



# **Chapter Study Group Guide**

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## Overview

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The chapter can choose to provide its members the opportunity to prepare for the Fundamental Payroll Certification (FPC) or Certified Payroll Professional (CPP) certification exam by delivering study groups. The APA offers the FPC and CPP certification exams throughout the year. Each year, the chapter should determine whether study groups should be offered and if so, how many and when. Discussions should take place regarding who will coordinate the study groups. The Chapter President can choose to coordinate the events or can designate someone to coordinate the study groups. A chapter may also choose to form an education committee to ensure all aspects of the planning and execution of the study group are addressed.

This handbook/guide will highlight the different steps, best practices, sample schedules and helpful tips for establishing study groups.

## Benefits

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One of the questions that arise in the planning a study group is, “Why do we want to do this?” Here are just a few of the benefits we have witnessed over the years for the chapters, instructors and students:

- For chapters
  - Recognition within the local payroll community
  - Recruiters know that quality people belong to your chapter
  - Increase local chapter and national APA membership
  - Potential revenue source
- For instructors
  - Receive Recertification Credit Hours (RCHs) for your time teaching
  - Increase personal knowledge in areas that you may not deal with on a regular basis
  - Increase your confidence in public speaking
  - Build your leadership and communication skills
- For students
  - Recognition in the payroll community for attaining your FPC/ CPP
  - Recruiters know you have obtained your FPC/ CPP
  - Confidence that you can step into an instructor role in your chapter
  - Increased networking opportunities
  - Advocate for your chapter’s study group within your chapter
  - A sense of pride and empowerment for yourself

## Logistics

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When you begin planning your study group you need to address many logistical items. Some highlights are listed below:

- Location
  - Area of town
    - Distance traveled
    - Traffic pattern before and after class time
    - Available parking and cost
    - Available public transportation
    - Security/safety
  - Employer or vendor-sponsored space
    - Offer a chapter website link to the employer or vendor as a sponsor of the study group
    - Consider hours of use – weeknights, weekends
    - Security access issues if class is after regular business hours
    - Hold-harmless or indemnification agreement may need to be in place with employer for liability purposes
    - Access to snacks/drinks and restrooms
  - Local community college
    - Offer a “scholarship” for one of its payroll staff members to use the space for free
    - Promote as a “Partner in Education” with the local chapter
    - Parking logistics for non-regular students
  - Rented space
    - Review cost per square foot
    - Amenities provided
  - Community space
    - Libraries
    - Churches
    - City buildings
    - YMCA
    - Chamber of commerce
  - Regular chapter meeting space
    - Inquire at the establishment where you hold your chapter meetings and negotiate a reduced room rate or no rate at all.

- Meeting space
  - Classroom set-up
    - School room – 2 students per 6 foot table
    - Theater style – no space for working problems
    - Individual desks
    - Line of sight for instructor
  - Size of room
    - Be aware of how sound carries in room
      - High ceilings take volume from speaker
  - A/V requirements
    - Screen, projector, microphone, whiteboard/blackboard, markers/chalk
    - Internet access, Wi-Fi, secure network
- Chapter’s meeting space
  - Consider limitations to the number of class participants
  - Consider technical resources available and what costs
- Class scheduling
  - Day(s) and time to meet
    - Weeknights
    - Weekends
  - Frequency - once a week or twice a week
    - Two weeknights
    - One weeknight, one weekend day
    - Every other week if sessions are longer (4-6 hours per sessions)
  - See Sample Class Agenda section
- Instruction format
  - In-class, live
    - Great for hands-on learning activities
    - Good for visual and kinesthetic learners
  - Online
    - Webinar with interactive chat or survey component
    - Reach a wider audience, possibly more participation
    - More flexibility to move class schedule on short notice
    - May be difficult to gauge participant progress and engagement
    - Ideal if chapter members cover a large geographic area
  - Mixed format
    - Utilize both in-class and online resources
    - Consider what content works best in each format

- Class size
  - Personal – smaller class size, more interaction and coaching per participant
  - Meeting space limitations
  - Frequency with which CPP or FPC study course is offered
  - Other chapters in local area
- Know your audience
  - ADA compliance issues
  - Food and/or other allergies

## Cost

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When determining if and/or how much to charge for the study group, there are many things to consider. Some of these include:

- Will there be separate rates for members and non-members to attend, or do you require attendees to become a member of your chapter to participate?
- Is the chapter being charged for the meeting space being used?
- Will you be including the cost of any materials? (*The Payroll Source*<sup>®</sup>, etc.)
  - Once your program is established, purchase text books and materials, such as APA's *The Payroll Source*, in bulk to receive the discount and pass the discount along to your students.
  - Watch for APA emails on discounts on *The Payroll Source* purchased by January 31.
- Knowledge Assessment Calculators (KAC)
  - Purchase assessments in bulk to receive the discount and pass the discount along to your students.
- Calculator/tools used
  - Purchase items in bulk that your students will need during the study group and for taking the exam.
- Paid instructors
  - Do as a last resort
  - Instructors will receive RCHs for all classes taught
- Refreshments
  - Based on your meeting location the chapter can provide light refreshments
  - Location may have a cafeteria where students can purchase refreshments

- Students can bring their own refreshments. You may want to provide information on some local stores or restaurants so they can stop on their way and pick something up.
- Equipment
  - Laptop
    - Chapter may have one for instructor to use or the instructor can use his or her own
  - Projector
    - Chapter may have one for instructor to use
    - Ask a vendor to donate or sponsor one if your chapter does not have one
  - White Board/Markers
    - Meeting facility may have these available for use
    - Table-top flip charts provide historical review since the content covered is not erased

### **Materials to Use/Study Resources**

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An important decision to be made is which materials the study group will use. Not only does this mean what text book(s) to use but what other ancillary materials to use as well. The American Payroll Association does not recommend any one particular resource. However, chapters over the years have used common materials to prepare their students for the certification exams.

The first resource to introduce students to is the Certification page on the American Payroll Association's website: [www.americanpayroll.org/certification/](http://www.americanpayroll.org/certification/).

- This page contains helpful information, including an on-demand webinar on preparing for the exams, and it also
- Contains the official CPP and FPC candidate examination handbooks. The handbooks contain important information about preparing for and taking the examination.

Deciding what text-book to use depends on which exam students are preparing for:

- The most commonly used book for the CPP exam is *The Payroll Source*.
- While *The Payroll Source* can also be used for the FPC exam, it might be intimidating for that particular exam. *Payroll Practice Fundamentals* is a more appropriate text book for the FPC exam.
- Another book considered helpful for the FPC review is *Customer Service for Dummies*.

For students who study best using interactive, online tools, the APA provides products that meet those expectations. These include:

- PayTrain® is an Internet-based tool that provides games, exercises and tests. More information can be found at [www.learnpayroll.com/info/pt\\_offering.html](http://www.learnpayroll.com/info/pt_offering.html).
- The APA's Knowledge Assessment Calculators can be valuable to students and also to a study group program. Some chapters provide the assessments as part of their learning programs and include the assessment fees in the overall study group cost. The Knowledge Assessment Calculators are online assessments that can be taken at any time during the course. Some chapters have students take an assessment prior to the study group (to establish a knowledge baseline), then again throughout, and at the end to measure progress. More information can be found at [www.payrollkac.com/apa/jsp/index.jsp](http://www.payrollkac.com/apa/jsp/index.jsp).

Free resources are available to students as well and these include:

- The IRS website ([www.irs.gov](http://www.irs.gov)), which contains good information, including Publications 15, 15-A, and 15-B.
- The IRS and some private companies also provide free webinars on topics related to the certification exam. The IRS You Tube channel has archived videos that may pertain to study group topics.

Your chapter also may want to create and provide materials to the students. Such materials include:

- Use of standard tools such as Power-Point to create games for students such as Payroll Jeopardy, Who Wants to be a CPP, etc.
- Create flash cards with questions: rates, limits, sections of the Internal Revenue Code, abbreviations
- Create quizzes that reflect knowledge accumulated throughout the study group sessions so that students are reflecting on what they've learned to date

Regardless of what materials are used, it's also important to make sure the students have the right versions of the materials. These include:

- Exams in the fall and the following spring are based on laws and regulations in effect January 1 of the year of the fall exam.
  - For example: January 1, 2012, laws and regulations are covered on the fall 2012 and spring 2013 exams; January 1, 2013, laws and regulations are covered on the fall 2013 and spring 2014 exams.



It is very important to remember that study materials purchased from the APA or another publisher are protected by federal copyright laws.

- For example, reproducing part or all of sections of *The Payroll Source* or *Payroll Practice Fundamentals* and providing them for free or at a cost to study group members is a violation of APA's copyright.
- The same holds true if someone provides access to an electronic copy of these materials as an ebook or through the Research Ready CD. The CD can be site-licensed lawfully at a very affordable rate.

## **Syllabus/Schedule**

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In planning for your study group you will need to decide on the schedule and provide a syllabus to your students. It is recommended that the instructional portion of the class averages 35 to 40 hours. It is also important to remind your students that, in addition to the time they spend in the classroom, they will also need to spend 6 to 8 hours a week on their own studying.

To help decide what works best for your group here are some questions the planning committee should address:

- Will you be using *The Payroll Source* as the main textbook for the class?
  - Most study groups design their schedule based on *The Payroll Source* and add in other reference materials along the way.
- Will the classes be held online, in a classroom, or a combination of the two?
  - How many hours will each class be scheduled to run?
- Survey your membership to find out what day(s) and time work the best. Things to consider:
  - What is the most common day your members run payroll?
  - Will evenings or weekends work?
  - How long will each class be?

Please see *Appendix A* for sample syllabuses and schedules.

## Sample Class Agendas

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As you can see from the schedules provided in *Appendix A* each study group uses different techniques and resources to keep students engaged. We encourage each chapter to find creative ways to help students prepare for the exams. Some items to consider when preparing your agendas are:

- Decide how the students will receive the documents needed for each session
  - Are they stored online on your website in a secure location?
  - Are you using Yahoo Groups or Google Docs?
  - Will facilitators be required to bring copies of quizzes, presentations, tests, puzzles, games etc.?
- Make sure the documents or materials you are copying and handing out are not protected or copyrighted. If they are, receive permission to distribute prior to your sessions.
- American Payroll Institute, Inc. reserves all rights to the APA publications. No portion of the APA publications can be reproduced in any format without prior permission of the American Payroll Institute, Inc.
- Remember to build in break times.
- Plan for group activities.
- Avoid lecturing the whole time.

Here are a few sample class agendas:

- **Sample 1 – First Night of Class**
  - Go over the expectations
    - Student responsibilities
    - What to expect from the facilitators
    - How Q&As will be handled during class
    - Whom to go to for additional clarification if there are multiple facilitators
  - Take a pre-test – this helps the student to assess what areas they may need to focus on over the course of the study group.
    - Use *The Payroll Source* 100 test.
    - Use the Knowledge Assessment Calculator
    - Prepare a customized test
  - Take a break
  - Go over the pre-test and explain the answers as a way to preview what the next sessions will be covering.
- **Sample 2 – Last Night of Class**
  - Consider having a pizza or a pot-luck party
  - Take a post-test
    - This could be the same as the pre-test so they can compare their scores
    - Retake a Knowledge Assessment
  - Ask students to evaluate the study group
    - Consider taking an anonymous online survey
  - Go over the tips again for students on being prepared for test day
  - Recognition awards for participants
    - Perfect Attendance – Come Rain, Come Shine, Came All The Time award

- Most Loved Book – obviously the most used book during class based on wear and tear
  - Sherlock Holmes Award – asked the most questions, volunteered to work problems for class, very engaged and inquisitive participant
- **Sample 3 – 3-Hour Classroom Structure**
  - Begin with a quiz that covers material that was assigned for that night (20 questions)
  - Review the quiz and take a break
  - Review assigned reading material and open up class discussions for student questions
    - PowerPoint presentations work well
  - Assign group problems (calculations) or puzzles to work on together
  - Wrap up class with a reminder of the next week’s assignments
- **Sample 4 – Game Night – Good way to engage students in a fun way**
  - Organize a game – examples include Payroll Jeopardy, Payroll Bingo, Payroll Family Feud or any other theme that may work for your group
  - Form teams and compete for prizes
  - Provide snacks and/or a meal
- **Sample 5 – 4-Hour Saturday Class**
  - Review assigned material using PowerPoint presentation
  - Take a break
  - Have students take a cumulative quiz based on the current and previously presented materials
  - Go over quiz and entertain questions
  - View one of the webinars provided by the IRS for free and then lead a discussion on what was learned and how it tied into that night’s lesson plan
- **Sample 6 – Payroll 2 Day Boot Camp**
  - Class would be organized into two days
  - This format may be useful as an intense review but it would be hard to cover all the material for the exams in 10-16 hours
- **Sample 7 – Payroll 5 Day Boot Camp**
  - This class would be organized into five consecutive days of intense review
  - APA has Payroll 101 and Payroll 201 available
  - This format may be difficult for local chapters because of the time commitments that would be needed from students and facilitators

## Registration

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Several items are included in the registration process for the study group. Below are items that should be considered:

- Obtain a list of prospective students from APA – Chapter Relations
  - [www.americanpayroll.org/pdfs/chapters/maillistrequest-agreementform.pdf](http://www.americanpayroll.org/pdfs/chapters/maillistrequest-agreementform.pdf)
- Register your study group with APA – Chapter Relations
  - [www.americanpayroll.org/chapter/study/](http://www.americanpayroll.org/chapter/study/)
- Register for RCHs from APA – Certification
  - [www.americanpayroll.org/certification/chapters-local/](http://www.americanpayroll.org/certification/chapters-local/)
- How will advertising/notifying prospective students be handled?
  - Mass email communication
  - Website
  - Mailing
  - Announcement at chapter meeting
  - Social media
  - Contact local recruiting firms for candidates
  - Provide class information to your local third-party payroll processing providers, PEOs, CPA firms, etc.
- Determine how participants will register
  - By website
  - By email
  - By mail
  - Accepted payment methods (cash, checks, online payment, credit card)
  - Provide chapter's W-9 form if requested
- Establish deadlines for registrations
  - When must participants register
  - If there are not enough registrants by X date, there will be no class
  - Will you allow late registrations
- How will refunds be handled?
- Tracking attendance
- Remind students that they will need to register for the test via Pearson Vue
  - [www.pearsonvue.com/apa/](http://www.pearsonvue.com/apa/)

- The certification handbooks on APA’s certification page have more information about signing up to take the exam.

## **Tips for Facilitators**

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It is important for facilitators to understand the impact they have on the students and the atmosphere of the classroom. Some chapters have a training session for their facilitators before the study group begins to go over expectations and give them helpful tips.

Being prepared for class is the most important focus a facilitator can have. Facilitators should allow ample time to prepare the materials. Some materials, more than others, require more updates on an annual basis. Also, make sure all documents are ready in a timely manner. Are they to be posted online? Are they to be printed before class? Make sure facilitators know the deadlines so that students have materials when they need them.

During the in-class presentation—which should be practiced ahead of time—facilitators should maintain a positive attitude and encourage the same of the students. That can be accomplished by sharing your preparation and testing experiences to help them visualize what to expect.

We have compiled a list of helpful facilitator tips. See *Appendix B* for tips on how to deliver the presentation.

## **List of Web Links**

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- American Payroll Association <http://www.americanpayroll.org/>
- Internal Revenue Service <http://www.irs.gov/>
- Department of Labor <http://www.dol.gov/>
- U.S. Citizenship and Immigration Services <http://www.uscis.gov/>
- Ascentis (health care reform) <http://www.ascentis.com>
- American Payroll Association’s Knowledge Assessment Calculators <http://www.payrollkac.com>
- Paycheck City (payroll calculators) <http://www.paycheckcity.com>
- Pearson Vue (certification testing) <http://www.pearsonvue.com/apa>
- Free Conference Calling (unlimited audio teleconferencing) <http://www.freeconferencecall.com>
- Free Screen Sharing (free online meetings) <http://www.freescreensharing.com>
- Payroll University (guide to assist payroll professions pass the certification exams, by Terry Meggitt, CPP) <http://www.payrolluniversity.net>

## Sample Class Schedules/Syllabuses

\*\* All of these samples are based on using *The Payroll Source* as the main textbook\*\*

- Uses both Classroom and Yahoo Groups

### *Syllabus courtesy of the Houston Chapter – 8 Sessions*

Date	Time	Chapter	Topic	Presenter
1 Saturday July 14, 2012			Introduction	Instructor's Name
	8:00 a.m. - 10:00 a.m.		Yahoo groups . study groups , ice breaker	Instructor's Name
			BREAK	
2 Saturday July 21, 2012	10:00 a.m.- 12:00 p.m.	7	Unemployment Insurance	Instructor's Name
	8:00 a.m. - 10:00 a.m.	2	Federal and State Wage-Hour Laws	Instructor's Name
			BREAK	
3 Saturday July 28, 2012	10:00 a.m. - 10:15 a.m.		Break	
			BREAK	
	10:15 a.m. - 12:00 p.m.	2	Federal and State Wage-Hour Laws	Instructor's Name
4 Saturday August 4, 2012	8:00 a.m. - 9:15 a.m.	3	Taxable and Nontaxable Compensation	Instructor's Name
			BREAK	
	9:30 a.m. - 11:00 a.m.	3	Taxable and Nontaxable Compensation	Instructor's Name
5 Saturday August 11, 2012			BREAK	
	11:00 a.m. - 12:30 p.m.	1	The Employee - Employer Relationship	Instructor's Name
	8:00 a.m. - 9:45 a.m.	4	Health, Accident, and Retirement Benefit	Instructor's Name
6 Saturday August 18, 2012			BREAK	
	10:00 a.m. - 12:30 p.m.	4	Health, Accident, and Retirement Benefit	Instructor's Name
	8:00 a.m. to 9:30 a.m.	6	Withholding Taxes	Instructor's Name
7 Saturday August 18, 2012	9:30 a.m. to 10:30 a.m.	9	Other Deductions from Pay	Instructor's Name
			BREAK	
	10:45 a.m. - 12:00 p.m.	14	Payroll for US Employees Abroad & Aliens in US	Instructor's Name
8 Saturday August 18, 2012	12:00 p.m. to 12:30 p.m.	5	Paying The Employee	Instructor's Name
	8:00 a.m. to 10:00 a.m.	8	Depositing and Reporting Withheld Taxes	Instructor's Name
	Handout	10	Record Keeping	Instructor's Name
9 Saturday August 18, 2012			BREAK	
	10:30 a.m. - 12:30 p.m.	13	Managing a Payroll Department	Instructor's Name
7 Saturday August 18, 2012	8:00 a.m. - 10:00 a.m.	11	Payroll Accounting	Instructor's

				Name
Saturday	BREAK			
August 25, 2012	10:15 a.m. - 12:00 PM	12	Payroll Systems and Technology	Instructor's Name
8	8:00 a.m. to 8:30 a.m.		Quick Review - open for any handouts missed	
Saturday	8:30 a.m. to 10:30 a.m.		Mock Test	Mentors
BREAK				
September 1, 2012	10:45 a.m. to 12:00 PM		Certificates, Review	Mentors

- **Classroom Thursday Nights – 12 sessions (2 different samples)**

*Syllabus courtesy of the Lehigh Valley Chapter – Sample 1*

ROOM	THURS Date	CPP Chapter	Description	pages	facilitators Lead person is in bold
ECC 4	24-May	CPP 14	Payroll for U.S. EE's Abroad and Aliens in U.S.	45	<b>Instructor 1</b>
		CPP 1	The Employer-Employee Relationship	45	<b>Backup Instructor</b>
ECC 4	7-Jun	CPP 10	Recordkeeping & Record Retention	28	<b>Instructor 1</b>
		CPP 11	Payroll Accounting	34	<b>Backup Instructor</b>
ECC 4	14-Jun	CPP 12	Payroll Systems and Technology	33	<b>Instructor 1</b>
		CPP 13	Managing a Payroll Dept.	41	<b>Backup Instructor</b>
ECC 4	21-Jun	CPP 2	Federal and State Wage-Hour Laws	87	<b>Instructor 1</b>
					<b>Backup Instructor</b>
No class	28-Jun				
No class	5-Jul	HOLIDAY			
ECC 4	12-Jul	CPP 3	Taxable and Nontaxable Compensation	108	<b>Instructor 1</b>
					<b>Backup Instructor</b>
ECC 4	19-Jul	CPP 4	Health, Accident & Retirement Benefits	151	<b>Instructor 1</b>
					<b>Backup Instructor</b>
ECC 4	26-Jul	CPP 5	Paying the Employee	35	<b>Instructor 1</b>
		CPP 6	Withholding Taxes	66	<b>Backup Instructor</b>
ECC 4	2-Aug	CPP 7	Unemployment Insurance	58	<b>Instructor 1</b>
		CPP 9	Other Deductions from Pay	64	<b>Backup Instructor</b>
ECC 4	9-Aug	CPP 8	Depositing and Reporting Withheld Taxes	141	<b>Instructor 1</b>
					<b>Backup Instructor</b>

ECC 4	16-Aug	Review	Review	<b>Instructor 1</b> <b>Backup Instructor</b>
ECC 4	23-Aug	Review	Review	<b>Instructor 1</b> <b>Backup Instructor</b>
ECC 8	30-Aug	Review	Review	<b>Instructor 1</b> <b>Backup Instructor</b>

*Syllabus courtesy of the West Michigan Chapter – Sample 2, 12 Weeks*

West Michigan Chapter - CPP/FPC Study Group 2011

Location: Dominion Systems - Grand Rapids

Week **Thursday** **Section - Subject**  
**Evening** 6 p.m.-9 p.m.

1	6/9/2011 Instructor	Orientation, Registration - Pre-Test Section 1: Employer-Employee Relationship
2	6/16/2011 Instructor	Section 2: Federal and State Wage and Hour Laws – Quiz on Section 2
3	6/23/2011 Instructor	Section 3: Taxable and Non-taxable Compensation – Quiz on Section 3
4	7/7/2011 Instructor	Section 4: Health, Accident and Retirement Plans – Quiz on Section 4
5	7/14/2011 Instructor	Payroll Knowledge - Interactive Practice/Game/Roundtable Review of first 4 Sections - Quiz
6	7/21/2011 Instructor	Section 5: Paying the Employee – Section 6: Withholding Taxes – Quiz on Section 5 & 6
7	8/4/2011 Instructor	Section 7: Unemployment Insurance – Section 8: Depositing & Reporting-Withheld Taxes – Quiz on Section 7 & 8
8	8/11/2011 Instructor	Section 9: Other Deductions from Pay – Section 10: Record keeping & Record Retention – Quiz on Section 9 & 10
9	8/18/2011	Section 11: Payroll Accounting -



	Instructor	Quiz on Section 11
10	8/25/2011 Instructor	Section 13: Managing the Payroll Department – Section 12: Payroll Systems & Technology – Quiz on Section 12 & 13
11	9/8/2011  Group	Section 14: Payroll-Employees Working Abroad – Test your Knowledge - Roundtable - Bring your questions/problems Review of Sections 5-12 - Quiz
12	9/15/2011 Group	Final Review – Post Test Q & A

- **Classroom Monday Nights – 16 sessions**

*Syllabus courtesy of Terry Meggitt, CPP – Payroll University*

CPP Study Group  
 Tentative Study Plan  
 June 12 – September 18, 2012  
 6 p.m. – 8:30 p.m. or 5:30 p.m. – 8:00 p.m.

Week of

June 11	Section 1 and 14
June 18	Section 2 and 10
June 25	Section 3
July 2	<b>“No Class catch-up time”</b>
July 9	Section 4
July 16	Section 5 and 6
July 23	Section 7
July 30	Section 8
August 6	Section 9 and 11
August 13	Section 12 and 13
August 20	Review, flash cards and sample test
August 27	<b>“No class” sample test to be completed</b>
September 3	Review, flash cards and sample test
September 10	Review, flash cards and sample test KAC
September 17	Review, open for one on one
September 24	<b>Open for one on one</b>

Sections that are small, we’ll use the remaining time to do some review, go over forms, flash cards and/or to discuss what to expect when taking the test. The last few weeks are very important because that’s when we tie everything together.

In your second review week I would have all students take a Knowledge Assessment Calculator test to see where they are and then work with them on a plan to increase their knowledge on areas where they score low.

**Study Materials:     APA’s 2012 *The Payroll Source* and Flash Cards**

- **Hybrid – Uses both Classroom and Online Meeting formats**

Date	Day	Time	Chapter	Content	Speaker	Location	E-mail
6/14/2012	Thursday	6-9 pm	5, 15	Taking the KAC, Testing, Pre-test	Instructor	GT HR Bldg	<a href="#"><u>Instructor’s Email</u></a>
6/24/2012	Sunday	7-9 pm	1	Employee/Employer Relationship	Instructor	Conf Call Online	<a href="#"><u>Instructor’s Email</u></a>
6/28/2012	Thursday	6-9 pm	3	Taxable Fringe Benefits - part 1	Instructor	GT HR Bldg	<a href="#"><u>Instructor’s Email</u></a>
7/8/2012	Sunday	7-9 pm	2	Federal and State Wage and Hour Laws	Instructor	Conf Call Online	<a href="#"><u>Instructor’s Email</u></a>
7/12/2012	Thursday	6-9 pm	9	Garnishments and Other Deductions	Instructor	GT HR Bldg	<a href="#"><u>Instructor’s Email</u></a>
7/29/2012	Sunday	7-9 pm	4	Benefits	Instructor	Conf Call Online	<a href="#"><u>Instructor’s Email</u></a>
7/26/2012	Thursday	6-9 pm	4	Benefits	Instructor	GT HR Bldg	<a href="#"><u>Instructor’s Email</u></a>
8/5/2012	Sunday	7-9 pm	3	Taxable Fringe Benefits - part 2	Instructor	Conf Call Online	<a href="#"><u>Instructor’s Email</u></a>
8/9/2012	Thursday	6-9 pm	11	Accounting	Instructor	GT HR Bldg	<a href="#"><u>Instructor’s Email</u></a>
8/19/2012	Sunday	7-9 pm	6	Withholding Taxes	Instructor	Conf Call Online	<a href="#"><u>Instructor’s Email</u></a>
8/23/2012	Thursday	6-9 pm	10, 12, 13	Recordkeeping, Systems, Management	Instructor	GT HR Bldg	<a href="#"><u>Instructor’s Email</u></a>
9/9/2012	Sunday	7-9 pm	7	Unemployment Insurance	Instructor	Conf Call Online	<a href="#"><u>Instructor’s Email</u></a>
9/13/2012	Thursday	6-9 pm	3,6,7	Calculation Practice	Instructor	GT HR Bldg	<a href="#"><u>Instructor’s Email</u></a>
9/23/2012	Sunday	7-9 pm	8,14	Depositing and reporting taxes, Int’l	Instructor	Conf Call Online	<a href="#"><u>Instructor’s Email</u></a>
9/27/2012	Thursday	6-9 pm	8	Depositing and reporting taxes and info returns	Instructor	GT HR Bldg	<a href="#"><u>Instructor’s Email</u></a>
10/4/2012	Thursday	6-9 pm		Post Test - Gross to Net Calcs	Instructor	GT HR Bldg	<a href="#"><u>Instructor’s Email</u></a>
10/7/2012	Sunday	7-9 pm	Review	Q&A review for all content	Instructor	Conf Call	<a href="#"><u>Instructor’s Email</u></a>

*Syllabus courtesy of Metro Atlanta Payroll Association Chapter*

## **Tips for Instructors**

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*Courtesy of Terry Meggitt, CPP – Payroll University*

### **Tips for Instructors**

#### **Voice**

- Strive for variety in your voice.
- Change volume from forceful to soft.
- Change speed and tempo of speech.
- Pause to breathe. This allows you to project your voice.
- Use a lively and firm voice so that you come across as authoritative and interesting.
- Avoid filler words such as "um," "ah," "OK," etc.
- Put emphasis on the words you wish to stress.
- Enunciate your words for clarity of pronunciation.

#### **Gestures**

- Use movement. Don't stand in one place. Walk but avoid pacing.
- Stand and move toward the learners.
- Don't use a podium or be riveted to the spot where your lesson plan is located.
- Move hands and arms when you speak.
- Avoid distracting the learners by jiggling change, clicking on a pen, waving a pointer, constant throat-clearing, pet phrases, swaying, etc.
- Use gestures to hold attention (e.g., tap on the board or flip chart, snap fingers, slap the table, etc.).
- Sit on the edge of a table, or on a stool to come across as more relaxed.
- Use your personal mannerisms when speaking. Be yourself.
- Stand when you wish to command attention. Sit when you want to leave the limelight.

#### **Eye Contact**

- Use eye contact. Look at the learners rather than your lesson plan.
- Scan the group and look at everyone, not just the supportive faces.
- As a prerequisite to good eye contact, you must know your material thoroughly.
- When beginning to speak, use the following patterns:
  - Make eye contact with someone who looks friendly.
  - Lock in your eye contact for 3-4 seconds.
  - Smile or nod.
  - Keep eye contact until you feel acknowledgement from that person.
  - Scan the entire group briefly.
  - Begin the pattern again for everyone in your audience.
- If the group is too large for individual eye contact, look at one location as you would at one individual. No one knows precisely who you are looking at. Most people will think you are looking at them.
- Speak only when you can hold the eye contact of the learners completely.
- Don't speak while learners are reading or looking at audio-visuals.

- When answering a question, look at the entire group, not just the questioner. End by looking at the questioner for a sign that the answer was sufficient.

### **Structure**

- Start with an interesting statement, observation, quotation, or question.
- Use cartoons, overheads, and other audio-visuals to enliven a presentation.
- Use interesting examples, anecdotes, analogues, and statistics.
- Ask frequent questions.
- Use frequent buzz groups, neighbor discussions, and brief assignments. If giving a long presentation, show the outline on a handout or overhead to provide structure.
- Build in reviews.
- Try to minimize your own talking time as much as possible.
- Don't use lengthy notes. To be more spontaneous - free yourself of notes as much as possible.

### **Things Not to Do**

- Don't read the material verbatim to the class - use it as a guide.
- Don't get caught up in a topic: know when to move on.
- Don't argue with students; assign someone to research a topic and get back to the group.
- Don't let the side-bars take over the class.
- Don't forget contact information in case the class has to be canceled.

**APA would like to thank the following individuals and chapters  
for assisting in the creation of this Chapter Study Group Guide:**

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Luanne Brown, CPP  
Taunya Fritzsching, CPP  
Robyn Maslouski, CPP  
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Levi Meeske, CPP  
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Lisa Poole, CPP  
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