# Code of Ethics Training Requirements (Existing Members)

**Professional Standards Policy Statement No. 48 provides:**

Effective January 1, 2001 through December 31, 2004, and for successive four (4) year periods ending December 31, 2016, REALTORS® were required to complete quadrennial ethics training of not less than two (2) hours and thirty (30) minutes of instructional time. Beginning January 1, 2017 through December 31, 2018, and for successive two (2) year periods thereafter, REALTORS® were required to complete biennial ethics training of not less than two (2) hours and thirty (30) minutes of instructional time. In 2019, the Board of Directors extended the training requirement from every two (2) years to every three (3) years and extended the then current cycle deadline from December 31, 2020 to December 31, 2021. The following cycle begins January 1, 2022 and ends December 31, 2024. REALTORS® completing such training during any three (3) year cycle shall not be required to complete additional ethics training in respect of this requirement as a requirement of membership in any other Board or Association.

A REALTOR® completing the new member Code of Ethics orientation during any three (3) year cycle shall not be required to complete additional ethics training in respect of this requirement until a new three (3) year cycle commences.

Failure to complete the required periodic ethics training shall be considered a violation of a membership duty.

Failure to meet the requirement will result in suspension of membership for the first two months (January and February) of the year following the end of any three (3) year cycle or until the requirement is met, whichever occurs sooner. On March 1 of that year, the membership of a member who is still suspended as of that date will be automatically terminated.

Every Board and Association is required to provide access to necessary ethics training programs either locally, in conjunction with other Boards and Associations, or through other methods (including, but not limited to, home study, correspondence courses, or Internet-based instruction). Any training offered pursuant to this requirement must meet the learning objectives and minimum criteria established by the National Association of REALTORS® from time to time. *(Amended 11/19)*

**I. Policy Summary for Periodic Ethics Training**

Members of the National Association of REALTORS® are required to complete periodic ethics training of not less than 2 hours and 30 minutes of instructional time once every three years. Associations of REALTORS® are required to provide access to such programs to members either on their own, in conjunction with other Associations, or through some other method (such as home study, correspondence or internet-based online courses). Any course offered by an Association, regardless of format, must meet the learning objectives and minimum criteria for such courses as established by the National Association of REALTORS® from time to time.

**II. Minimum Time for Training**

A minimum of 2 hours and 30 minutes of instructional time every three years is required. To provide for maximum flexibility and choice in customizing training best suited for their members, associations may choose to format this time in different ways, including, but not limited to, the following formats:

1. One class of 3 hours in length with two breaks of ten to fifteen minutes each. Depending on state law, this format may qualify for continuing education credit.
2. Three classes of 50 minutes each.
3. Six sessions of 25 minutes each. This format might envision a module or topic included as part of a board or association membership meeting.
4. Inclusion of the required content and time elements into a full day or multi-day program. This format might include presenting a Code of Ethics course as part of a GRI program or Professional Standards Seminar.

Boards and associations should not divide the content into sessions of less than 25 minutes each unless the content is part of a longer program which includes other topics. For example, it would not be considered to be a reasonable division of content to have a five or ten minute "Code of Ethics" presentation at monthly board meetings.

**III. Learning Objectives and Delivery Vehicles\***

In order to provide for flexibility of content and presentation, the learning objectives below are divided into the two categories of required learning objectives and suggested learning objectives. Required learning objectives must be accomplished in every three year cycle.

In addition to the required objectives, boards and associations may teach the Suggested Learning Objectives below, or develop their own learning objectives to accomplish teaching the required material in each cycle, and keep the training current and relevant.

However, any learning objectives developed locally must cover at least one of the following:

* The Code of Ethics and its principles
* Professional standards procedures
* Arbitration, mediation, and/or ombudsman procedures
* Procuring cause claims

For example, an association could design a training that spends two hours and thirty minutes of instructional time on the Required Learning Objectives. Alternatively, an association could develop a training that spends one hour on the Required Learning Objectives and one hour and thirty minutes on the Suggested Learning Objectives. Finally, an association could have a Code of Ethics Training that spends thirty minutes of instructional time covering the Required Learning Objectives, then an additional two hours of instructional time covering agency (which relates Article 16), fair housing (which relates to Article 10), relevant license laws (which could relate to Articles 1, 2, 11, etc.) or appropriate advertising and interaction on social media (which could relate to Articles 12 or 15).

While it’s important to cover the Required Learning Objectives and keep other content relevant to the Code of Ethics and its enforcement process, associations have considerable flexibility in tailoring content to cover any number of issues that might be helpful and relevant to its membership. That being said, subjects such as MLS, lock box procedures, or membership duties are not considered content which fulfills the REALTORS® Code of Ethics Training requirement.

Associations may deliver Code of Ethics Training in a variety of formats. These formats may include, but are not limited to:

* Live classroom or meeting presentations
* Webinars or videos
* Online courses

If the association uses any method which is not presented in a “live” format (such as webinars, videos, or online courses), the association must include a measurement technique with the delivery vehicle to test the member’s understanding of the material. Typically, this measurement technique would be a test.

*\* Beginning in Cycle 7 (January 1, 2021), the revised mandatory learning objectives are in effect and include content on professionalism. NAR’s i*[*n-person course materials*](https://www.nar.realtor/about-nar/governing-documents/code-of-ethics/training/code-of-ethics-training-materials-for-existing-members) *have already been updated to include this content.*

## Required Learning Objectives in Every Three-year Cycle:

Upon completion of the Code of Ethics Continuing Education materials, participants will be able to:

**1. Identify at least two aspirational concepts in the Preamble to the Code of Ethics, describe the concept of general business ethics and identify how the Code of Ethics compares and contrasts with the concept of general business ethics.**

**2. Describe the concepts of at least two of the following Articles of the Code of Ethics: Articles 1, 2, 3, 9, 11, 12, 16 and 17.**

**3. Identify possible violations of the Code of Ethics, specifically related to at least one of the two Articles selected in Objective #2 after participating in interactive learning methods such as case studies, quizzes, role play, and group discussion of fact scenarios.**

**4. Briefly describe the professional standards enforcement process of the board or association.**

## Suggested Learning Objectives in Any Three-year Cycle

Boards and associations may choose to complete any or all of these learning objectives to fulfill the required minimum class time.

Upon completion of the Code of Ethics Continuing Education materials, participants will be able to:

**1. Describe the concepts in selected Articles of the Code of Ethics (other than those selected in the required learning objectives).**

**2. Given interactive learning methods such as case studies, quizzes, role play, or group discussion of fact scenarios, identify possible violations of the Code of Ethics, specifically related to the Articles selected in Objective #1.**

**3. Describe the history of the Code of Ethics as it relates to its origins, its influence on state licensing laws and its establishment of arbitration as the monetary dispute resolution process between REALTORS®.**

**4. List the major categories of the Articles of the Code of Ethics.**

**5. Describe the structure of the Code and its supporting materials.**

**6. Identify the roles of the various committees of the association charged with enforcement of the Code of Ethics.**

**7. Describe the concepts of due process used in enforcement hearing processes.**

**8. Given interactive learning methods such as case studies, quizzes, role play, or group discussion of fact scenarios, identify appropriate and inappropriate applications of the concepts of due process described in Objective #7.**

**9. Briefly describe the bases upon which a procuring cause arbitration claim is decided.**

**10. List at least three of the factors upon which a procuring cause arbitration claim is decided.**

**11. Describe the processing of an ethics complaint.**

**12. Describe the processing of an arbitration claim.**

**13. Given interactive learning methods such as case studies, quizzes, role play, or group discussion of fact scenarios, identify issues and possible outcomes in a procuring cause arbitration claim.**

**14. Describe the mediation process.**

**15. List the benefits of the mediation process.**

**16. Given interactive learning methods such as case studies, quizzes, role play, or group discussion of fact scenarios, demonstrate possible outcomes in a mediation of a procuring cause claim.**

**17. Describe the content and format of "Pathways to Professionalism"; discuss how it can enhance relations between REALTORS®, and how it ensures heightened professional services to consumers.**