group Internet based program facilitated by a real time subject matter expert will be equal to the CPE credit awarded to the original presentation.

S8-02. No real time instructor during recorded program presentation. A group Internet based program that is recorded for future presentation that does not include a real time subject matter facilitator is no longer a group Internet based program and will only be classified as a self study

program if it meets all self study delivery method requirements, with the exception of the basis for CPE credit. CPE credit for a recorded group Internet based program not facilitated by a real time subject matter expert will be equal to the CPE credit awarded to the original presentation, or it may be determined by either of the two self study credit determination methodologies described in Standard No. 17: pilot testing or the prescribed word count formula, at the sponsor’s discretion.

Standard No. 9. Self study programs must employ instructional strategies that clearly define learning objectives, guide the participant through a program of learning, and provide evidence of a participant’s satisfactory completion of the program.

S9-01. Guide participant through a program of learning. To guide participants through a program of learning, CPE program sponsors of self study programs must elicit participant responses to test for understanding of the material. Appropriate feedback must be provided. Satisfactory completion of the program must be confirmed during or after the program through a qualified assessment.

S9-02. Use of review questions or other content reinforcement tools. Review questions or other content reinforcement tools must be placed throughout the program in sufficient intervals to allow the participant the opportunity to evaluate the material that needs to be re-studied. At least three review questions or other content reinforcement tools with scored responses per CPE credit must be included. If the program is marketed for one-half CPE credits, then two review questions or other content reinforcement tools with scored responses must be included. Other content reinforcement tools with scored responses, such as simulations, that guide participants through structured decisions can be used in lieu of review questions.

After the first full credit and the minimum of three review questions or other content reinforcement tools with scored responses, additional review questions or other content reinforcement tools with scored responses are required based on the additional credit measurement amount of the program as follows:

| Additional Credit | Additional Review Questions or Other Content Reinforcement Tools |
|-------------------|--|
| 0.2 | 0 |
| 0.4 | 1 |
| 0.5 | 2 |
| 0.6 | 2 |
| 0.8 | 3 |
| Next full credit | 3 |

S9-03. Evaluative and reinforcement feedback on review questions or other content reinforcement tools. When review questions, such as the multiple choice method, are used, evaluative feedback for each incorrect response must explain specifically why each response is wrong, and reinforcement feedback must be provided for correct responses even when the minimum number of review questions or other content reinforcement tools requirement has otherwise been exceeded. When other content reinforcement tools, such as drag-and-drop, rank order, or matching activities, are used, then it is permissible to provide single feedback to explain the correct response. Other content reinforcement tools, such as simulations, that guide participants through structured decisions could provide feedback at irregular intervals or at the end of the learning experience. In those situations, single feedback would be permissible. “True or false” questions do not count toward the number of required review questions per CPE credit. Sponsors that elect to include “true or false” questions should provide evaluative and reinforcement feedback to further the learning process. Forced choice questions other than “true or false” questions, when used as part of an overall learning strategy, are allowed as review questions and can be counted in the number of review questions required per CPE credit. There is no minimum passing rate required for review questions or other content reinforcement tools.

S9-04. Qualified assessment requirements. To provide evidence of satisfactory completion of the course, CPE program sponsors of self study programs must require participants to successfully complete a qualified assessment during or after the program with a cumulative minimum passing grade of at least 70 percent before issuing CPE credit for the course. Assessments may contain questions of varying format (for example, multiple choice, essay, and simulations). At least 5 questions and scored responses per CPE credit must be included on the qualified assessment or 3 assessment questions and scored responses if the program is marketed for one-half CPE credits. For example, the qualified assessment for a 5-credit course must include at least 25 questions and scored responses. Alternatively, a 5 ½ credit course must include at least 28 questions and scored responses. Except in courses in which recall of information is the learning strategy, duplicate review and qualified assessment questions are not allowed. “True or false” questions are not permissible on the qualified assessment.

After the first full credit and the minimum of five questions and scored responses per CPE credit, additional qualified assessment questions and scored responses are required based on the additional credit measurement amount of the program as follows:

| Additional Credit | Additional Questions/Scored Responses |
|--------------------------|--|
| 0.2 | 1 |
| 0.4 | 2 |
| 0.5 | 3 |
| 0.6 | 3 |
| 0.8 | 4 |
| Next full credit | 5 |

If a pre-program assessment is used in the course, then the pre-program assessment cannot be included in the determination of the recommended CPE credits for the course. If a pre-program assessment is used and feedback is provided, then duplicate pre-program assessment and qualified

assessment questions are not permitted. If a pre-program assessment is used and feedback is not provided, then duplicate pre- program assessment and qualified assessment questions are permissible. Feedback may comply with the feedback for review questions as described in S9-03 or take the form of identifying correct and incorrect answers.

A qualified assessment must measure a representative number of the learning objectives for the program. A representative number of the learning objectives is 75 percent or more of the learning objectives for the program. The representative number of the learning objectives can be less than 75 percent of the learning objectives for the program only if a randomized question generator is used, and the test bank used in the creation of the assessment includes at least 75 percent of the learning objectives for the program. Assessment items must be written to test the achievement of the stated learning objectives of the course.

S9-05. Feedback on qualified assessment. Providing feedback on the qualified assessment is at the discretion of the CPE program sponsor. If the CPE program sponsor chooses to provide feedback and

- uses a test bank, then the CPE program sponsor must ensure that the question test bank is of sufficient size to minimize overlap of questions on the qualified assessment for the typical repeat test taker. Feedback may comply with the feedback for review questions as described in S9-03 or take the form of identifying correct and incorrect answers.
- does not use a test bank, whether or not feedback can be given depends on whether the participant passes the qualified assessment, then
 - on a failed assessment, the CPE program sponsor may not provide feedback to the test taker.
 - on assessments passed successfully, CPE program sponsors may choose to provide participants with feedback. This feedback may comply with the type of feedback for review questions as described in S9-03 or take the form of identifying correct and incorrect answers.

S9-06. Program or course expiration date. Course documentation must include an expiration date (the time by which the participant must complete the qualified assessment). For individual courses, the expiration date is no longer than one year from the date of purchase or enrollment. For a series of courses to achieve an integrated learning plan, the expiration date may be longer.

S9-07. Based on materials developed for instructional use. Self study programs must be based on materials specifically developed for instructional use and not on third-party materials. Self study programs requiring only the reading of general professional literature, IRS publications, or reference manuals followed by a test will not be acceptable. However, the use of the publications and reference materials in self study programs as supplements to the instructional materials could qualify if the self study program complies with each of the CPE standards.

Instructional materials for self study include teaching materials that are developed for instructional educational purposes. These materials must demonstrate the expertise of the author(s). At a minimum, instructional materials must include the following items:

- An overview of topics
- The ability to find information quickly (for example, an index, a detailed menu, or key word search function)
- The definition of key terms (for example, a glossary or a search function that takes a participant to the definition of a key word)
- Instructions to participants regarding navigation through the course, course components, and course completion
- Review questions with feedback
- Qualified assessment

Standard No. 10. Nano learning programs must employ instructional strategies that clearly define a minimum of one learning objective, guide the participant through a program of learning, and provide evidence of a participant’s satisfactory completion of the program. Satisfactory completion of the program must be confirmed at the conclusion of the program through a qualified assessment. Review questions or other content reinforcement tools that comply with S9-03 may be included in a nano learning program.

S10-01. Qualified assessment requirements. To provide evidence of satisfactory completion of the course, CPE program sponsors of nano learning programs must require participants to successfully complete a qualified assessment with a passing grade of 100 percent before issuing CPE credit for the course. Assessments may contain questions of varying format (for example, multiple choice, rank order, and matching). Only two questions must be included on the qualified assessment. “True or false” questions are not permissible on the qualified assessment. If the participant fails the qualified assessment, then the participant must re-take the nano learning program. The number of re-takes permitted a participant is at the sponsor’s discretion.

S10-02. Feedback on qualified assessment. Providing feedback on the qualified assessment is at the discretion of the CPE program sponsor. If the CPE program sponsor chooses to provide feedback and

- uses a test bank, then the CPE program sponsor must ensure that the question test bank is of sufficient size for no overlap of questions on the qualified assessment for the typical repeat test taker. If the multiple choice method is used, evaluative feedback for each incorrect response must explain specifically why each response is wrong, and reinforcement feedback must be provided for correct responses. If rank order or matching questions are used, then it is permissible to provide single feedback to explain the correct response. Feedback may also take the form of identifying correct and incorrect answers.
- does not use a test bank, whether or not feedback can be given depends on whether the participant passes the qualified assessment, then
 - on a failed assessment, the CPE program sponsor may not provide feedback to the test taker.

- on assessments passed successfully, CPE program sponsors may choose to provide participants with feedback. This feedback may comply with the type of feedback described in the preceding paragraph or take the form of identifying correct and incorrect answers.

S10-03. Program or course expiration date. Course documentation must include an expiration date. The expiration date is no longer than one year from the date of purchase or enrollment.

S10-04. Based on materials developed for instructional use. Nano learning programs must be based on materials specifically developed for instructional use and not on third-party materials. Nano learning programs requiring only the reading of general professional literature, IRS publications, or reference manuals followed by an assessment will not be acceptable.

Acceptable instructional materials for a nano learning program include intentional, engaged learning activities developed for focused content delivery. Nano learning programs may incorporate techniques such as visuals, slide reinforcements, role play, demonstrations, or use of a white board. The intent of a nano learning program is to transfer knowledge that is interactive—seeking to teach by example—to supply information to understand a specific concept, complete a certain task or computation, or to problem-solve or make decisions through role play or demonstration. At a minimum, nano learning programs must include the following items:

- The learning objective(s) of the program
- Any instructions that participants need to navigate through the program
- A qualified assessment

Standard No. 11. Blended learning programs must employ instructional strategies that clearly define learning objectives and guide the participant through a program of learning. Pre-program, post- program, and homework assignments should enhance the learning program experience and must relate to the defined learning objectives of the program.

S11-01. Guide participant through a program of learning. The blended learning program includes both asynchronous and synchronous learning; different instructional strategies (for example, lectures, discussion, guided practice, reading, games, case studies, and simulation); different instructional delivery methods (group live, group Internet based, nano learning, or self study); or different levels of guidance (for example, a program led by an individual, instructor or subject matter expert, or group and social learning). To guide participants through the learning process, CPE program sponsors must provide clear instructions and information to participants that summarize the different components of the program and what must be completed or achieved during each component in order to qualify for CPE credits. The CPE program sponsor must document the process and components of the course progression and completion of components by the participants.

S11-02. Primary components of blended learning program are synchronous learning activities. If the primary components of the blended learning program are synchronous learning activities, then CPE credits for pre-program, post- program, and homework assignments cannot constitute more than 25 percent of the total CPE credits available for the blended learning program.

S11-03. Primary components of blended learning program are asynchronous learning activities.

If the primary components of the blended learning program are asynchronous learning activities, then the blended learning program must incorporate a qualified assessment in which participants demonstrate achievement of the learning objectives of the program.

S11-03.1. Qualified assessment requirements. A qualified assessment must measure a representative number of learning objectives for the program. A representative number of the learning objectives is 75 percent or more of the learning objectives for the program. The qualified assessment must be completed during or after the program with a cumulative minimum passing grade of at least 70 percent before issuing CPE credit for the course.

S11-04. A course for credit from an accredited university or college. A course from an accredited university or college that is successfully completed for credit will be considered to be a blended learning program. CPE program sponsors should refer to respective state board of accountancy requirements for definition of an accredited university or college.

3.3 - Standards for CPE Program Presentation

Standard No. 12. CPE program sponsors must provide descriptive materials that enable CPAs to assess the appropriateness of learning activities. For CPE program sponsors whose courses are developed for sale or external audiences, or both (that is, not internal training), CPE program sponsors must make the following information available in advance:

- Learning objectives
- Instructional delivery methods
- Recommended CPE credit and recommended field of study
- Prerequisites
- Program knowledge level
- Advance preparation
- Program description
- Course registration and, where applicable, attendance requirements
- Refund policy for courses sold for a fee or cancellation policy
- Complaint resolution policy
- Official NASBA sponsor statement, if an approved NASBA sponsor (explaining final authority of acceptance of CPE credits)

For CPE program sponsors whose courses are purchased or developed for internal training only, CPE program sponsors must make the following information available in advance:

- Learning objectives
- Instructional delivery methods
- Recommended CPE credit and recommended field of study
- Prerequisites (if required)
- Advance preparation (if required)
- Program knowledge level (for optional internal courses only)
- Program description (for optional internal course only)

S12-01. Disclose significant features of program in advance. For potential participants to effectively plan their CPE, the program sponsor must disclose the significant features of the program in advance (for example, through the use of brochures, websites, electronic notices, invitations, direct mail, or other announcements). When CPE programs are offered in conjunction with non-educational activities or when several CPE programs are offered concurrently, participants must receive an appropriate schedule of events indicating those components that are recommended for CPE credit. The CPE program sponsor's registration and attendance policies and procedures must be formalized, published, and made available to participants and include refund and cancellation policies as well as complaint resolution policies.

S12-02. Disclose advance preparation and prerequisites. CPE program sponsors must distribute program materials in a timely manner and encourage participants to complete any advance preparation requirements. All programs must clearly identify prerequisite education, experience, and advance preparation requirements, if any, in the descriptive materials. Prerequisites, if any, must be written in precise language so that potential participants can readily ascertain whether they qualify for the program.

Standard No. 13. CPE program sponsors must ensure that instructors are qualified with respect to both program content and instructional strategies used.

S13-01. Qualifications of instructors. Instructors are key ingredients in the learning process for any group or blended learning program. Therefore, it is imperative that CPE program sponsors exercise great care in selecting qualified instructors for all group or blended learning programs. Qualified instructors are those who are capable, through training, education, or experience, of communicating effectively and providing an environment conducive to learning. They must be competent and current in the subject matter, skilled in the use of the appropriate instructional strategies and technology, prepared in advance, and must strive to engage participants.

S13-02. Evaluation of instructor's performance. CPE program sponsors should evaluate the instructor's performance at the conclusion of each program to determine the instructor's suitability to serve in the future.

Standard No. 14. CPE program sponsors must employ an effective means for evaluating learning activity quality with respect to content and presentation, as well as provide a mechanism for participants to assess whether learning objectives were met.

S14-01. Required elements of evaluation. The objectives of evaluation are to assess participant and instructor satisfaction with specific programs and to increase subsequent program effectiveness. Evaluations, whether written or electronic, must be solicited from participants and instructors for the overall program, including self study and nano learning programs. Sponsors may elect to solicit evaluations for each session within an overall program. Evaluations determine, among other things, whether

- stated learning objectives were met.
- stated prerequisite requirements were appropriate and sufficient.
- program materials, including the qualified assessment, if any, were relevant and contributed to the achievement of the learning objectives.

- time allotted to the learning activity was appropriate.
- instructors were effective. (Note: This topic does not need to be included in evaluations for self study and nano learning programs.)

If the instructor is actively involved in the development of the program materials, then it is not necessary to solicit an evaluation from the instructor.

S14- 02. Evaluation results. CPE program sponsors must periodically review evaluation results to assess program effectiveness and should inform developers and instructors of evaluation results.

Standard No. 15. CPE program sponsors must ensure that instructional strategies employed are appropriate for the learning activities.

S15-01. Assess instructional strategy in context of program presentation. CPE program sponsors must assess the instructional strategies employed for the learning activities to determine whether the delivery is appropriate and effective.

S15-02. Facilities and technology appropriateness. Learning activities must be presented in a manner consistent with the program materials provided. Integral aspects of the learning environment that should be carefully monitored include the number of participants and the facilities and technologies employed in the delivery of the learning activity.

3.4 - Standards for CPE Program Measurement

Standard No. 16. Sponsored learning activities are measured by actual program length, with one 50-minute period equal to one CPE credit. Sponsors may recommend CPE credits under the following scenarios:

- **Group programs, independent study, and blended learning programs – A minimum of one full credit must be awarded initially, but after the first credit has been earned, credits may be awarded in one-fifth increments or in one-half increments (1.0, x.2, x.4, x.5, x.6, x.8, and so on).**
- **Self study – A minimum of one-half credit must be awarded initially, but after the first full credit has been earned, credits may be awarded in one-fifth increments or in one-half increments (0.5, 1.0, x.2, x.4, x.5, x.6, x.8, and so on).**
- **Nano learning – Credits must be awarded only as one-fifth credit (0.2 credit). A 20-minute program would have to be produced as two stand-alone nano learning programs.**

| CPE Program | Minimum initial credit that must be earned | After first full credit has been earned, credit may be earned in these increments, in addition to one whole credit |
|-------------------|--|--|
| Group | One | One-fifth or one-half |
| Independent study | One | One-fifth or one-half |
| Blended learning | One | One-fifth or one-half |
| Self study | One-half | One-fifth or one-half |
| Nano learning | One-fifth | Not applicable (single nano learning program is one-fifth credit) |

Only learning content portions of programs (including pre-program, post-program, and homework assignments, when incorporated into a blended learning program) qualify toward eligible credit amounts. Interactive, facilitated question and answer time between instructor and participants qualifies toward eligible credit amounts. Time for activities outside of actual learning content, including, for example, excessive welcome, introductions, and housekeeping instructions, and breaks, is not accepted toward credit.

At their discretion, CPE program sponsors may round down (but not up) CPE credits awarded for a CPE program to the nearest one-fifth, one-half, or whole credit increment as appropriate for the instructional delivery method. The increment chosen by the CPE program sponsor must be applied to all CPE program sessions (learning activities) within the same CPE program. Any resulting certificate(s) issued for the CPE program must also be awarded in the chosen increment for full credit; however, partial credit must be issued in only one-fifth, one-half, or whole increments. In addition, CPE program sponsors must ensure that the total credit for a CPE program is only in the allowable increment and should round down the credit if necessary. The CPA claiming the CPE credits should refer to the respective state board requirements regarding acceptability of one-fifth and one-half CPE credits.

S16-01. Learning activities with individual segments. For learning activities in which individual segments are less than 50 minutes, the sum of the segments would be considered one total program. For example, five 30-minute presentations would equal 150 minutes and would be counted as three CPE credits. When the total minutes of a sponsored learning activity are greater than 50, but not equally divisible by 50, the CPE credits granted must be rounded down to the nearest credit basis depending on the instructional delivery method of the program. For example, a group live program must be rounded down to the nearest one-fifth, one-half, or whole credit. Thus, learning activities with segments totaling 140 minutes would be granted two and four-fifths CPE credits if using one-fifth increments and two and one-half credits if using one-half increments.

For learning activities in which segments are classified in multiple fields of study, the CPE credits granted should first be computed based on the content time of the total program. Next, the CPE credits granted should be allocated to the fields of study based on the field of study content time. If the sum of the individual segments by field of study content time does not equal the CPE credits computed based on the content time for the total program, then the difference should be allocated to the primary field of study for the program.

S16-02. Responsibility to monitor attendance. Although it is the participant's responsibility to report the appropriate number of credits earned, CPE program sponsors must maintain a process to monitor individual attendance at group programs to assign the correct number of CPE credits. A participant's self-certification of attendance alone is not sufficient.

S16-03. Attendance monitoring mechanism for group Internet based programs. In addition to meeting all other applicable group program standards and requirements, group Internet based programs must employ some type of real time attendance monitoring mechanism to verify that participants are in attendance during the program. The attendance monitoring mechanism must be of sufficient frequency and lack predictability to ensure that participants have been engaged throughout the program. The attendance monitoring mechanism must employ at least three

instances of interactivity completed by the participant per CPE credit. CPE program sponsors should verify with respective boards of accountancy on specific interactivity requirements. After the first full credit and the three instances of interactivity, additional attendance monitoring mechanisms are required based on the additional credit amount of the program as follows:

| Additional Credit | Additional Monitoring Mechanisms |
|-------------------|----------------------------------|
| 0.2 | 0 |
| 0.4 | 1 |
| 0.5 | 2 |
| 0.6 | 2 |
| 0.8 | 3 |
| Next full credit | 3 |

Prior to the commencement of the group Internet based program, the CPE program sponsor must communicate how the participants can earn full credit, including the number of minutes of attendance required. Participants must be advised if the CPE program sponsor requires polling questions to be answered correctly in order to earn full CPE credit for the program. If polling questions are used for the attendance monitoring mechanism, the participant must be informed of the number of polling questions posted per CPE credit and how many must be answered in order to earn full credit for the program.

S16-04. Small group viewing of group Internet based programs. In situations where small groups view a group Internet based program such that one person logs into the program and asks questions on behalf of the group, documentation of attendance is required in order to award CPE credits to the group of participants. Participation in the group must be documented and verified by the small group facilitator or administrator in order to authenticate attendance for program duration.

S16-05 Internet enabled two-way video participation of group live programs. In situations where individual participants log into a group live program and are required to enable two-way video to participate in a virtual face-to-face setting (with cameras on), elements of engagement are required in compliance with S7-01 in order to award CPE credits to the participants. Participation in the two-way video conference must be monitored and documented by the instructor or attendance monitor in order to authenticate attendance for program duration. The participant-to-attendance monitor ratio must not exceed 25:1, unless there is a dedicated attendance monitor in which case the participant-to-attendance monitor ratio must not exceed 100:1.

S16-06. University or college credit course. For university or college credit courses that meet these CPE Standards, each unit of college credit shall equal the following CPE credits:

- Semester system 15 credits
- Quarter system 10 credits

S16-07. University or college noncredit course. For university or college noncredit courses that meet these CPE standards, CPE credit shall be awarded only for the actual classroom time spent in the noncredit course.

S16-08. Participant preparation time. Credit is not granted to participants for preparation time, unless the program meets the criteria for blended learning in Standard No. 11.

S16-09. Committee or staff meetings qualification for CPE credits. Only the portions of committee or staff meetings that are designed as programs of learning and comply with these Standards qualify for CPE credit.

Standard No. 17. CPE credit for self study learning activities must be based on one of the following educationally sound and defensible methods:

Method 1: Pilot test of the representative completion time

Method 2: Computation using the prescribed word count formula

If a pre-program assessment is used, the pre-program assessment is not included in the CPE credit computation.

S17-01. Method 1 – Sample group of pilot testers. A sample of intended professional participants must be selected to test program materials in an environment and manner similar to that in which the program is to be presented. The sample group must consist of at least three qualified individuals who are independent of the program development group.

- For those courses whose target audience includes CPAs, the sample group must be licensed CPAs in good standing, hold an active CPA license or the equivalent of an “active” CPA license in a U.S. jurisdiction, and possess the appropriate level of knowledge before taking the program.
For those sponsors who are subject to various regulatory requirements that mandate a minimum number of CPE credits and offer courses to non-CPAs, those courses do not have to be pilot tested by licensed CPAs.
- For those courses whose target audience includes CPAs and non-CPAs, the sample group must be representative of the target audience and contain both CPAs, as defined previously, and non-CPAs.

S17-02. Method 1 – CPE credit based on representative completion time. The sample does not have to ensure statistical validity; however, if the results of pilot testing are inconsistent, then the sample must be expanded or, if the inconsistent results are outliers, the inconsistent results must be eliminated. CPE credit must be recommended based on the representative completion time

for the sample. Completion time includes the time spent taking the final examination and does not include the time spent completing the course evaluation or pre-program assessment. Pilot testers must not be informed about the length of time the program is expected to take to complete. If substantive changes are subsequently made to program materials, whether in one year or over a period of years, further pilot tests of the revised program materials must be conducted to affirm or amend, as appropriate, the representative completion time.

S17-03. Method 1 – Requirement for re-pilot testing. If, subsequent to course release, actual participant completion time warrants a change in CPE credit hours, re-pilot testing is required to substantiate a change in CPE credit prospectively.

S17-04. Method 1 – Pilot testing when course is purchased from vendor or other developer. CPE program sponsors may purchase courses from other vendors or course developers. For purchased courses in which pilot tests were conducted and provided, CPE program sponsors must review results of the course developer’s pilot test results to ensure that the results are appropriate. For purchased courses in which no pilot tests were conducted or provided, CPE program sponsors must conduct pilot testing or perform the word count formula as prescribed in method 2 in S17-05.

S17-05. Method 2 – Basis for prescribed word count formula. The prescribed word count formula begins with a word count of the number of words contained in the text of the required reading of the self study program and should exclude any material not critical to the achievement of the stated learning objectives for the program. Examples of information material that is not critical and, therefore, **excluded** from the word count are course introduction, instructions to the participant, author/course developer biographies, table of contents, glossary, pre-program assessment, and appendixes containing supplementary reference materials.

Again, only course content text that is critical to the achievement of stated learning objectives should be included in the word count formula. If an author/course developer determines, for example, that including the entire accounting rule or tax regulation is beneficial to the participant, the accounting rule or tax regulation should be included as an appendix to the course as supplementary reference material and excluded from the word count formula. Only pertinent paragraphs or sections of the accounting rule or tax regulation required for the achievement of stated learning objectives should be included in the actual text of the course and, therefore, included in the word count formula.

Review questions, exercises, and qualified assessment questions are considered separately in the calculation and should not be included in the word count.

S17-06. Method 2 – Calculation of CPE credit using the prescribed word count formula. The word count for the text of the required reading of the program is divided by 180, the average reading speed of adults. The total number of review questions (including those above the minimum requirements), exercises, and qualified assessment questions is multiplied by 1.85, which is the estimated average completion time per question. These two numbers plus actual audio/video duration time (not narration of the text), if any, are then added together and the result divided by 50 to calculate the CPE credit for the self study program. When the total minutes of a self study

program are not equally divisible by 50, the CPE credits granted must be rounded down to the nearest one-half credit, one-fifth credit, or whole credit using the guidelines of Standard No.16.

$$\frac{[(\# \text{ of words}/180) + \text{actual audio/video duration time} + (\# \text{ of questions} \times 1.85)]}{50} = \text{CPE credit}$$

S17-07. Method 2 – Consideration of audio and video segments in word count formula. If audio and video segments of a self study program constitute additional learning for the participant (that is, not narration of the text), then the actual audio/video duration time may be added to the time calculation as provided in the prescribed word count formula. If the entire self study program constitutes a video, then the prescribed word count formula in S17-06 would consist of the actual video time plus the total number of review questions (including those above the minimum requirements), exercises, and qualified assessment questions multiplied by 1.85, divided by 50 (that is, there would be no word count for text used in the formula).

$$[\text{actual audio/video duration time} + (\# \text{ of questions} \times 1.85)] / 50 = \text{CPE credit}$$

S17-08. Method 2 – Word count formula when course is purchased from vendor or other developer. CPE program sponsors may purchase courses from other vendors or course developers. For purchased courses in which the word count formula was calculated, CPE program sponsors must review the results of the course developer’s word count formula calculation to ensure that results are appropriate. For purchased courses in which the word count formula calculation was not performed or provided, CPE program sponsors must perform the word count formula calculation or conduct pilot testing as described in method 1 in S17-01 and S17-02.

S17-09. CPE credit calculation for an adaptive learning self study program. CPE credit for an adaptive learning self study program must be based on one of the following educationally sound and defensible methods:

Adaptive Learning Method 1: Pilot test of the representative completion time

Adaptive Learning Method 2: Computation using the prescribed word count formula

S17-10. Adaptive learning Method 1 – Sample group of pilot testers. A sample of intended professional participants must be selected to test program materials in an environment and manner similar to that in which the program is to be presented. The sample group must consist of at least seven qualified individuals who are independent of the program development group.

- For those courses whose target audience includes CPAs, the sample group must be licensed CPAs in good standing, hold an active CPA license or the equivalent of an “active” CPA license in a U.S. jurisdiction, and possess the appropriate level of knowledge before taking the program.
- For those sponsors who are subject to various regulatory requirements that mandate a minimum number of CPE credits and offer courses to non-CPAs, those courses do not have to be pilot tested by licensed CPAs.

- For those courses whose target audience includes CPAs and non-CPAs, the sample group must be representative of the target audience and contain both CPAs, as defined previously, and non-CPAs.

S17-11. Adaptive learning self study Method 1 – CPE credit based on representative completion time. The sample does not have to ensure statistical validity; however, if the results of pilot testing are inconsistent, then the sample must be expanded or, if the inconsistent results are outliers, the inconsistent results must be eliminated. CPE credit must be recommended based on the representative completion time for the sample. Completion time includes the time spent taking the qualified assessment. Pilot testers must not be informed about the length of time the program is expected to take to complete. If substantive changes are subsequently made to program materials, whether in one year or over a period of years, further pilot tests of the revised program materials must be conducted to affirm or amend, as appropriate, the representative completion time.

S17-12. Adaptive learning self study Method 1 – Requirement for re-pilot testing. If, subsequent to course release, actual participant completion time warrants a change in CPE credit hours, re-pilot testing is required to substantiate a change in CPE credit prospectively.

S17-13. Adaptive learning self study Method 1– Pilot testing when course is purchased from vendor or other developer. CPE program sponsors may purchase courses from other vendors or course developers. For purchased courses in which pilot tests were conducted and provided, CPE program sponsors must review results of the course developer’s pilot test results to ensure that the results are appropriate. For purchased courses in which no pilot tests were conducted or provided, CPE program sponsors must conduct pilot testing as prescribed in S17-10 and S17-11.

S17-14. Adaptive learning self study Method 2 – Computation using the prescribed word count formula. For adaptive learning self study programs, the CPE credit issued must be based on the average word count formula calculation of each potential path the learner could take to complete the program using the prescribed word count formula as described in S17-16. All potential paths must be documented. For example, if the adaptive learning self study program has nine potential paths a learner could take to complete the program, then the word count formula must be calculated for each of the nine potential paths, with the sum of the results divided by nine.

S17-15. Adaptive learning self study Method 2 – Basis for prescribed word count formula. The prescribed word count formula begins with a word count of the number of words contained in the text of the required reading of the adaptive learning self study program and should exclude any material not critical to the achievement of the stated learning objectives for the program. Examples of information material that is not critical and, therefore, **excluded** from the word count are course introduction, instructions to the participant, author/course developer biographies, table of contents, glossary, pre-program assessment, and appendixes containing supplementary reference materials.

Again, only course content text that is critical to the achievement of stated learning objectives should be included in the word count formula. If an author/course developer determines, for

example, that including the entire accounting rule or tax regulation is beneficial to the participant, the accounting rule or tax regulation should be included as an appendix to the course as supplementary reference material and excluded from the word count formula. Only pertinent paragraphs or sections of the accounting rule or tax regulation required for the achievement of stated learning objectives should be included in the actual text of the course and, therefore, included in the word count formula.

Review questions, exercises, and qualified assessment questions are considered separately in the calculation and should not be included in the word count.

S17-16. Adaptive learning self study Method 2 – Calculation of CPE credit for each potential learning path using the prescribed word count formula. The word count for the text of the required reading of the program is divided by 180, the average reading speed of adults. The total number of review questions (including those above the minimum requirements), exercises, and qualified assessment questions is multiplied by 1.85, which is the estimated average completion time per question. These two numbers plus actual audio/video duration time (not narration of the text), if any, are then added together and the result divided by 50 to calculate the CPE credit for the adaptive learning self study program. When the total minutes of an adaptive learning self study program are not equally divisible by 50, the CPE credits granted must be rounded down to the nearest one-half credit, one-fifth credit, or whole credit using the guidelines of Standard No. 16.

$$[(\# \text{ of words}/180) + \text{actual audio/video duration time} + (\# \text{ of questions} \times 1.85)] / 50 = \text{CPE credit}$$

S17-17. Adaptive learning self study Method 2 – Word count formula when course is purchased from vendor or other developer. CPE program sponsors may purchase courses from other vendors or course developers. For purchased courses in which the word count formula was calculated, CPE program sponsors must review the results of the course developer's word count formula calculation to ensure that results are appropriate. For purchased courses in which the word count formula calculation was not performed or provided, CPE program sponsors must perform the word count formula calculation or conduct pilot testing as described in method 1.

Standard No. 18. CPE credit for nano learning programs must be based on the duration of the program including review questions or other content reinforcement tools plus the qualified assessment, which, when combined, should be a minimum of 10 minutes. The maximum credit to be awarded for a single nano learning program is one-fifth (0.2) credit. Sponsors must use Method 2 in S17-07 to confirm that the nano learning program is a minimum of 10 minutes and less than 20 minutes.

Standard No. 19. CPE credit for blended learning programs must equal the sum of the CPE credit determinations for the various completed components of the program. CPE credits could be determined by actual duration time (for example, audio/video duration time or learning content delivery time in a group program) or by a pilot test of the representative completion time as prescribed in S17-01 or word count formula as prescribed in S17-06 (for example, reading, games, case studies, and simulations).

Standard No. 20. Instructors and discussion leaders of learning activities may receive CPE credit for their preparation, review, and presentation time to the extent the activities maintain or improve their professional competence and meet the requirements of these Standards. Content reviewers of learning activities may receive CPE credit for actual review time up to the actual number of CPE credits for the program, subject to the regulations and maximums established by boards of accountancy.

S20-01. Instructor CPE credit parameters. Instructors, discussion leaders, or speakers who present a learning activity for the first time may receive CPE credit for actual preparation time up to 2 times the number of CPE credits to which participants would be entitled, in addition to the time for presentation, subject to regulations and maximums established by the boards of accountancy. For example, for learning activities in which participants could receive 8 CPE credits, instructors may receive up to 24 CPE credits (16 for preparation plus 8 for presentation). For repeat presentations, CPE credit can be claimed only if it can be demonstrated that the learning activity content was substantially changed, and such change required significant additional study or research.

When multiple presenters are actively involved in instructing one CPE program session for the first time, all presenters may receive the maximum CPE credit for preparation time up to 2 times the number of CPE credits to which the participants would be entitled, in addition to the time for presentation, subject to regulations and maximums established by the boards of accountancy. For example, a CPE program session (learning activity) with 3 presenters offers participants 1 CPE credit. Each presenter may receive up to 3 CPE credits (2 for preparation plus 1 for presentation).

S20-02. Presenting a program. The CPA claiming CPE credits should refer to respective state board requirements.

S20-03. Content reviewer CPE credit parameters. Content reviewers who review a learning activity for the first time may receive CPE credit for actual review time up to the actual number of CPE credits for the program, subject to regulations and maximums established by boards of accountancy. For repeat content reviews, CPE credit can be claimed only if it can be demonstrated that the learning activity content was substantially changed, and such change required significant additional study or research.

Standard No. 21. Writers of published articles, books, or CPE programs may receive CPE credit for their research and writing time to the extent it maintains or improves their professional competence.

S21-01. Requirement for content review. Writing articles, books, or CPE programs for publication is a structured activity that involves a process of learning. For the writer to receive CPE credit, the article, book, or CPE program must be formally reviewed by a content reviewer other than the writer. CPE credits should be claimed only upon publication.

S21-02. Authoring a program. As a general rule, receiving CPE credits for authoring and presenting the same program should not be allowed. The CPA claiming CPE credits should refer to respective state board requirements.

Standard No. 22. CPE credits recommended by a CPE program sponsor of independent study must not exceed the time the participant devoted to complete the learning activities specified in the learning contract.

S22-01. CPE credits agreed to in advance. The maximum credits to be recommended by an independent study CPE program sponsor must be agreed upon in advance and must be equated to the effort expended to improve professional competence. The credits cannot exceed the time devoted to the learning activities and may be less than the actual time involved.

3.5 - Standards for CPE Program Reporting

Standard No. 23. CPE program sponsors must provide program participants with documentation (electronic or paper) of their participation (certificate of completion), which includes the following:

- **CPE program sponsor name**
- **Participant's name**
- **Course title**
- **Date offered or completed**
- **If applicable, location**
- **Type of instructional delivery method used**
- **Amount of CPE credit recommended by field(s) of study**
- **Sponsor identification number**
- **State registration number, if required by the state boards**
- **NASBA time statement stating that CPE credits have been granted on a 50-minute hour**
- **Any other statements required by boards of accountancy**

The documentation should be provided as soon as possible and should not exceed 60 days (so that participants can report their earned CPE credits in a timely manner).

S23-01. Entity to award CPE credits and acceptable documentation. The CPE program sponsor is the individual or organization responsible for issuing the certificate of completion and maintaining the documentation required by these Standards. The entity whose name appears on the certificate of completion is responsible for validating the CPE credits claimed by a participant. CPE program sponsors must provide participants with documentation (electronic or paper) to support their claims of CPE credit. Acceptable evidence of completion includes the following:

- For group, blended learning, and independent study programs, a certificate or other verification supplied by the CPE program sponsor
- For self study and nano learning programs, a certificate supplied by the CPE program sponsor after satisfactory completion of a qualified assessment
- For instruction or content review credit, appropriate supporting documentation that complies with the requirements of the respective state boards subject to the guidelines in Standard No.20 in "Standards for CPE Program Measurement"
- For a university or college course that is successfully completed for credit, a record or transcript of the grade the participant received
- For university or college noncredit courses, a certificate of attendance issued by a representative of the university or college

- For published articles, books, or CPE programs:
 - A copy of the publication (or in the case of a CPE program, course development documentation) that names the CPA as author or contributor
 - A statement from the writer supporting the number of CPE hours claimed
 - The name and contact information of the content reviewer(s) or publisher

S23-02. Certificate issuance for simultaneous delivery of a group live and group Internet based program. In circumstances in which the CPE program sponsor is providing simultaneous delivery of group live and group Internet based programs, the CPE program sponsor must ensure that the delivery, attendance monitoring and documentation requirements of the respective instructional delivery methods are met, including the following:

- Group live program participants must be monitored for attendance as detailed in S16-02 and S16-05.
- The group live program must include at least one element of engagement related to course content during each full credit of CPE as detailed in S7-01.
- Group Internet based participants must respond to at least three attendance monitoring mechanisms per CPE credit as detailed in S16-03.
- Group live documentation requirements in S24-01 and S24-03.
- Group Internet based documentation requirements in S24-01 and S24-04.

If the individual delivery method and attendance requirements are met, then the CPE program sponsor, at its discretion, may issue the certificate of completion to all program participants by awarding CPE credits under the instructional delivery method attended by the majority of the participants.

Standard No. 24. CPE program sponsors must retain adequate documentation (electronic or paper) for a minimum of five years to support their compliance with these standards and the reports that may be required of participants.

S24-01. Required documentation elements. Evidence of compliance with responsibilities set forth under these Standards that is to be retained by CPE program sponsors includes the following:

- Records of participation.
- Dates and locations.
- Author/instructor, author/developer, and content reviewer, as applicable, names and credentials. For the CPA and tax attorney acting as an author/instructor, author/developer, and content reviewer for accounting, auditing, or tax program(s), the state of licensure, license number, and status of license should be maintained. For the enrolled agent acting in such capacity for tax program(s), information regarding the enrolled agent number should be maintained.
- Number of CPE credits earned by participants.
- Results of program evaluations.
- Program descriptive materials (course announcement information).

Information to be retained by CPE program sponsors includes copies of program materials, evidence that the program materials were developed and reviewed by qualified parties, and a record of how CPE credits were determined.

S24-02. Maintenance of documentation as basis for CPE credit for self study programs. For CPE program sponsors using method 1 (pilot tests) as the basis for CPE credit for self study programs, as well as adaptive learning self study programs, appropriate pilot test records must be retained regarding the following:

- When the pilot test was conducted
- The intended participant population
- How the sample of pilot testers was selected
- Names and credentials and relevant experience of sample pilot test participants
- For CPA pilot testers, the state of licensure, license number, and status of license should be maintained
- A summary of pilot test participants' actual completion time
- Statement from each pilot tester to confirm that the pilot tester is independent from the course development group and that the pilot tester was not informed in advance of the expected completion time

For CPE program sponsors using method 2 (word count formula) as the basis for CPE credit for self study programs, the word count formula calculation, as well as the supporting documentation for the data used in the word count formula (for example, word count; number of review questions, exercises, and final examination questions; duration of audio or video segments, or both, if applicable; and actual calculation), must be retained. For adaptive learning self study programs, all potential paths that a learner could take to complete the program must be documented and retained.

S24-03. Maintenance of documentation of element of engagement for group live programs. In addition to the requirements in S24-01, group live CPE program sponsors must retain the program outline, agenda, speaker notes or other documentation that evidences the element of engagement related to course content during each credit of CPE planned for the group live program. As noted in S7-01, in certain limited circumstances, such as a high-profile keynote session, an element of engagement may not be appropriate. In such cases, the sponsor should document the justification.

S24-04. Maintenance of documentation of attendance monitoring mechanisms for group Internet based programs. In addition to the requirements in S24-01, group Internet based CPE program sponsors must retain documentation that serves as the evidence of the individual participant response to the attendance monitoring mechanisms required in S16-03.

S24-05. Maintenance of documentation of instructions and information to participants regarding the components that comprise a blended learning program. In addition to the requirements in S24-01, blended learning CPE program sponsors must retain clear instructions and information that summarizes the different components of the blended learning program and what must be completed or achieved during each component in order to qualify for CPE credits. The CPE program sponsor must also retain documentation of the course progression and what CPE credits were earned by participants upon the completion of the components.

S24-06. Maintenance of documentation of an independent study program. The CPE program sponsor of independent study learning activities must retain the approved, signed independent study learning contract. The CPE program sponsor must also retain the documentation to evidence program completion, such as the written report developed by the participant, a certification that the participant has demonstrated the application of learning objectives, or a certification that the participant has performed a live demonstration, oral examination, or presentation to a subject matter expert.

Effective date:

Unless otherwise established by state licensing bodies or other professional organizations, these Standards are to be effective on January 1, 2024.



42nd Annual Conference for State Board Executive Directors

March 25 – 27, 2024 (Central Time)

AGENDA

Monday, March 25, 2024

9:00 – 1:00 pm **Executive Directors Committee Meeting** (*12 South 2*)
(Committee Members Only)

State Society Relations Committee Meeting (*12 South 1*)
(Committee Members Only)

12:00 – 2:00 pm **Registration** (*Broadway 2-3 Foyer*)

OPENING PLENARY SESSION

2:00 – 2:15 pm **Welcome** (*Broadway 2 & 3*)
(with Legal Counsel & State Society CEOs)

Presiding: D. Boyd Busby, CPA
Alabama State Board of Public Accountancy

2:15 – 3:00 pm **NASBA Report from Leadership** (*Broadway 2 & 3*)
(with Legal Counsel & State Society CEOs)

Speakers: Stephanie Saunders, CPA, 2032-2024 Chair
NASBA

Ken L. Bishop, President & CEO
NASBA

3:00 – 4:00 pm **PCAOB** (*Broadway 2 & 3*)
(with Legal Counsel & State Society CEOs)

Speakers: TBD

4:00 – 4:30 pm **Legal Cases and Federal Agency Discipline** (*Broadway 2 & 3*)



42nd Annual Conference for State Board Executive Directors

March 25 – 27, 2024 (Central Time)

AGENDA

(with Legal Counsel & State Society CEOs)

Speakers: Elizabeth Wolfe, Esq., Senior Regulatory Counsel
NASBA

4:30 – 5:00 pm **Legislative Update/Anti-Regulation & ARPL** (*Broadway 2 & 3*)
(with Legal Counsel & State Society CEOs)

Speakers: John Johnson, Director, Legislative & Governmental Affairs
NASBA

5:00 pm **Recess**

6:30 pm **Welcome Reception** (*Broadway 1*)
(with Legal Counsel & State Society CEOs)

Tuesday, March 26, 2024

7:15 – 8:30 am **Complimentary Headshots**

7:30 – 8:30 am **Breakfast** (*Broadway 1*)

MORNING PLENARY SESSION

8:30 – 9:00 am **Use of Title/Principal Place of Business** (*Broadway 2-3*)
(with State Society CEOs)

Speakers:

9:00 – 10:00 am **DOL** (*Broadway 2-3*)
(with State Society CEOs)



42nd Annual Conference for State Board Executive Directors

March 25 – 27, 2024 (Central Time)

AGENDA

Speakers: Marcus Aaron
Michael Auerbach

10:00 – 10:45am **Update from Professional License Task Force** (*Broadway 2-3*)
(with State Society CEOs)

Speakers:

10:45 – 11:00 am **Break**

11:00 – 11:30 am **Peer Enforcement Related Issues** (*Broadway 2-3*)
(with State Society CEOs)

Speakers:

11:30 – 12:00 **CPA Examination Update** (*Broadway 2-3*)
(with State Society CEOs)

Speakers: Colleen Conrad, CPA, Executive Vice President & COO
NASBA

Michael Decker, Vice President, CPA Examination and Pipeline – Public Accounting
AICPA

12:00 – 2:00 pm **Lunch** (*Broadway 1*)
(with Legal Counsel & State Society CEOs)

2:00 – 5:00 pm **NASBA Operations Tour** (*NASBA Offices*)
(with State Society CEOs)

5:00 pm **Adjourn**

Wednesday, March 27, 2024

7:15 – 9:00 am **Complimentary Headshots**

8:00 – 9:00 am **Breakfast** (*Broadway 1*)

MORNING PLENARY SESSION

9:00 – 9:30-am **Emerging Issues** (*Broadway 2-3*)
(with State Society CEOs)
Speakers:

9:30 – 10:30 am **CPE Audit Services** (*Broadway 2-3*)
(with State Society CEOs)
Speakers: Amy Tongate

10:30 – 11:00 am **IQEX & MRA Updates** (*Broadway 2-3*)
(with State Society CEOs)
Speakers: William Treacy

11:00 – 12:30 **Breakout Sessions**
(Closed Sessions)

Executive Directors (only) (*Belle Meade*)
Presiding: D. Boyd Busby, CPA
Alabama State Board of Public Accountancy

Board Staff (only) (*12 South*)

12:30 – 2:00 pm **Lunch** (*Broadway 1*)

AFTERNOON PLENARY SESSION



42nd Annual Conference for State Board Executive Directors

March 25 – 27, 2024 (Central Time)

AGENDA

2:00 – 3:30 pm

Breakout Sessions
(Closed Sessions)

Executive Directors (only) (*Belle Meade*)

Presiding: D. Boyd Busby, CPA
Alabama State Board of Public Accountancy

Board Staff (only) (*12 South*)

3:30 – 4:00 pm

Executive Director Q&A Session with NASBA Leadership
(Closed Session) (*Broadway 2-3*)

4:00 pm

Adjourn

6:30 pm

Honky Tonk Closing Celebration (*Offsite*)

Thursday, March 28, 2024

9:00 am – 12:00 pm

Executive Directors Committee Meeting (*Melrose*)



28th Annual Conference for Board of Accountancy Legal Counsel

March 25-March 27, 2024 (All times reflect Nashville, TN)

DRAFT AGENDA

Monday, March 25, 2024

12:00 – 2:00 pm **Registration Open**

OPENING PLENARY SESSION

2:00 – 2:15 pm **Welcome** (*Broadway 2-3 Foyer*)
(with Executive Directors & State Society CEOs)

Presiding:

2:15 – 3:00 pm **NASBA Report from Leadership** (*Broadway 2 & 3*)
(with Executive Directors & State Society CEOs)

Speakers: Richard N. Reisig, CPA, 2022-2023 Chair
NASBA

Ken L. Bishop, President & CEO
NASBA

3:00 – 4:00 pm **PCAOB** (*Broadway 2 & 3*)
(with Executive Directors & State Society CEOs)

Speakers: TBD

4:00 – 4:30 pm **Legal Cases and Federal Agency Discipline** (*Broadway 2 & 3*)
(with Executive Directors & State Society CEOs)

Speakers: Elizabeth Wolfe, Esq., Senior Regulatory Counsel
NASBA



28th Annual Conference for Board of Accountancy Legal Counsel

March 25-March 27, 2024 (All times reflect Nashville, TN)

DRAFT AGENDA

4:30 – 5:00 pm

Legislative Update/Anti-Regulation & ARPL (*Broadway 2 & 3*)
(with Executive Directors & State Society CEOs)

Speakers: John Johnson, Director, Legislative & Governmental Affairs
NASBA

5:00 pm

Recess

6:00 pm

Welcome Reception (*Broadway 1*)
(with Executive Directors & State Society CEOs)



28th Annual Conference for Board of Accountancy Legal Counsel

March 25-March 27, 2024 (All times reflect Nashville, TN)

DRAFT AGENDA

Tuesday, March 26, 2024

7:15 – 8:30 am **Complimentary Headshots**

7:30 – 8:30 am **Breakfast** (*Broadway 1*)

MORNING PLENARY SESSION

8:30 – 9:45 am **Legal Session 1: Enforcement – Perspective from previous PCAOB Director of Enforcement** (*SOBRO*)

Speaker: Claudius Modesti

9:45 – 10:30 am **Legal Session 2: Roll Call Kickoff** (*SOBRO*)

Moderators: Elizabeth Wolfe, Esq., Senior Regulatory Counsel
NASBA

Maria Caldwell, Esq., Chief Legal Office & Director of
Compliance Services, NASBA

10:30 – 10:45 am **Break** (*Coffee Available in Broadway Foyer*)

10:45 – 12:00 pm **Legal Session 3: Artificial Intelligence – Introduction, Implications and Benefits**
(*SOBRO*)

Speaker: A.J. Bahou, Esq.

12:00 – 2:00 pm **Lunch** (*Broadway 1*)
(with Executive Directors & State Society CEOs)

AFTERNOON PLENARY SESSION

2:00 – 3:00 pm **NASBA Office Tour** (*Depart from SOBRO*)

Moderators: Elizabeth Wolfe, Esq., Senior Regulatory Counsel



28th Annual Conference for Board of Accountancy Legal Counsel

March 25-March 27, 2024 (All times reflect Nashville, TN)

DRAFT AGENDA

NASBA

Maria Caldwell, Esq., Chief Legal Office & Director of Compliance Services, NASBA

3:00 – 3:45 pm **Legal Session 5: Judicial Deference/Chevron History and Update Rulemaking Process (SOBRO)**

Speaker: Professor Amy Moore, Belmont University College of Law
[TEACHES ON MON. AND WED., SO NEEDS TO SPEAK ON TUES. TIME IS FLEXIBLE
THOUGH]

3:45 -4:00 pm **Break**

4:00 – 5:00 pm **Legal Session 6: Securities & Exchange Commission: Enforcement Update (SOBRO)**

Speaker: Ryan Wolfe

5:00 pm **Recess**

Wednesday, March 27, 2024

7:15 – 9:00 am **Complimentary Headshots**

8:00 – 9:00 am **Breakfast (Broadway 1)**

MORNING PLENARY SESSION

9:00 – 10:30 **Legal Session 7: Roll Call (Legal Breakout Session) (SOBRO)**

Moderators: Elizabeth Wolfe, Esq., Senior Regulatory Counsel
NASBA



28th Annual Conference for Board of Accountancy Legal Counsel

March 25-March 27, 2024 (All times reflect Nashville, TN)

DRAFT AGENDA

Maria Caldwell, Esq., Chief Legal Office & Director of Compliance Services, NASBA

10:30 – 11:15 pm **Legal Session 8: Rulemaking Process (SOBRO)**

Speakers: Laura Martin [FLEXIBLE ON DATE/TIME SO CAN MOVE IF NEED TO]

11:15 – 12:30 pm **Legal Session 9: Open Records (SOBRO)**

Speakers: Toni Chadwick, TN Open Records Counsel, Office of General Counsel [SCHEDULE IS FLEXIBLE]

12:30 – 2:00 pm **Lunch (Broadway 1)**

2:00 – 3:00 pm **Legal Session 10: Leave open for additional Roll Call or to end conference early (SOBRO)**

Speakers: TBD

3:00 – 3:15 pm **Conference Recap, Questions, Announcements, Etc. or Possible Session 11 (SOBRO)**

6:30 pm **Closing Social Event (Offsite)**

Accountancy Travel Budget 2023-2024

| Fiscal year: | Out-of-state | |
|-------------------------------|--------------|--|
| 2017 – 2018 | \$ | 21,141 |
| 2018 – 2019 | \$ | 21,368 |
| 2019 – 2020 | \$ | N/A - only one conference out of state |
| 2020 – 2021 | \$ | - No Out of State Travel due to COVID |
| 2021 – 2022 | \$ | 16,926 |
| 2022 – 2023 | \$ | 23,660 |
| Projected Out-of-state | | |
| 2023 – 2024 | \$ | 29,595 |

Out of State travel:

Annual meeting New York, NY – October 2023

| | | | | |
|---------------|---------------------|----|-------|------------|
| | Registration | \$ | 795 | |
| Attendees | Hotel | \$ | 1,600 | (4 nights) |
| Administrator | Transportation | \$ | 500 | |
| Board Member | Meals | \$ | 100 | |
| Board Member | Miscellaneous | \$ | 200 | |
| | Total per person | \$ | 3,195 | |
| 3 | Total all attendees | \$ | 9,585 | |

Executive Director and Legal Conference, site TBD -- March 2024

| | | | | |
|---------------------|---------------------|----|--------|------------|
| Attendees | | | | |
| | Registration | \$ | 795 | |
| Program Coordinator | Hotel | \$ | 900 | (3 nights) |
| Attorney - Advice | Transportation | \$ | 500 | |
| Investigator | Meals | \$ | 100 | |
| Attorney - ODC | Miscellaneous | \$ | 150 | |
| | Total per person | \$ | 2,445 | |
| 5 | Total all attendees | \$ | 12,225 | |

Regional meeting, site TBD – June 2024

| | | | | |
|---------------|---------------------|----|-------|------------|
| | Registration | \$ | 795 | |
| Attendees | Hotel | \$ | 1,050 | (3 nights) |
| Administrator | Transportation | \$ | 500 | |
| Board Member | Meals | \$ | 100 | |
| Board Member | Miscellaneous | \$ | 150 | |
| | Total per person | \$ | 2,595 | |
| 3 | Total all attendees | \$ | 7,785 | |

The costs for out of state conferences was estimated but may vary due to unpredictable costs for hotel and airfare. Occasionally there will be a two day meeting to deal with a pressing topic. Usually the Administrator and the Chairman will attend.

The BOA believes it is very important to participate in national efforts to regulate the profession. It is also included in their powers and duties under section 40-2-70, Powers and duties of the board (8) participate in national efforts to regulate the accounting profession, and also under section 40-2-10(D), The budget of the board must include adequate funds for the expenses of administering the provisions of this chapter, which may include, but is not limited to...participation in national efforts to regulate the accounting profession.

Attendees for NASBA Conference:

NASBA 42nd Annual Conference for Executive Directors and Board Staff

Administrator – Susanna Sharpe

Program Coordinator – Chelsea Buchanan

NASBA 29th Annual Conference for Board of Accountancy Legal Counsel

Attorney Advice Counsel – Ely Grote

Attorney ODC – Shelby Sutusky

Investigator – Jamie Keller

2024 Eastern Regional Meeting

Chair – Chris Huggins

Vice Chair – Ken Whitener

Administrator – Susanna Sharpe

Susanna Sharpe

From: NASBA <PLTF@nasba.org>
Sent: Tuesday, December 26, 2023 3:01 PM
To: Susanna Sharpe
Subject: NASBA Professional Licensure Task Force Concept Exposure

---- SCDLLR NOTICE (M365) ----

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NASBA

Mission Driven - Member Focused



NASBA Professional Licensure Task Force Concept Exposure

Equivalent Licensure Model

In October, during my inaugural address at NASBA's annual meeting, I discussed the creation of a Professional Licensure Task Force (Task Force) whose charge was to consider new concepts for CPA licensure that may be included in the UAA to update the current licensure model.

Since its creation, the task force has met twice. It held an in-person meeting at NASBA's offices in Nashville on November 20 and it held a virtual meeting on December 18. During its meetings, the task force discussed the history of the current education model, the education required under Mutual Recognition Agreements, and the Experience, Learn and Earn and experiential learning models that have been introduced during 2023. The committee agreed that the general principles adopted for ELE: cost effective; rigorous education component; and scalable to firms and employers of all sizes, should apply to the development of a structured professional program. The task force also discussed outreach to the AICPA's National Pipeline Advisory Group's Substantial Equivalency work group.

Following these discussions, the Task Force believes it is important to share its discussion to date and solicit directional input from the boards of accountancy and other interested parties.

General Concept: Through its discussions, the Task Force has narrowed its discussions on a structured experiential learning program that would provide for education, documented experience, and other elements that would provide an equivalent path to licensure without the need of having a fifth year to complete a 150-hours education program that would appear on an accredited transcript. This additional path, to be defined in greater detail, would include an education and experience component to measure a participant's competency to be licensed as a CPA and would be considered equivalent to the current 150-hour pathway defined in the Uniform Accountancy Act. The development of a structured professional program would require legislative, and rules changes in some states and may impact interstate mobility in some states until all states have adopted the new equivalent path.

The elements of this concept are not unprecedented for U.S. licensure. For decades, international candidates have achieved licensure through the completion of a baccalaureate degree followed by a professional program that includes documented experience, educational components, and measurement.

The concept being discussed for the U.S. would minimally require that all mandatory accounting and business requirements are achieved in addition to having a baccalaureate degree.

Question: Do you believe that the Professional Licensure Task Force should continue to focus its discussions on an equivalent path to licensure that defines a structured professional program that would qualify an individual for licensure as a CPA?

REPLY TO CONCEPT EXPOSURE

We encourage the State Boards and other interested parties to consider these proposed changes and send any comments or recommendations to the UAA Committee via PLTF@nasba.org by March 31, 2024.

Sincerely,

Stephanie Saunders, CPA
Chair, NASBA



NASBA | 150 Fourth Avenue North | Suite 700 | Nashville, TN | 37219-2417
Phone: 615-880-4200 | Website: www.nasba.org

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PROFESSIONAL LICENSURE TASK FORCE UPDATE

Stephanie Saunders

Nicola Neilon

Sue Coffey

MEET THE TASK FORCE



Stephanie Saunders
Chair



Bob Cedergren



Sue Coffey



Meghan Durst



Steve Grice



David Knoble



Niki Neilon



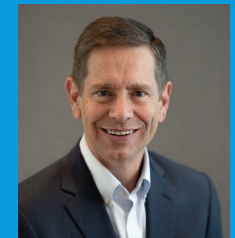
Boyd Search



Bill Treacy



Ken Bishop
Observer



Dan Dustin
Staff Liaison

IDENTIFYING THE ISSUE

Not enough CPAs to provide services to the public now and the near future.

- Why?

- Large population of Baby boomer CPAs retiring
- US population decline
- Less individuals going to college to college – due to cost? Or students do not see a ROI for the additional time and cost? Are there other opportunities for less cost?
- Problems with Firms and Businesses retaining CPAs
- Image of the profession – Work/life balance, boring, lack of advancement, relevancy in society
- Compensation – degrees with less than 150 education requirements may have higher starting salaries (even though long term may stagnant)

PRIOR DISCUSSIONS

- Task force reviewed the history of the current education model
- Mutual Recognition Agreements between other countries and the United States
- Discussion of Experience, Learn and Earn (ELE), Experiential Learning and MRAs at prior NASBA annual and regional meetings

WHY A TASK FORCE?

- Continuing discussions among all stakeholders/media concerning education/experience requirements especially due to lack of diversity & cost of education as a barrier
- AICPA NASBA ELE pilot program provided lower cost accredited education after attaining a Bachelors in Accounting, includes the ability to work and take other than required courses for licensure to meet the 150 licensure requirement but will it do enough?
- Pending legislation in various states who do not have enough CPAs to provide services to protect the public – state & local government audits especially – if state accountancy laws are changed that are not in conformity with UAA minimum requirements as they are looking at less education but more experience – there could be a loss of substantial equivalency/mobility
- Yet MRAs with various countries allow non-domestic candidates to become US CPAs with different education but more experience than domestic candidates

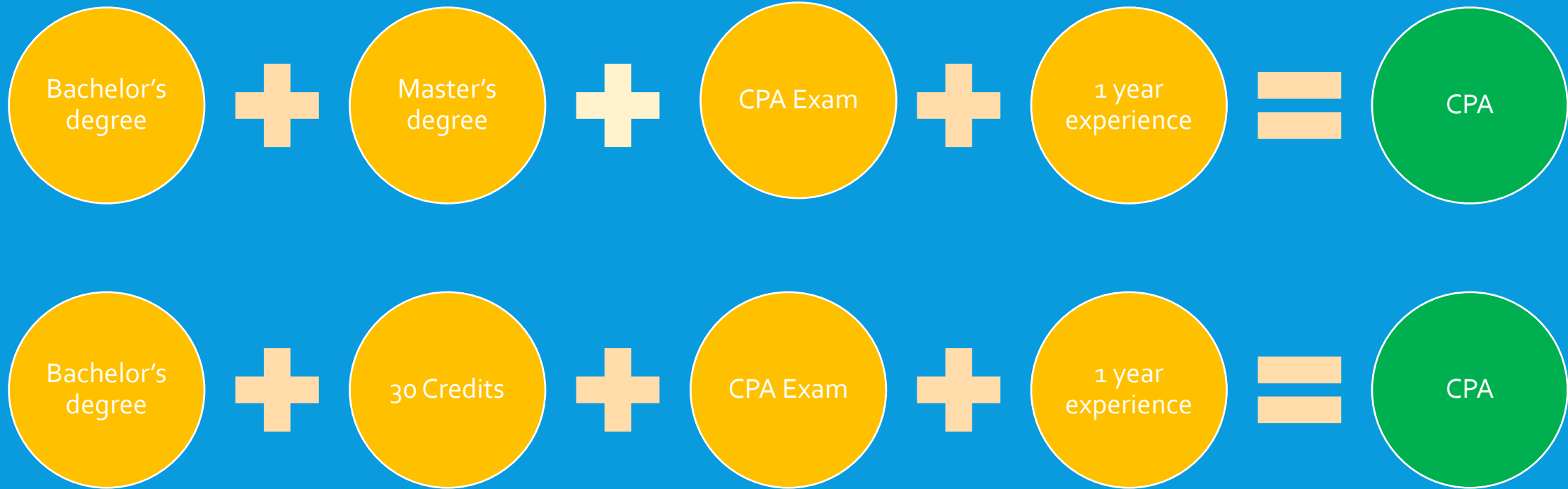
TASK FORCE CHARGE

Consider new concepts for CPA licensure that may be included in the UAA to update the current licensure model.

TASK FORCE PRINCIPLES

- Establish an equivalent pathway in the UAA
- Protects the public interest
- Cost effective
- Maintains rigor (minimum competencies of a newly licensed CPA)
- Available to firms and businesses of all sizes
- Defines minimum timeframe to complete
- Establishes an evaluation process to assess completion of program

TODAY'S MODEL



30 Credits: Experience, Learn and Earn (ELE)
Experiential Learning
Flexible 30 (student defined)

THE “REAL ISSUES”

- The inability to hire CPAs (particularly in smaller firms)
- A shortage of auditors
- CPAs leaving public practice
- A shortage of new CPAs entering the marketplace

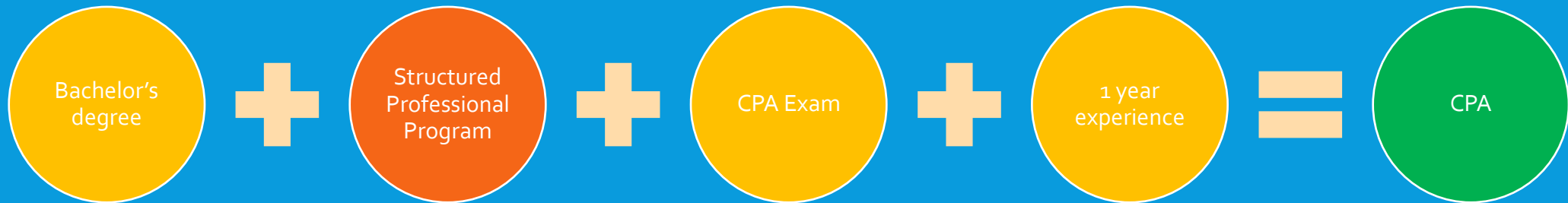
MUTUAL RECOGNITION AGREEMENTS

- Credential issued by foreign authority that regulates the profession
- Credential entitles holder to issue financial statements
- Issued based on education, examination, and experience requirements established by foreign authority or law
- International Qualifications Appraisal Board (IQAB) determines compliance with UAA

MRA EDUCATION EVALUATION

- IQAB evaluates education to verify it is substantially equivalent to the requirements in the UAA
- Foreign education models differ from the US model
- No focus on accredited education or education posted on a transcript
- Dozens of CPAs have been licensed under MRAs
- No impact on substantial equivalency or mobility

STRUCTURED PROFESSIONAL PROGRAM



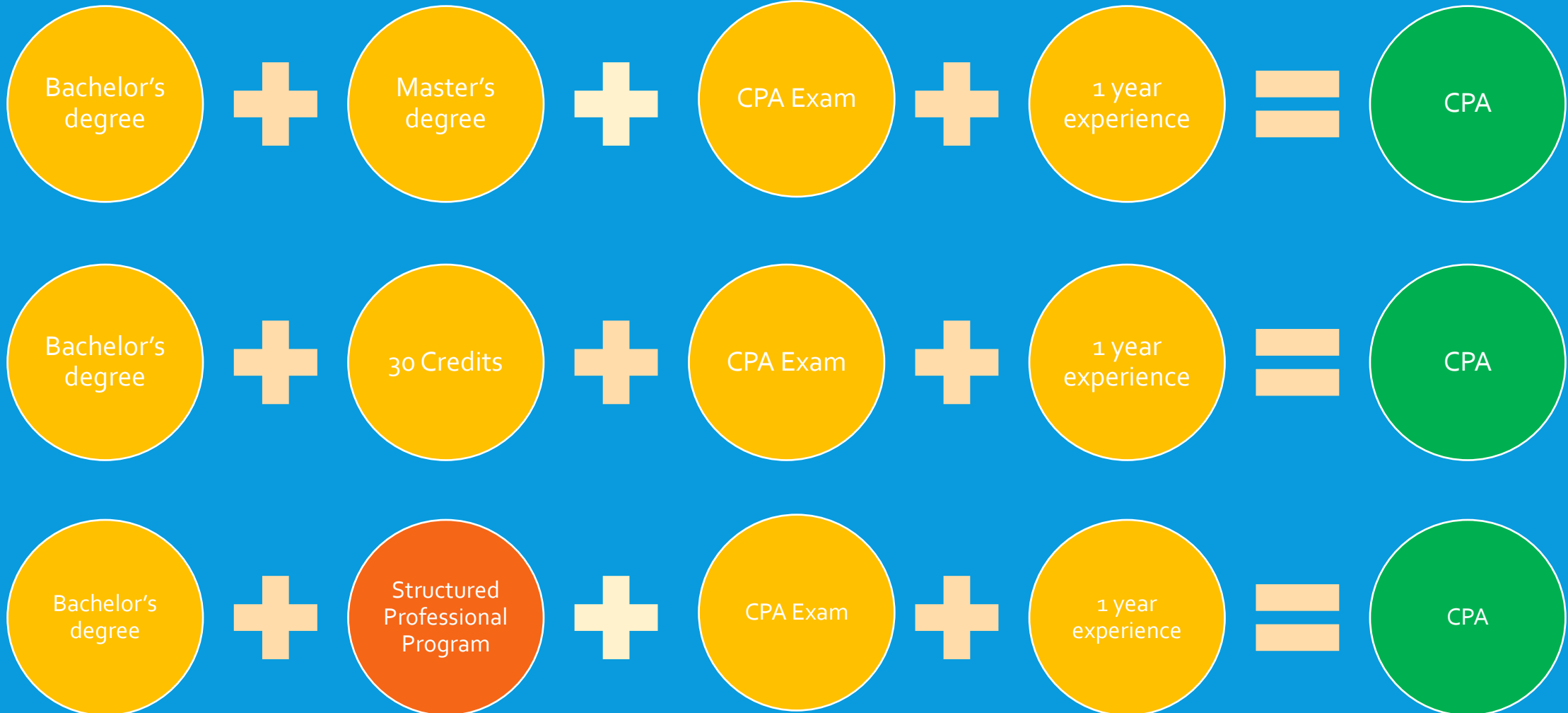
WHAT MIGHT QUALIFY IN A STRUCTURED PROFESSIONAL PROGRAM

- Focus on the disciplines of the profession and business & industry: audit, attest and financial reporting; tax planning and preparation; information systems and controls
- Developing experience rubrics based on defined competencies
- What types of experience might qualify
 - Military experience
 - Certificate programs
 - Formal staff training programs
 - Accredited and nonaccredited programs

DEVELOPING AND DEFINING COMPETENCIES (POSSIBLE SOURCES)

- Board of Accountancy defined competencies
 - CPA Evolution Model Curriculum
 - AICPA Pre-certification Core Competency Framework
 - AICPA Competency Framework - Assurance Services
 - AICPA Exam Blueprint
 - Other sources???
-
- How to measure competency: formalized coursework, learning/training modules, other?

POSSIBLE FUTURE MODEL



SUBSTANTIAL EQUIVALENCY AND MOBILITY

The importance of maintaining
Substantial Equivalency and Mobility

Most jurisdictions follow the UAA or
the BOA has latitude in laws/rules

Nine jurisdictions require 150 hours of
education in state law

Mobility may be interrupted to some
extent during transition

▪ Possible Fact Pattern:

1. The UAA is amended with an equivalent path.
2. State A has amended its statute to coincide with the equivalent path defined in the UAA and as a result is determined to remain substantially equivalent to the UAA
3. State B has not yet enacted a statutory change to adopt the new equivalent path.
4. If State B has adopted the provisions in UAA Section 23, a CPA licensed in State A could practice under mobility in State B because State A is determined to have licensure requirements that are substantially equivalent to the UAA.



National Pipeline Advisory Group

Talent Solutions Tabletop Discussion
Jan 8 – NASBA Webcast

Sue Coffey, CPA, CGMA, Executive Sponsor National Pipeline
Advisory Group, CEO - Public Accounting, AICPA

Discussion topics

- 2 distinct but complementary efforts
 - Pipeline Acceleration Plan execution
 - Development of data-driven, stakeholder inclusive National Pipeline Strategy
- Alignment and collaboration with NASBA's Professional Licensure Task Force
- Regional webinars for state board of accountancy chairs and executive directors

Two distinct but complementary pipeline efforts



AICPA Pipeline Acceleration Plan

A set of key initiatives to address root causes of pipeline issues



National Pipeline Advisory Group

Cohesive strategic plan for the profession created by the profession

**DATA
DRIVEN**

Pipeline Acceleration Plan: Addressing root causes



Experience, Learn & Earn Program



Addressing firm culture and business model challenges



30-hour communication campaign



Extending 18-month exam window



Examining Uniform Accountancy Act variances



High school and college strategies



STEM recognition



AICPA Foundation and scholarships



Expansion of 529 funds to CPA Exam costs



Government audit and finance collaboration



Best practices for offshore talent



CPA image campaign

The National Pipeline Advisory Group



9 Men
13 Women



State Societies



Big 4



Large Firm



Midsized Firm



Small firm



NASBA



Academics & AAA



Semi-retiree



Diversity, equity, & inclusion



Former board of accountancy member



AICPA



Leadership Academy graduates



Business and Industry



Tax practitioners



UAA Committee



Forensic accountant



Consultants

National pipeline strategy phases 1 and 2

1. Pipeline study and learning

- ✓ Defining “pipeline”
- ✓ Identifying life stages
- ✓ Soliciting feedback via polling and including more external stakeholders
(1,600 responses so far)
- ✓ Immersing in survey data, funnel data
- ✓ Learning about substantial equivalency, 3Es and mobility
- ✓ Everything has been on the table for discussion

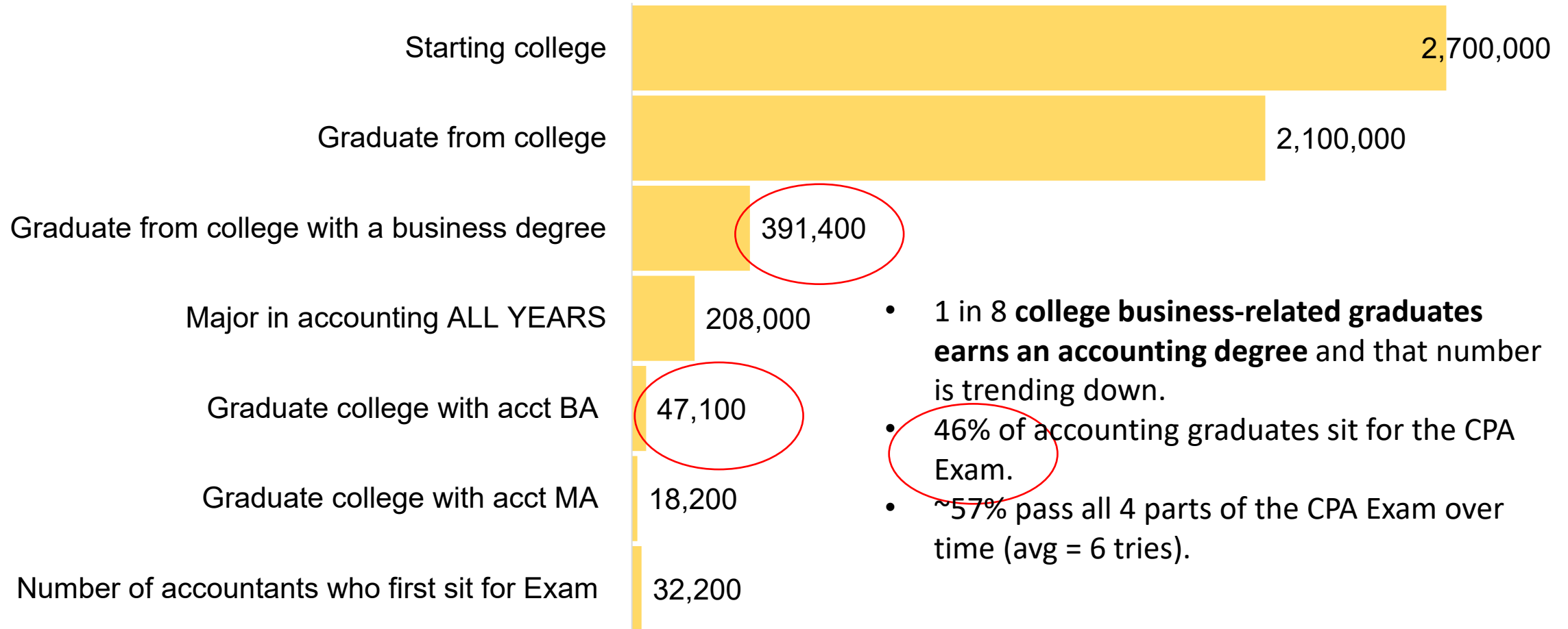
2. Pipeline leakage identification / prioritization

- ✓ Qualitative and quantitative
- ✓ Forming working groups to progress multiple work streams at the same time
- ✓ Updating polling survey
- ✓ Updating AICPA Council
- National survey**
- Focus Groups/Forums with Key Stakeholders**

Themes in the data and feedback so far...we can

- Tell a more compelling story about what we do and our impact on the economy, businesses and local communities
- Address the cost and time of education
- Make the academic experience more engaging
 - *Course names, pull through vs weed out, redesign introductory classes, training for HS teachers, provide enhanced resources for teachers/professors*
- Provide better support to CPA Exam candidates
 - *Supporting candidates through CPA Exam to licensure, monetary support (scholarships, reimbursements, etc.), providing access to information, simplifying processes*
- Enhance employee experience by evolving business models/cultures
 - *Best practices for supporting CPA exam takers, under-represented team members, offering flexibility, increased starting salaries, mentoring, more of a presence in HS and on-campus*

Why? Examining the pipeline funnel



Why?
SENTIMENT –
WORKLOAD IS
A *FLASHPOINT*

91%

Agree or strongly agree the ongoing
high volume of work makes
accounting feel like a more
challenging career

Why? Turnover trend – highest turnover segment

41%

Reported highest turnover at the **3-5 year staff or supervisor mark**



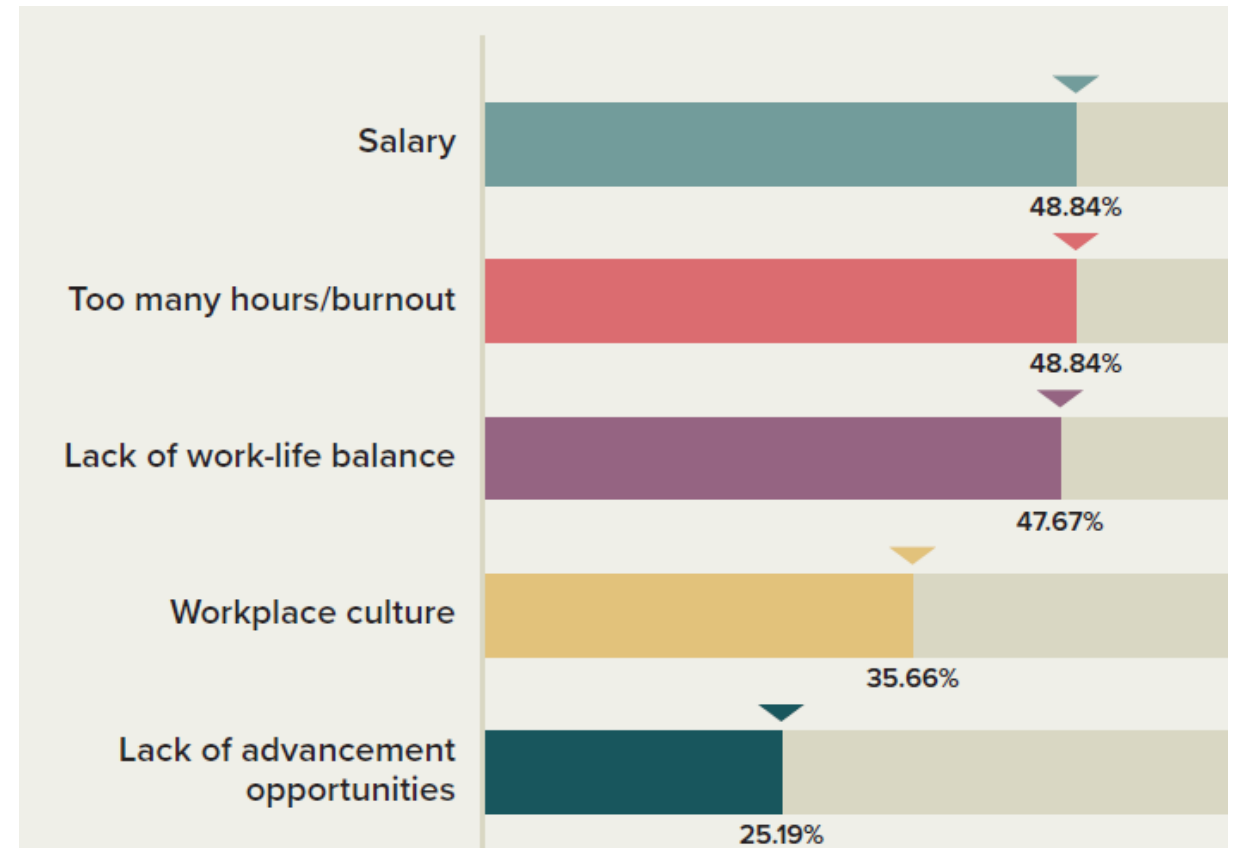
Source: National Pipeline Advisory Group polling of 1,600 people in partnership with state CPA societies

Why? Turnover trends and triggers

- Voluntary turnover for 18-38 year old respondents in the last two years was **39%**
- **26% of accounting and finance professionals in that age group intended to leave their current employer** in the next 12 months and 8% intend to leave the profession.
- Contributing factors: job satisfaction, career advancement, work flexibility, employee engagement, and a sense of belonging.

Source: Robert Half, IMA, Association of Accountants and Finance Professionals in Businesses

Top reasons for leaving:



Source: Illinois CPA Society

Students rate better balance as an influential factor in deciding major

Influences that may change accounting majors' minds about not becoming CPAs

| Responses | % of Total |
|--|------------|
| Better work-life balance | 69.2 |
| More career path opportunities | 64.0 |
| Better understanding of the impact and meaning of the work | 63.3 |
| More opportunities for career advancement | 63.2 |
| Higher pay, especially at start of career | 61.8 |

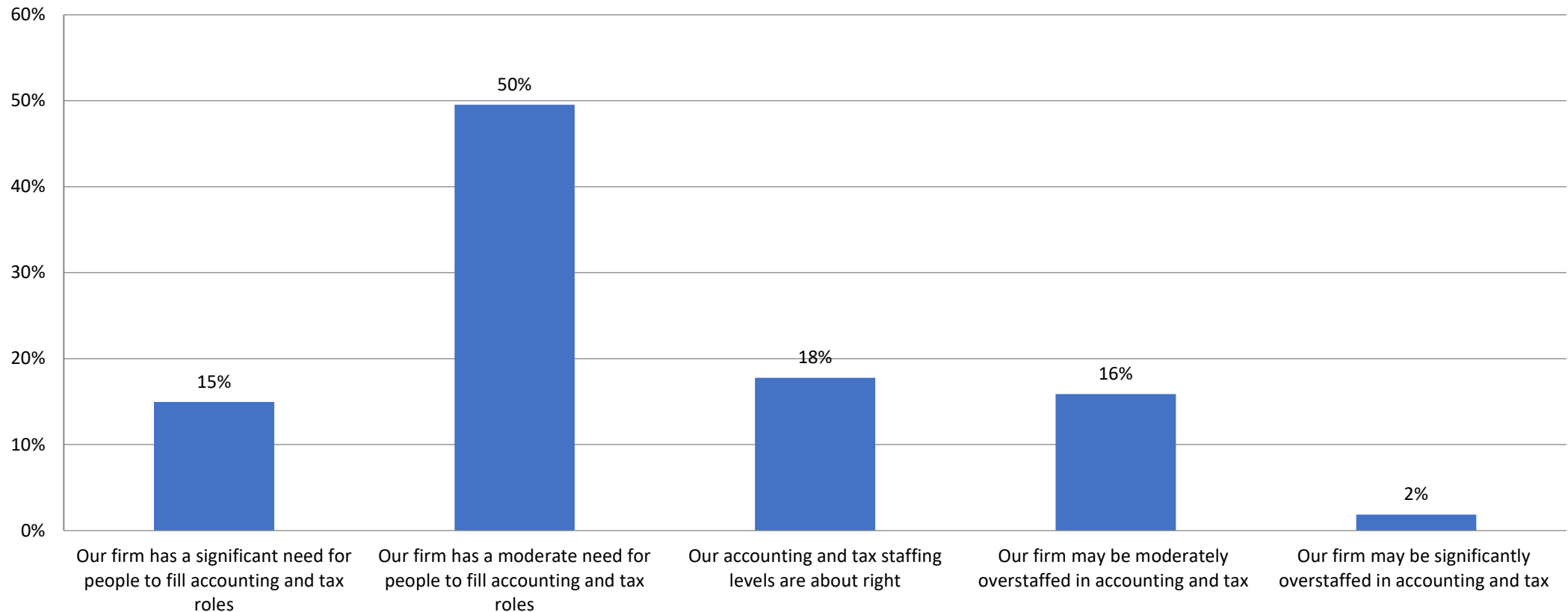
Influences that may change business administration majors' minds about not becoming CPAs

| Responses | % of Total |
|---|------------|
| Higher long-term earning potential | 66.2 |
| Better work-life balance | 65.2 |
| More opportunities for career advancement | 64.2 |
| More career path opportunities | 64.0 |
| Higher pay, especially at start of career | 63.9 |

Source: PICPA

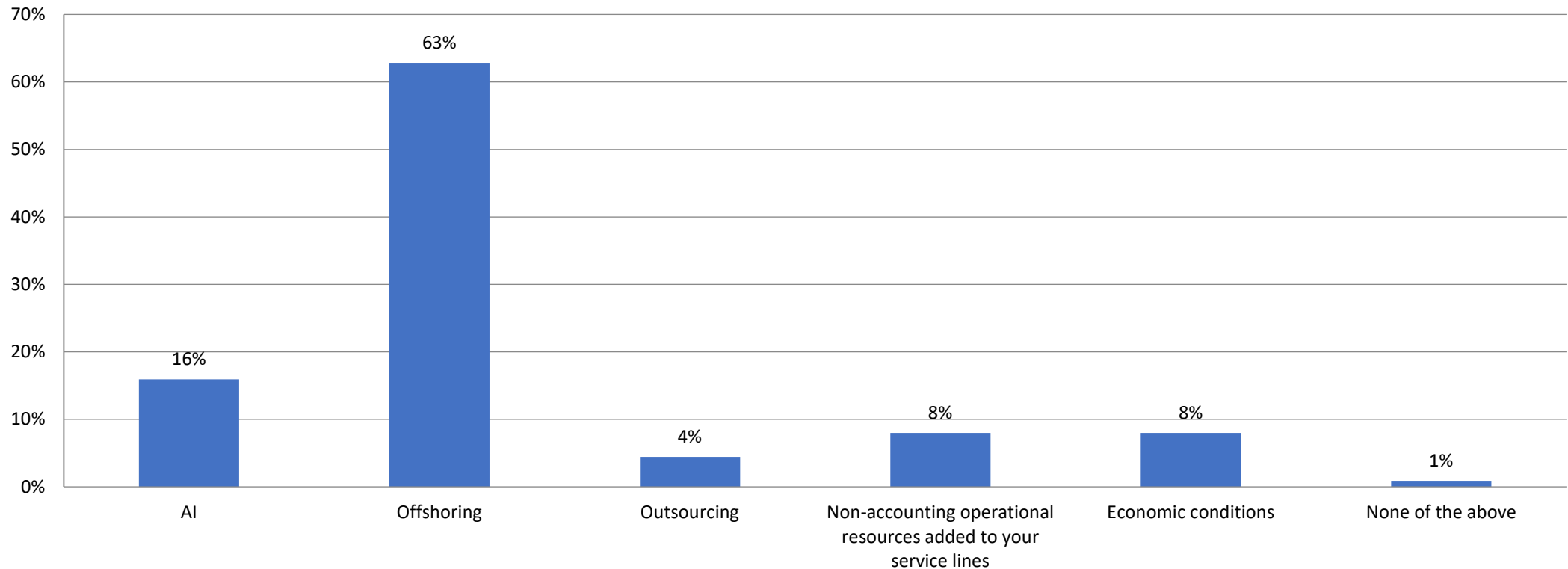
The environment is changing somewhat

How would you describe your firm's current staffing level? (choose only one)

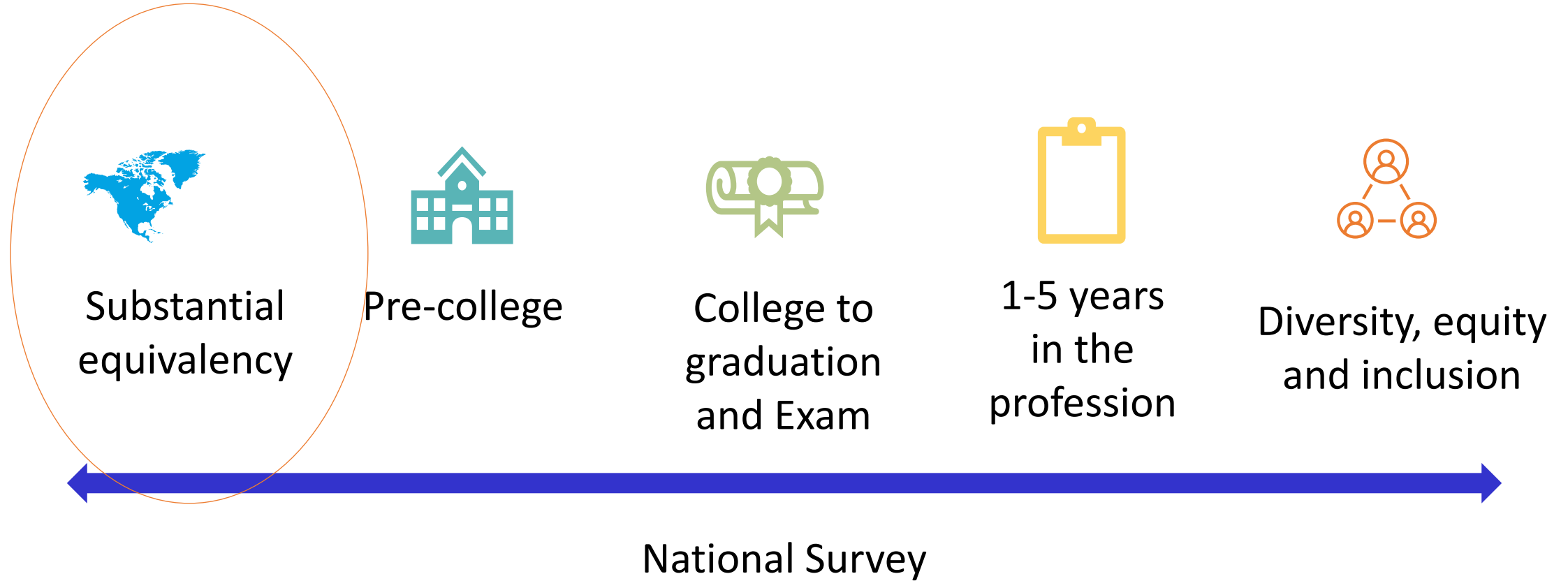


The environment is changing somewhat

Which of these will most impact your accounting and tax capacity in the next 2 years
(choose only one)



NPAG working group areas



Addressing licensure cost, time while minimizing impact on mobility

One option NPAG is weighing:

- Experiential learning for 30 hours of credit
- Awarded (or not) by an accredited university
- On (or not) a college transcript

“On a transcript” addresses time pressure but does not address cost

Addressing cost by getting credits outside the university system **has a bigger impact on mobility**



Some other options being discussed.....

- 30 hours defined/prescribed
(taking flexibility out of the system)
- 30 hours of internships
- 30 hours of CPA Exam prep either
by a university or other provider
- More standardization and
consistency of education courses
from state to state



NPAG remaining work phases



SOLUTION DEVELOPMENT

- Developing and prioritizing ideas and solutions, programs to amplify
- Outreach, testing ideas and getting perspectives
- Testing solution concepts in the national survey
- Reporting on national survey results; adjusting solutions
- Defining measures of success



CREATING THE STRATEGIC PLAN

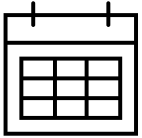
- Draft plan by May 2024



EXECUTION AND IMPLEMENTATION

- Involving stakeholders who will tailor the strategies for their purposes
- Measuring success and adjusting approaches for 3-year and 5-year horizon

January 25th Webcast with state board chairs and executive directors



Focus:

- Feedback from firms (MFG, G400, PCPS, AICPA committees) and state CPA societies on potential pipeline solutions
- Continued discussion on experiential learning models
- Alignment and collaboration between NPAG and NASBA Professional Licensure Task Force
- Time for insights, suggestions, questions
- Polling/survey

Thank you

Questions and comments: CPA-Pipeline@aicpa-cima.com