

**REAL ESTATE  
EDUCATION IN GEORGIA**



**GEORGIA REAL ESTATE COMMISSION  
GEORGIA REAL ESTATE APPRAISERS BOARD**

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**Georgia Real Estate Commission**  
**Real Estate Education in Georgia**

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## Chapter 1

# REAL ESTATE SCHOOLS

The Georgia Real Estate Commission (GREC) approves schools to offer real estate course credits to licensees and prospective licensees for meeting the educational qualifications for licensure and to meet requirements for postlicense education and continuing education. School approval is based upon requirements outlined in the Rules of the Georgia Real Estate Commission, [Chapter 520-2 Standards for Real Courses \(Section 520-2-.02\)](#). Only an entity that obtains specific approval by the GREC as a real estate school may offer courses that licensees and prospective licensees may use to meet prelicense, postlicense or continuing education requirements. The goal of this Chapter is to assist organizations and individual entities in understanding and satisfying the requirements for becoming a GREC Approved Real Estate School. The Application to Open a Real Estate School is available on the Commission's website at this location: <http://www.grec.state.ga.us/>.

### Section A. OBTAINING APPROVAL AS A REAL ESTATE SCHOOL

#### 1A1 Definition of an Approved Real Estate School

A real estate school may be an existing or prospective educational institution; a real estate company; a professional association, a mortgage company; the continuing education department of a university, a college or a technical school; a business specializing in real estate-related services such as home inspection, pest control, or energy services; or an individual. In each case, before the school can offer even one course that qualifies as meeting Commission requirements, the GREC must approve the organization or person based upon a review of the information contained in an initial application.

#### 1A2 Minimum Standards for an Approved School

The Commission has established minimum standards that real estate schools must follow in offering courses in order to protect the interest of the public and the real estate industry from unscrupulous practices in education. These standards define how schools approved by GREC must operate. However, these are minimum standards. A school will often discover that the public and real estate licensees require and demand standards that exceed those established by the Commission. A school may find, for example, that its requirements for completing a course need to include more hours, more homework, more examinations, and tougher standards of completion for students than the GREC requires. Although no school may offer courses in a way that is contrary to GREC regulations without the written permission of the Commission, the GREC encourages schools and instructors to be innovative in their approach to educating students in real estate courses.

#### 1A3 Application for School Approval

Commission [Rule 520-2-.02](#) outlines the requirements for the approval of real estate schools. To

be considered for approval, the organization or individual must file an [application](#) with the GREC. The Commission may choose not to process an incomplete application that fails to include all required information or that is not accompanied by a cashiers check or money order for the required fee.

**All complete applications accompanied by the required fee will be processed within sixty (60) days**, and the GREC will notify the applicant that its application is approved or denied or will request additional data or revisions of the application. If the Commission requests additional information or revision of the application, the school applicant must respond within 120 days or the application will be considered abandoned.

**Upon approval, the school will receive a unique number as the School Code.** The School Code identifies the particular school and must be used on all records certifying students as having completed courses, on school renewal applications, and other communications between the school and the Commission.

**The GREC approves schools for a four-year period.** A school renews its approval by December 31<sup>st</sup> of the fourth year following the year of approval. For example, a school approved by the Commission on November 1, 2009, would renew its approval no later than December 31, 2013. Schools may renew their approval on-line at the GREC website <http://www.grec.state.ga.us>; by mail at Georgia Real Estate Commission, 229 Peachtree Street, N.E., International Tower, Suite 1000, Atlanta, Georgia 30303-1605 or by visiting the GREC offices at that location.

The following Sections (**1A4 – 1A22** of this Chapter) are intended to assist applicants in completing the Application to Open an Approved School.

#### **1A4 School Name, Location and Contact Information**

**The applicant must designate on the application a name for the school**, its location address, mailing address, phone and fax numbers, e-mail address, and website address as appropriate.

#### **1A5 School Director and/or Coordinator**

**Every real estate school must designate a school director and/or coordinator** who will be responsible for certifying student completion of all courses. A school may name any person in the organization as the school director or school coordinator. The Commission will then address all correspondence to the person named as school director. If the organization names an officer or owner as the school director and that person does not have “hands on” management of the school on a daily basis, the GREC recommends that the organization name a school coordinator who will manage course registrations, communication with students, and correspondence with the Commission. As an alternative, the school may name one person as both the school coordinator and the school director. Upon a school’s approval, the Commission authorizes the school director and school coordinator named on the application to sign any documents or correspondence required by the Commission. The GREC also requires the school to authorize



the school director with legal authority to commit the school to any future disciplinary sanctions the Commission might impose.

Consistent with Georgia Law, the application requires that an applicant provide the names and social security numbers of the school director and the coordinator. In addition the school must reveal on the application any convictions or disciplinary actions imposed upon the school's director or coordinator, owners, officers, stockholders, or instructors by any state or federal agency that regulates professions. GREC Rules require that a school immediately report to the Commission in writing any changes in its director, coordinator, name, phone number, location, or mailing address.

Effective January 1, 2012, the Georgia "Illegal Immigration Reform and Enforcement Act of 2011" requires all applicants for real estate licensure and those applying for renewal of an existing license, Instructors, and School Directors to submit: (1) a secure and verifiable document and (2) a signed and sworn affidavit verifying the applicant's lawful presence in the United States.

#### **1A6 Maintenance of Course and Student Records**

**The application must include a detailed proposal of records management to meet the requirements of GREC [Rule 520-2-.02 \(8\)](#).** Records that schools must maintain for at least five years include copies of all examinations given and their answer keys; all texts and other instructional materials used in its approved courses; individual student attendance records; and all graded written exercises and examinations used to determine whether a student passed a course. For computer-based courses, schools must maintain for five years the student's name, the course title, the number of hours authorized for the course, the date the student completed the course, the method by which the school verified the student's completion of each module of the course, the software version of the course, and the scores for each student on all required final examinations. Schools must also maintain resumes or other biographical information documenting the knowledge and experience of any postlicense or continuing education instructor who taught a course for GREC credit at the school and who had not received designation as an approved instructor by the GREC at the time the instructor taught the course.

The Commission does not prescribe how records are to be kept. Schools may develop their own systems of keeping copies of texts, examinations, course outlines, instructors' resumes, attendance records, examination scores, and other information that the Commission requires schools to maintain. Schools may keep paper records in files, drawers, and/or filing cabinets, or they may store records electronically as long as they can be easily retrieved by the school for its own purposes or for GREC review.

#### **1A7 Nonpublic Postsecondary Educational Institutions Act of 1990**

**If the school is subject to the Nonpublic Postsecondary Educational Institutions Act of 1990, it must attach a current certificate from the Nonpublic Postsecondary Education**

Commission to the application for approval that it submits to the Commission. For information on applicability, contact the [Georgia Nonpublic Postsecondary Education Commission](#).

### **1A8 Directors and Owners of the Approved School**

**The application must state the name and address of the owner** if the school is a sole proprietorship, the names and address of the partners if the school is a partnership and the names and addresses of the members if the school is a limited liability company (LLC). If one of the members of the LLC is a corporation, the applicant must provide the names and addresses of the officers of that corporation. If the owner of the school is a corporation, its application must include a list of the names and addresses of the officers of the corporation.

### **1A9 Attendance Standards and Make-up Policy**

**The application must describe the school's attendance standards.** The Commission has established minimum standards for student attendance at courses that are not independent study courses. An instructional hour, as defined by the GREC, must consist of at least fifty minutes of instruction or other learning activity; and schools may not count time students spend on breaks as instruction time. In addition, schools must offer students a break from instruction of at least fifteen minutes for every two hours of instruction. In the initial application for approval, a school must either state that its attendance standards will mirror GREC standards or describe how its standards will exceed Commission attendance standards. A school may certify a student as having completed an in-class course only if the student attended all the required hours for which the school offers the course.

Instructors may utilize no more than thirty minutes of audio or video material toward any required in-class or make-up hours unless the GREC grants written authorization for such material prior to its use.

**The applicant must provide a statement of the school's make-up policy.** Inclement weather, illness or other legitimate reason may cause students to arrive late for or miss part or all of the in-class instruction in a particular class. GREC Rules allow a school, at the school's discretion, to permit students to make up classes or portions of classes that they were unable to attend by attending similar sessions of the same course. Schools may also permit instructors to teach students who need make-up time during breaks, immediately after a class session, on days especially scheduled as make-up days, or by appointment with the instructor. Some schools offer prelicense courses in unique modules. A student who completes some, but not all of the modules at such a school may not transfer credits for those completed modules to another school unless that school offers the identical series of modules.

An approved school may also determine as a matter of policy for a particular course or for all its courses that it will offer no make-up policy for any student. The school must provide students with written information on its attendance standards and make-up policy upon a student's enrollment in a course.

### **1A10 Entrance Qualifications for Students**

**The applicant must state any entrance qualifications that it requires for students in real estate courses.** The Commission has not established minimum qualifications for students taking courses. Nevertheless, a school may have particular entrance qualifications or course prerequisites for students. For example, a school might require that a student be a high school graduate, be of a minimum age, or have completed another course as a prerequisite for enrollment. However, no school may adopt entrance qualifications that violate the Americans with Disabilities Act or that discriminate based on race, color, sex, religion, national origin, familial status, or handicap.

### **1A11 Commission Required Materials**

**At times the Commission may require that schools present specific audio or video materials to students in their courses.** At a minimum, a school must be able to obtain access to facilities or equipment that enables it to make any GREC-required information available to its students. The initial application for approval requires a school to state that it has the ability to present Commission-required materials to its students.

### **1A12 Learning Environment**

**The application for approval requires a statement that the school will conduct in-class courses “in environments that are conducive to learning.”** Although the Commission does not define “environments that are conducive to learning,” a reasonable interpretation of the phrase suggests that any location where courses are presented include the following: adequate space for comfortable seating for individual students; a desk, table or writing surface available for each student for note-taking; resources for illustration such as chalkboards, flip charts, whiteboards, or smart boards; audio-visual equipment if the course being presented should require it; and other reasonable expectations for a classroom environment, such as adequate lighting, heating, cooling systems and restroom facilities for a comfortable learning environment.

A school may utilize space in hotels, motels, banks, real estate or mortgage company offices, or other space owned or rented by the school so long as the space can be adapted to a learning environment. The school director or school coordinator should work with instructors of particular courses to provide an environment that best fosters interaction and communication between the instructor and the students in a course.

### **1A13 Electronic Registration and Communication**

**The application for school approval requires a statement that the school can follow Commission procedures for electronically registering students and transmitting course completion data to the Commission’s approved examination vendor and/or the Commission.** The Commission requires that schools electronically transmit completion data for all prelicense, postlicense and continuing education courses to the Commission’s website. The Commission maintains in its electronic database a separate electronic record for each approved

school. This record contains information on a school's name, its location, its director, its coordinator, its contact information and a list of Course Codes and names of all courses the school is authorized to offer. The School Director and other authorized personnel can access the school record after creating unique user names and passwords. Authorized school personnel can also update the school's location and contact information and renew or reactivate the school's authorization as an approved school.

It is the responsibility of each school to enter course completion information into the GREC database for all students who complete prelicense, postlicense and continuing education courses at the school. Schools are responsible for obtaining any required software and for training staff to upload course completion information. See Section 1B10 of this Chapter for further information on reporting course completion data.

#### **1A14 Compliance with the ADA and Policies Against Unlawful Discrimination**

**All approved school applicants must state that the school will comply with all relevant provisions of the Americans with Disabilities Act (“ADA”) and that the school will not discriminate in its fees, enrollment, or completion policies based on race, color, sex, religion, national origin, familial status, or handicap.** In general, schools offering courses must ensure that each course is accessible to persons with disabilities. The school director or coordinator is responsible for determining if rented facilities comply with the provisions of the ADA. The school must state clearly in its application that it complies with the ADA and its policy of non-discrimination against the protected classes noted in the Commission's Regulations.

#### **1A15 Course Information**

**As a part of the application for approval, the applicant must submit a detailed outline of each course that the school will offer in the first year of approval by the GREC.** Every approved school must maintain in its records a detailed course outline for each prelicense, postlicense and continuing education course. The course outline must list each subject area to be covered in the course and for prelicense and postlicense courses, the hours that instructors will spend on each subject area. The records must also include copies of all planned in-class and homework exercises.

#### **1A16 Course Materials**

**The applicant must provide a bibliography of all texts and reference materials that will be used in the course(s) to be offered in the first year of approval.** The Commission does not endorse or require specific textbooks, homework assignments, course examinations, classroom handouts, computerized displays, or other course materials for any course. Each school director, school coordinator, and course instructor is responsible for providing adequate and accurate educational materials for each course.

## 1A17 Evaluating Student Performance

**As part of the application for approval, each applicant must include a comprehensive description of the evaluation measures and standards it will use to evaluate student performance.** The application does not require that a school submit copies of examinations or other assessment measurements for courses. However, the school must summarize its grading and assessment measurements in its written Notice to Students. (See Section 1B2 of this Chapter for further information on the requirements for the Notice to Students).

Commission Rules require that students must pass a final examination in order to receive credit for completing any approved prelicense brokers, salespersons or community association managers course and every salespersons postlicense course. For other courses, the school must determine the measures and standards it will use for evaluating the performance required for a student to be deemed as successfully completing a course. In addition to final examinations, schools may measure performance through graded homework, in-class quizzes, graded essays, graded completed contracts forms, mid-term examinations, class reports, or other sound educational assessment activities. For continuing education courses, a school may require only that students be present for the stated number of instructional hours in order to receive credit.

The curricula for the brokers, salespersons and community association managers prelicense courses require that students demonstrate proficiency in particular areas of study. The Commission requires schools to develop tests or other assessment measurements for those curriculum subjects. In the written Notice to Students for the courses, the school must clearly state the passing scores on tests. If a course requires the successful completion of contract forms, or other assessment measurements that the school has developed for that course, that information must as be included in the Notice to Students.

For continuing education courses, the Commission does NOT require a final examination. For those courses, the “standard of completion” involves the student’s being present for each hour of instruction. The Commission requires that a student be on time and present for each credit hour in order for a school to certify that the student has completed a continuing education course.

While continuing education courses do not require an examination, a school may require a quiz, examination, or other assessment tool to determine what the students have learned in the course. A school may require the passing of a final examination for successful completion of a continuing education course. For example, courses that lead to a professional designation offered by a real estate trade association may require that a student pass the examination to receive credit for the course, even if the Commission does not require the examination.

Any course which exceeds twenty-four classroom hours in length must include a final examination. This requirement enables licensees to complete any course of twenty-five or more hours to satisfy postlicense education requirements.

For real estate prelicense and postlicense courses, schools must prepare at least two forms of the final examination for each course. A school may offer one form for the initial course examination and use the other form for a retake examination should a student fail the first exam.

Any student who fails a final examination may take only one retake examination. If the student fails the second examination, the student must repeat the course. A school may charge the student a fee for repeating the course.

Final examinations may be in a multiple-choice or essay format. A school that offers an essay examination for a course must ensure that the essay examination is comprehensive and that the examination tests for the key concepts taught in the course. Prior to administering any final examination in essay form, the school must submit the examination to the Commission and obtain the specific approval of the examination by the Commission. The final examination for salesperson and broker prelicense courses must have at least one hundred questions if it is in a multiple-choice format. The final examination for a community association managers prelicense course and a salespersons postlicense course must have no fewer than fifty questions if it is in a multiple-choice format with a minimum of four choices of answers for each question. Any examinations that do not meet these standards for multiple choice format and any examinations that are in essay format must be submitted to the GREC for approval before the school can administer them as final examinations in any course requiring the passing of an examination.

A school may not offer a final examination for sales and broker prelicense courses on a day that includes any instruction. The Commission does permit students to take course final examinations on a day when the school holds in-class instruction in sales postlicense or community association manager prelicense courses of twenty-five hours.

### **1A18 Learning Objectives**

**The application for approval must describe learning objectives for each instructional hour of the course or courses that the school will offer during the first year of the school's approval.** A learning objective is a statement of what a student will know or be able to do after the student learns and understands the content of each hour of study in a particular course. The GREC requires that all approved schools maintain on file detailed learning objectives for each instructional hour of each course they offer for real estate credit. If School A contracts with School B to use one or more of School B's courses as its own, School A must also maintain in its files copies of learning objectives for each hour of instruction in those courses as well. Some older courses developed prior to 1997 may not include learning objectives. Since January 1, 1997, the Commission has required that all new courses have learning objectives for each hour of instruction. Chapter 2 of this Manual includes more information on developing good learning objectives.

### **1A19 Instructors**

**The application for approval must include a list of all instructors of courses the applicant plans to offer within the first year of the school's approval.** The GREC approves individual instructors by name to teach community association managers prelicense, salespersons prelicense and brokers prelicense courses. Generally schools must use only GREC-approved prelicense

instructors for those courses. As an exception, a school may have a person with expertise in a particular area teach a prelicense class provided that there is an approved instructor present in the class while the instructor lacking Commission approval is teaching. For special circumstances, a school may obtain approval from the Commission to have an unapproved instructor teach a session of a prelicense course without there being an approved instructor present. Chapter 3 of this Manual provides specific information on the approval of prelicense instructors by the GREC. While the Commission permits schools to hire and use qualified instructors in postlicense and continuing education courses without specific approval of each instructor, the Commission expects schools to utilize only instructors with appropriate experience and knowledge of the content areas of those courses. Additionally, schools must maintain resumés or other biographical information on file that detail the qualifications of instructors who teach their postlicense or continuing education courses.

Every school must also give its students the opportunity to evaluate every instructor's performance. Schools must maintain either copies of all the student evaluations or summaries of the evaluations for each course. GREC rules also require that a school notify the Commission immediately if it terminates any instructor because of the instructor's violation of any provision of Rules Chapter 520-2, Standards for Real Estate Courses.

#### **1A20 Planned Course Offerings**

**The initial application for school approval requires that the applicant provide a schedule of all courses the school plans to offer during the first year of its approval.** The schedule should include the date, time, and place of the course offerings. While the applicant may not know at the time of application the precise dates or locations of course offerings, it may provide a general statement of its plans such as, "During the first year after approval, ABC Real Estate School plans to offer the Salespersons Prelicense Course four times in classroom space at the main office of ABC Brokers, Inc."

#### **1A21 Independent Study (Computer-based) Courses**

**Applicants who intend to offer approved computer-based courses must include with the application for a course code a copy of each course's certificate of approval issued by the Association of Real Estate License Law Officials (ARELLO) or a description of the method by which each element of mastery is to be accomplished.** Schools should obtain this information from the course provider.

#### **1A22 Criminal History Report**

**A criminal history report on the proposed School Director must be submitted with the initial application for school approval.** If the application is not accompanied by the criminal history report, the Commission will not process the application. Current and previous Georgia residents can obtain a copy of their Georgia Crime Information Center (GCIC) report from any

local sheriff's office or police department. Directors who have not lived in Georgia must submit an equivalent report from their resident state, province or territory. When the report is submitted with the application, it must not be more than 60 days old.

Prospective school directors must also disclose on the application any conviction, any nolo contendere plea, and/or receiving first offender treatment upon being charged with any criminal offense other than a traffic violation. Prospective directors must also disclose any conviction for any traffic violation that involved driving under the influence of alcohol or drugs, homicide or feticide by vehicle, fleeing the scene of an accident, attempting to elude a police officer or impersonating a law enforcement officer.

## **SECTION B. ADDITIONAL INFORMATION AND REQUIREMENTS**

### **1B1 Tuition and Fees**

The Commission neither dictates nor limits the fees that a school may charge for enrollment or for a particular course. A school may establish its own policy for registration fees, enrollment fees, course fees, book fees, refund policies and scholarships. Good business practices encourage the school to state these fees clearly in writing prior to a student's enrollment in any course. The GREC only requires that schools not discriminate in its fees based on race, color, sex, religion, national origin, familial status, or handicap.

### **1B2 Notice to Students**

Approved schools must give each student certain information in writing upon the student's enrollment in a course or prior to the beginning of instruction. This written information, commonly referred to as the "Notice to Students," permits the student to understand the standards and requirements for completing the course and even to decide whether to take the course at all. In addition to providing Commission-required information, schools may include information that is unique to its requirements and courses. **A sample copy of this document must be included with the school's initial application for approval.**

Upon enrollment in a course or prior to the beginning of any instruction in a course the school must give each student written information that includes at least the following information:

- a. a statement that the school has Commission approval and a disclosure of the expiration date of that approval;
- b. the number of credit hours for prelicense education, postlicense education, or continuing education that students will earn upon successfully completion of the course;
- c. either that the course will be offered as an in-class course or as a computer-based



(independent study) course and when and where any required in-class instruction will take place;

- d. what type of credit a student receives upon completion of the course: community association managers, salespersons or brokers prelicense; postlicense or continuing education; and
- e. if the course is a prelicense course, whether it satisfies all or a part of the hours required for that license and if it satisfies only a part of the hour requirement, how many hours it meets and what other course(s) the student must complete to fulfill all of the requirements for the particular license.;
- f. the names of and biographical information on the instructors who will teach the course;
- g. a detailed and thorough description of the school's homework, examination, and grading policies;
- h. a statement of the school's attendance requirements including notice that the student must be on time and present for all in-class hours to receive credit for the course, and a statement indicating how students will make-up absences if the school has adopted a make-up policy;
- i. a specific, written statement that the school will not allow anyone to recruit students to become new affiliates for any brokerage firm on the school premises during a class or one hour immediately before or one hour after a class meets and that the school or instructor will promptly report any violation of this rule to the school director/coordinator or the GREC.
- j. for computer-based or independent study courses, the Notice to Students must also include the name and address of the approved school; the order in which the student must submit homework assignments; a statement that the student must personally complete all instructional modules required to demonstrate mastery of the material and sign the certification statement to that effect and that students must successfully complete all assignments before receiving credit for the course or before attending any required in-class instruction; and information on when and where students are to complete any required in-class instruction;
- k. a statement that students will not receive any continuing education credit for taking a course if they have taken the same course within the previous twelve months;

- l. a statement that students must successfully complete all assignments before receiving credit for the course; and
- m. for prelicense courses, the Notice must include a description of the Commission's Preliminary Decision option for persons with criminal convictions.

### **1B3 Preliminary Decisions for Persons with Criminal Convictions or Sanctions**

The Commission, by law, has the authority to deny a license to any otherwise qualified candidate who has a prior criminal conviction or a disciplinary sanction issued by an occupational licensing body. In order to prevent prospective licenses with convictions or sanctions from needlessly investing time and money in meeting the qualifications for licensure, the GREC has created a Preliminary Decision process. This procedure allows a prospective licensee to apply for a Preliminary Decision and ask the Commission to advise him or her whether, considering the prospect's record, the Commission would ultimately grant a license to the prospect. While neither positive nor negative Preliminary Decisions are binding on the GREC, once the prospect becomes a candidate for the issuance of a license, it is likely that the prospect who received a positive Preliminary Decision will be granted a license as long as all requirements for licensure are met and no additional convictions or sanctions occur.

An applicant for Preliminary Decision must provide the Commission with a certified copy of the criminal indictment and conviction or the disciplinary action by another licensing authority. The applicant may also provide any additional information the applicant believes will assist the Commission in making its decision. Processing the application involves a thorough investigation of the applicant's background that can take an extended period of time. Prospective licenses seeking a Preliminary Decision will want to submit the application as soon as possible.

Even a prospective licensee who receives a negative Preliminary Decision still retains the right to complete all the requirements of the license being sought and submit a complete application for license. If the GREC denies the license application, the applicant has the right to request a hearing before an Administrative Law Judge on whether the applicant should be granted a license. Even if the applicant receives a favorable ruling from the Judge, the Commission has final authority over whether to issue a license. However, if the applicant is able to prove to the Administrative Law Judge his worthiness to have a license, the Commission may be more inclined to issue the license.

### **1B4 Recruiting Prelicense Students to Join a Particular Brokerage Firm**

Some brokerage firms have found that owning a school approved to offer prelicense courses or sponsoring a prelicense course offered by another school may be an effective way of attracting future agents to the firm. While GREC Rules prohibit recruiting activities during a class or during the hour before the class begins and the hour after a class concludes, it is permissible to hold classes of a course at company facilities even if company logos are visible at the facility.

Again, real estate companies should take great care to see that the prohibition against recruiting is not violated by anyone associated the school or the real estate firm.

### **1B5 Evaluating Instructors**

It is the responsibility of the school director or coordinator to establish a system for regular and consistent evaluation of instructors. As part of that system, the school must at a minimum offer each student the opportunity to make unsigned, written evaluations of instructors of its courses. The school must keep copies of these evaluations in its files for its own use and for possible Commission review. Should an instructor who taught one or more courses at the school be the subject of a formal GREC Request for Investigation, the Commission may ask the school to provide additional evaluations of that instructor. The school director or coordinator should also consider other evaluation methods for maintaining high standards of instruction including monitoring selected class sessions.

### **1B6 Maintenance of Records**

Other than requiring schools to maintain all records for at least five years, the Commission does not specify how records are to be kept. Schools may develop their own systems of keeping records as long as the school retains copies of texts and other instructional materials used in courses, all graded examinations and their answer keys, instructors' resumes, attendance records of individual students, and the scores earned by each student on all graded, written exercises and examinations that the school used to determine whether the students passed the school's courses.

For schools which may experience frequent personnel changes, it is very important that two or more individuals in the organization are familiar with the manner in which records are kept and the place where records are stored so that new personnel will not have any trouble locating the records or accessing them.

### **1B7 Courses Held at Locations Other Than the School's Address**

If a school conducts a course at a location other than the school's address that is registered with the GREC, it must utilize only school personnel to give students or prospective students information on the school's course offerings, except that non-school personnel may distribute written information prepared by the school director or coordinator that includes the school's telephone number and the statement: "This information provided by (Name of School). Direct any questions concerning this information to (Name of School)."

School personnel must also administer the registration and enrollment of students with the exception that the school may allow other persons to register and enroll students under the direction of the school's director/coordinator. Personnel of the approved school must certify students' successful completion of the course and must maintain all records the Commission requires the school to keep.

## **1B8 Advertising**

The Commission recognizes that schools will advertise course offerings to inform and attract potential students. Schools are bound by GREC rules that prohibit any advertising that is intentionally misleading or inaccurate or that discriminates against legally protected groups. Advertising includes any type of promotion or solicitation, including advertising through personal communication, print media, broadcast media or electronic media such as the Internet or web pages. It also includes flyers, posters, signs and newsletters.

There are specific restraints on advertising by real estate schools:

- a) if a school uses the phrase “Georgia Real Estate Commission” in advertising, it must state that the Commission has approved the school as meeting the requirements of Georgia Law and the phrase cannot be greater in size or prominence of than the words and phrases preceding or following that phrase;
- b) if the school advertises a prelicense, postlicense or continuing education class to be held at a location of a firm or organization that is not the name of an approved school, the name of the approved school must appear in the advertising in equal or greater size, prominence and frequency as the name of the firm or organization hosting the course;
- c) all advertising of specific courses must state whether the course is an in-class course or a computer-based or independent study course; and
- d) a school may not promote its prelicense courses as assisting students in passing one or more of the Commission’s prelicense examinations unless it includes its students’ actual passing percentage on the examination to which the ad refers. The passing percentage must appear in a type size equal to the ad’s reference to passing the examination. Such an ad must also name the specific examination or examinations on which the advertised passing rate occurred, express the percentage as a specific percentage (eg. “80.01%” not “more than 80%”); be based on first-time examinees for the calendar year preceding the date of the ad only and state that in the ad; and give the exact number of its students who took the examination and the exact number who passed the examination.

While schools may be tempted to promote favorable percentages of their students’ passing GREC examinations, they should proceed with caution and follow the GREC advertising requirements very carefully. The basic rule of advertising is that it must be accurate in every way.

## **1B9 Reporting Changes**

Schools must immediately report to the Commission any changes in its director/coordinator or its

name, location address, mailing address or location address. If a school terminates a relationship with an instructor who has violated any GREC rules relating to schools, courses and instructors, the school must also immediately notify the Commission.

### **1B10 Communication with Approved Schools Via the Internet**

The Commission maintains a comprehensive website at [www.grec.state.ga.us](http://www.grec.state.ga.us). The website provides a major communication link and information resource for schools and instructors as well as for licensees and the public. The following required and optional services are available through the website:

The Commission maintains on its electronic database a separate electronic record for each approved school. This record contains information on a school's name, its location, its director, its coordinator, its contact information and a list of Course Codes and names of all courses the school is authorized to offer. The School Director and other authorized personal can access the school record after creating unique user names and passwords. Authorized school personnel can update the school's location and contact information and renew or reactivate the school's authorization as an approved school.

It is the responsibility of each school to enter course completion information to the GREC database for all students who complete approved prelicense, postlicense and continuing education courses at the school. Schools are responsible for obtaining any required software and training staff to upload course completion information.

Updating Records and Applications - A school can update school information about its director or coordinator, address, and telephone number directly to its records at the Commission. It can also renew or reactivate school approval as well as add users to the school's account. Schools that renew their approval using the website and a credit card save the \$25 mail renewal fee. Mail-in applications for school renewal and course codes and are also available on line.

Approved Schools List - The website also contains a complete list of all real estate schools approved by the Commission. The list provides a direct link to the web pages of those approved schools that have requested that feature.

GREC RE NEWS - Electronic copies of the Commission's monthly newsletter are also available on the website including the current issue and archived issues of this and other publications relating to education dating back to 2000.

Meetings - News of meetings and courses of interest to schools and instructors are also posted periodically.

### **1B11 Meetings and Conferences**

The Commission conducts a one-day Annual School Meeting for personnel of approved schools

and for instructors of prelicense and continuing education courses, usually in late November or early December. For several years, the GREC has contracted with the [Georgia Real Estate Educators Association \(GREEA\)](#) to plan and facilitate the meeting. While future schedules may vary, a pattern has evolved that begins with continuing education classes on various subjects and teaching methods on the day preceding the Annual School Meeting. Nationally-known educators from GREEA and from other states teach these classes. The following day is officially the day of the Annual School Meeting. The primary focus of the presentations on both days is improving instructors' knowledge of current real estate practices and methods of effectively communicating information to students. The program also includes presentations on changes in regulations or procedures for real estate schools and real estate examinations.

In addition to the opportunity for professional growth and for staying current on developments in real estate education, the Annual School Meeting is an important part of the requirements for maintaining instructor approval. Commission rules require that in order to renew an instructor approval, an instructor must have a total of twenty-four hours of instructor continuing education including attending at least two of the one-day Annual School Meetings held during the four year renewal period. (See Chapter Three of this Manual for further information on instructor renewal requirements.) The Commission mails registration forms to each approved school and each prelicense instructor several months before the meeting. Notification of meeting dates and registration is also available on line.

## Chapter 2

# REAL ESTATE COURSES

Once a school has received approval from the Commission, it must obtain a Course Code for each course the school intends to offer for prelicense, postlicense or continuing education credit. The school can apply for one or more Course Codes at the same time it applies for approval or anytime after the Commission has granted approval to the school; however, no school may offer or conduct a course for license credit until it has obtained from the GREC a unique Course Code for that course. It is important to keep in mind that the Commission only sets minimum standards for schools, instructors, and course offerings. Schools and their personnel provide the interactivity and personality that make the educational process worthwhile and interesting to students.

### SECTION A: OFFERING REAL ESTATE COURSES

#### 2A1 Establishing Courses

Although the Commission does not formally approve specific courses for license credit, standards for real estate courses require that all courses be educational in nature. For that reason, the Commission does not permit a school to offer courses for license credit that are aimed at assisting students in passing state licensing examinations or other examinations for professional designations.

Courses introduce students to the language of the real estate profession and to the basic theories underlying the duties and responsibilities of real estate licensees. Courses should seek to improve licensees' skills in handling the normal business activities of a licensee. Courses must also require practice in real estate brokerage skills and provide a significant number of exercises for honing those skills. {See [Rule 520-2-.04 \(1\)](#)} Courses should make students aware of the need for further education and for improving practical skills, but self-improvement courses or courses that promote the use of and benefits of a particular commercial electronic device or a specific copyrighted method of managing or marketing real estate do not qualify as license credit courses.

#### 2A2 Obtaining a Course Code for Each Course

A school may not advertise a course as available for license credit until the course is posted on the GREC electronic database of the school's courses or until the school receives specific written authorization from the Commission. To obtain a course code for a specific course, the school must file with the Commission an [Application for Course Code](#). Once the course code is issued, the school may begin offering the course to prospective students.

Although the documentation that a school must submit with the course code application is minimal, schools must maintain specific records on the courses they offer. Sections 2A3 through 2A6 of this manual discuss the documentation requirements for prelicense, postlicense and continuing education courses.

#### 2A3 Course Outline and Learning Objectives

All schools must maintain in their files a complete, detailed course outline for each course that the school offers. The course outline must list all the major topics that the course covers and

include a complete list of sub-topics and activities that explain or demonstrate each major topic. To help assure that each course is designed to accomplish its educational purpose, the Commission requires that schools prepare at least one learning objective for each credit hour of the course. Course learning objectives use active verbs and language that describes expected and measurable end results. A suggested pattern for course objectives is:

“At the completion of this (hour, unit, chapter, activity, etc.), students will be able to (identify, list, explain, complete, select, define, etc.) the (particular topic in the course outline).”

For example, “At the completion of the Sales Contract Writing exercise, students will be able to list the seven requirements for a valid and enforceable sales contract.”

Instructors should 1) share the learning objectives of the course with the students at the beginning of the course to establish learning goals and 2) review the learning objectives at the beginning and end of each unit or activity to judge whether the students have properly grasped the subject matter.

#### **2A4 Instructors**

For all courses, schools should select instructors who are knowledgeable and experienced in the language of and practice of real estate with particular knowledge of real estate brokerage activities. All instructors of Brokers Prelicense, Salespersons Prelicense and Community Association Managers Prelicense courses must be approved specifically by name by the Real Estate Commission. More detailed information on instructor attributes and requirements for approval can be found in Chapter 3 of this Manual.

#### **2A5 Text Materials and Audio/Video Recordings**

The Commission does not require or endorse any textbooks or other teaching materials for any course. Schools and instructors should provide resources for students that are current, accurate and conducive to learning. Any textbooks that a school requires students to use in a course should reflect both current law and practice, should be written at a comprehension level suitable to the students, and should be affordable.

Besides textbooks, other materials may be also be relevant. For example, current newspaper articles on real estate issues, brochures, information from the Internet, articles from magazines and periodicals, and legal briefs can provide additional learning resources. Schools and instructors may also maintain lending libraries for students that offer additional media resources, including audio/video recordings.

#### **2A6 Record Keeping**

In addition to general record-keeping requirements discussed in Section 1A6 of Chapter 1 of this Manual, the GREC and sound educational practice require that schools maintain and make available for inspection by an authorized representative of the Commission at least the following information for courses:

- a. a detailed course outline that identifies hours to be spent on each subject area in the course and all planned in-class and homework exercises that students are required to complete;



- b. the description of at least one specific learning objective for each instructional hour of the course; (See Section 2A3 above for a discussion of learning objectives.)
- c. a list of all text materials used in the course;
- d. copies of daily tests, final examinations, or other materials used to evaluate student performance;
- e. records that identify each student, the student's attendance record, and a final grade for any course completed;
- f. written summaries of individual student evaluations of the course;
- g. the résumé or other biographical information documenting the knowledge and experience of each postlicense and continuing education instructor who has not been designated by the Commission as an approved instructor {See [Rule 520-2-.02 \(8\)\(d\)](#)}; and
- h. copies of Commission authorization of any continuing education course that does not seek to improve the knowledge and skills in real estate brokerage activity in the subject areas listed in the curricula for courses outlined in [Rule 520-2-.04](#) {See also [Rule 520-2-.04\(6\)\(c\)](#)}.

## **2A7 Hours of Instruction**

The Commission requires schools to meet specific standards when designing and presenting courses. For example, an instructional hour or class hour is defined as at least fifty minutes of instruction or other learning activity. This means that if a course offers three credit hours, a total of at least one hundred and fifty minutes must be spent in learning activity such as lecture, group learning activities, student presentations, and instructive audio/visual materials. The other thirty minutes of the three hours could be spent on activities such as answering student questions, giving and explaining assignments for a subsequent class, reviewing previously presented material, and breaks. Breaks are given throughout the three hours; not at the end of the class which would effectively shorten class time to two and one half hours.

In-class instruction and testing in any course may not exceed seven and one-half hours per day. Schools must hold all in-class instruction between the hours of 7:00 a.m. and 10:00 p.m. with breaks totaling at least fifteen minutes every two hours. For courses with multiple in-class sessions, the schedule must allow ample time between sessions to give students the opportunity to prepare for the next in-class session. Instructors may utilize no more than a total of thirty minutes of audio or video material toward meeting any required in-class (or make-up) hours of instruction unless the GREC grants written authorization for such material prior to its use. Although there may be some overlap of required material in prelicense courses, instruction for brokers prelicense students and salespersons prelicense students cannot be presented as a single

course for both sets of students. Instruction must be separate for each group. {See [Rule 520-2-.04 \(3\)](#)}.

## **2A8 Homework Assignments, Student Study, and Instructional Techniques**

The Commission recognizes that no single course can provide enough knowledge and practice of skills for a licensee to achieve the desired level of competence. The school, in each course it offers, should make students aware of the need for further study and the perfection of practical skills.

Prelicense courses must include with each instructional unit appropriate reading assignments and written exercises for completion out of class. For all written assignments to be completed out of class and graded by school personnel for the purpose of determining whether a student passed a prelicense course, a school must require each a student submitting such assignments to include a statement signed and dated by the student stating that “I certify that I have personally completed the assignment,” {See [Rule 520-2-.04 \(4\)\(a\)\(10\)](#)}. The school must not grade any out of class written assignment unless the student has submitted the signed statement. An instructor or the school coordinator must grade any required written course work that students prepare outside class.

Course instructors may use traditional teaching methods such as lecture, discussion, questions and answers, etc. Classroom instruction should also include role play, simulations, or other techniques designed to assist students in mastering such skills as writing offers, presenting offers, calculating costs, pricing property, and complying with fair housing laws.

The Commission requires that schools present courses to students through interactive instructional techniques. Examples of interactive techniques include immediate exchanges between an instructor and students in a traditional classroom setting and immediate assessment and remediation in computer-assisted or other types of audio or audiovisual interactive instruction. Schools cannot attempt to provide instruction primarily by having students: (a) read texts, (b) listen to audio tapes, (c) watch video tapes or films, or (d) study questions similar to those on an examination or by combining elements of (a) through (d) above {See [Rule 520-2-.04 \(8\) and \(9\)](#)}.

Once a school receives the Commission’s approval, the school must offer at least one course designed to help licensees meet the continuing education requirements of the License Law every calendar year. This course must be in addition to any prelicense or postlicense courses the school may offer. {See [Rule 520-2-.04 \(6\)](#)}. This requirement does not mean that every school must actually conduct at least one continuing education course each calendar year whether or not any students enroll to take such a course. At a minimum, each school must have such a course ready to be taught and an instructor available to teach the course or be able to offer a distance education or computer-based continuing education course. Common sense dictates that if the school publicly offers a classroom course and no one shows an interest in taking it, the school is not bound to offer the course to an empty classroom.

## **2A9 Teaching Ethics in Prelicensure and Postlicensure Courses**

GREC Rule [520-2-.04\(4\)\(5\)](#) requires that every course offered by a school for prelicensure or postlicensure education credit include acknowledgment and coverage of the ethical implications of the subject matter of the course. Each school director and every course instructor must determine how to engage students in the ethical questions or ethical dilemmas that may arise as the student participates in the real life real estate activity or practice covered in the course. When an approved school offers a new course, the course content must include the teaching of ethics in the course outline and in the course objectives.

Educators generally understand ethics as a system through which a person acts upon and acts out personal convictions in order to do the right thing in personal and business relationships. Ethical decision making involves the application of ethical values and actions in situations in which there may be conflicts between possible actions and one's principles or values. Because prelicensure and postlicensure courses cover a number of topics, instructors should present the ethical implications related to each subject area of the course using appropriate teaching techniques. For example, in teaching subject areas such as contracts, finance, closing procedures, agency relationships, fair housing, or environmental laws, instructors may use techniques such as class discussions, role playing, and case studies to illustrate ethical decision making.

Other courses, such as continuing education courses dealing with real estate computer training or other technical training, should include appropriate references to possible ethical problems or situations involved in the practice or technique that the course teaches. In any course, instructors may dedicate a particular time period in the course to teaching about ethics, or they may teach ethics through references and examples presented in appropriate places throughout the course.

## **2A10 Advertising Course Offerings**

The Commission recognizes that schools must advertise courses to attract students. The advertising rules apply to schools, instructors and course providers who advertise in any media, such as print, photographic, broadcast and all other electronic media including the Internet. Advertising includes any type of information or solicitation, if done by or on behalf of schools, instructors or course providers. Any advertising of a real estate course by an approved school must identify the course as an in-class or computer-based course, whichever is appropriate.

If a school advertises a course that seeks to assist students in passing an examination, but does not qualify a student to sit for an examination, the advertising of the course must meet all the requirements for advertising courses. {See [Rule 520-2-.02\(9\)](#)}

## **2A11 Using the Name of the Commission in Advertising**

If an approved school wishes to use the Commission's name in advertising, it must indicate that the Commission has approved the school as meeting the requirements of Georgia law. Advertisements may not indicate in any manner that the Commission has any interest in the

school other than ensuring that it complies with the standards imposed by Georgia law. If a school uses the phrase “Georgia Real Estate Commission” in an advertisement, this phrase may not appear in larger type than the words and phrases preceding or following the phrase {See [Rule 520-2-.02\(9\)\(a\)](#)}.

### **2A12 Offering Courses with Any Entity that Is Not Approved as a School or at a Location other than the School’s Address**

To ensure that each student or potential student can be confident that only an approved school is offering any prelicense course, the Commission requires that any approved school, when advertising a prelicense course of any type (i.e., Salespersons, Brokers, or Community Association Management), a) not advertise the course as being offered, sponsored, or conducted by or with a real estate firm, with another organization, or with an individual that is not an approved school and b) must ensure that the name of the school appear in the ad in equal size, prominence and frequency as the name of the firm or organization hosting the course.

An approved school may offer a prelicense, postlicense or continuing education course at a location other than the address that the school has registered with the Commission only if:

- a. personnel of the school give students and prospective students information about course offerings and prepare any printed information about the course which may include no telephone number other than that of the school’s;
- b. school personnel administer all registrations, enrollments and certification of students or directly supervise the registering and enrollment of students; and
- c. maintain all records required by the Commission. {See Rule [520-2-.02\(9\)\(b\)](#)}
- d. and that any advertisement of the course list only the school’s telephone number, that the advertisement state that the school provided the information in the advertisement and that any questions should be directed to the school;

When a school advertises a course for prelicense, postlicense or continuing education credit at a location of a real estate firm or of any organization that is not an approved school, the school must include in the advertisement the name of the school and the school’s approval number in equal or greater size, prominence and frequency than the name of the firm or organization

### **2A13 Advertising Examination Passing Percentages**

Commission Rules regarding advertising also require that any advertising of a course must clearly state whether the course is an in-class course or a computer-based course. Additionally, an approved school may not advertise that successful completion of its course will assist an individual in passing a Commission licensing examination unless the advertisement includes the school’s passing percentage in the advertisement. If the school includes the passing percentage in the advertisement, the type size of the passing percentage has to be at least as large as any

reference in the advertisement to passing the examination. In calculating and advertising its passing percentage, an approved school must include the following information:

- a. a statement that the passing rate of its students is based on the examination to which the advertisement refers; is expressed as a specific percentage; is based on only first-time examinees and so state in the advertisement; and be for the stated calendar year preceding the advertisement;
- b. a statement that the passing rate given is for 1) the broker examination, 2) the salesperson examination, or 3) the community association manager examination; and give the actual number of its students taking the examination in the calendar year cited; and
- c. a statement of the actual number of its students passing the examination during the calendar year cited. {See Rule [520-2-.02\(9\)\(d\)](#)}

#### **2A14 Changes and Exceptions**

Schools must report immediately to the Commission in writing changes in its director/coordinator, name, phone number, location or mailing address. The school must notify the Commission immediately if it terminates its relationship with an instructor because of the instructor's violation of any provision of the Rules or the License Law {See [Rule 520-2-.02\(6\)\(a\)](#)}.

If sound educational reasons exist, an approved school may request exceptions, modifications or exemptions to the Commission's regulations. The school must submit such requests in writing with supporting rationales and may implement them only after receiving written authorization from the Commission {See Rule [520-2-.02\(11\)](#)}.

#### **2A15 Offering "Cram Courses" and other Non-Credit Courses**

Preliminary schools may offer courses that do not meet the standards of [Rule 520-2-.04](#), so long as they do not advertise the courses as credit courses. Some preliminary schools offer "cram courses" specifically designed to review course material, improve the students' test-taking skills, and increase the chances of students' passing licensing examinations. If a school advertises that a cram course assists a student in passing the Commission's licensing examinations, it must include the school's passing percentage and comply with all the requirements of the Commission's regulations on advertising {See Rule [520-2-.02\(9\)\(d\)](#)}. A school may not offer hours spent in a "cram course" as make-up time or as part of a credit course for any student. Any exceptions require the prior, written authorization of the Commission. If an approved preliminary instructor teaches the course, that fact alone does not permit the school to combine a non-credit course with a license credit course to provide qualifying credit or make-up hours for students. A school, at its discretion, may require students to attend a cram course to review course material. However, the school may not include the hours of the cram/review session as part of the license credit hours of a course.

## **SECTION B: PRELICENSE COURSES**

### **2B1 Required In-Class Hours**

Candidates for the community association managers license must complete a prelicense course of at least 25 hours of instruction, candidates for the salespersons license must complete a prelicense course with a minimum of 75 hours of instruction, and candidates for the brokers license must complete a prelicense course having at least 60 hours of instruction. In calculating the required hours of instruction, a school may not count time students spend on breaks as part of the required instruction hours. Times students spend taking tests, examinations or other graded exercises cannot count for more than 10% of the required instruction time for any prelicense course.

### **2B2 Community Association Managers Prelicense Course Curriculum**

To prepare licensees adequately for community association management and to comply with the Real Estate Commission prelicense course requirements in this category, the minimum 25-hour curriculum must include the following subject areas:

- a. property law, including Georgia laws on common interest ownership (e.g. condominiums), public rights and limitations, and fair housing laws;
- b. forms of ownership including planned unit development (PUD), home owner's associations, condominiums, cooperatives, timeshares, townhouses, and master association relationships and how to interpret community association governing documents;
- c. contracts and transaction documents including the content and negotiation of management agreements, the nature and content of insurance documents, and resale certificates;
- d. real estate instruments and conveyances including notices, proxies, and liens; amendments to documents and the requirements for reinstatement;
- e. the law of agency including identifying and understanding agency relationships and duties between community association managers and association boards, members, and tenants of members; single and dual agency; and agency disclosure;
- f. financing instruments and basic accounting practices including principles of accounting for trust accounts, for common interest associations, and for lender requirements for recertification;
- g. Georgia real estate license law;
- h. ethics in community association management;

- i. environmental laws; and
- j. safety precautions.

### **2B3 Salespersons Prelicense Course Curriculum**

To prepare licensees adequately to become real estate salespersons and to comply with the Real Estate Commission prelicense course requirements in this category, the minimum 75-hour salespersons prelicense course must cover fundamentals in the following areas:

- a. real estate contracts, including completing and presenting form real estate sales contracts with extensive practice with problems involving new FHA, VA and conventional loans; loan assumptions, brokerage engagements; and leases (students must demonstrate proficiency in completing such form contracts by passing a school-developed and administered test or by satisfying such other assessment measurements established by the school as the Commission may authorize);
- b. real estate instruments and conveyances;
- c. closing procedures covering RESPA and the HUD-1 Settlement Statement and including a salesperson's responsibilities at a loan closing conducted by someone else and an explanation of standard closing procedures and documents used in the salesperson's services area;
- d. agency law, including agency disclosure;
- e. pricing real property (students must demonstrate proficiency in preparing forms that document such pricing by passing a school developed and administered test or by satisfying such other assessment measurements established by the school as the Commission may authorize);
- f. real estate financing including extensive practice in estimating costs of selling and purchasing property and estimating monthly payments (students must demonstrate proficiency in completing forms which document such estimates by passing a school developed and administered test or by satisfying such other assessment measurements established by the school as the Commission may authorize);
- g. Georgia's Residential Mortgage Fraud Law and methods for identifying possible fraud in transactions and properly reporting alleged fraud;
- h. community association management activities and property management activities;
- i. environmental laws;

- j. real estate taxation;
- k. city and urban development;
- l. fair housing;
- m. antitrust laws;
- n. safety precautions; and
- o. Georgia’s real estate license law.

## **2B4 Brokers Prelicense Course Curriculum**

A Brokers Prelicense Course must provide for a minimum of 60 instructional hours. The Brokers Prelicense Course must review all subject areas covered in the Salespersons Prelicense Course and teach advanced concepts in those areas. In addition, the course must include significant components covering conducting loan closings; real estate office management; personnel policies, maintaining trust accounts and trust account record keeping; and a broker’s responsibilities for any community association managers, salespersons and associate brokers affiliated with and under the supervision of the broker.

The lists of topics for these three required courses include only general subject areas that the courses must cover. School directors and instructors should also review the “Examination Content” section of the [Candidate Handbook](#) provided by the Commission’s examination vendor, Applied Measurement Professionals. Schools may teach the subject areas of the curriculum in any order using appropriate textbooks or other reference materials in offering the course.

## **SECTION C: POSTLICENSE AND CONTINUING EDUCATION COURSES**

### **2C1 Salespersons Postlicense Course**

The 25-hour salespersons postlicense course curriculum must focus on legal fundamentals and/or basic practices in sales or management of residential, agricultural, commercial, and industrial properties. If the subject matter of a postlicense course addresses residential sales, the curriculum must include a component on Georgia’s Residential Fraud Law and methods for identifying and reporting possible fraud in real estate transactions. The Commission does not provide a specific curriculum, outline, or text to satisfy the salespersons postlicense course requirement. The GREC permits schools to select the course curricula, texts, and instructors for postlicense courses. A school may choose to develop or offer a postlicense course that provides more hands-on, practical training in areas taught in the salespersons prelicense curriculum, such as a course in writing contracts or a course which trains agents in the disclosures and documents required under the various types of agency relationships permitted by Georgia law. Alternatively, a school



may offer a postlicense course that trains licensees in the daily habits, practices, and techniques which have proven successful in real estate sales.

## **2C2 Continuing Education Courses**

Commission regulations do not define the subject areas for continuing education courses, except to say that a continuing education course must have the prior written authorization of the Commission unless it seeks to improve knowledge and skills in real estate brokerage activity in the subject areas required in the curricula for the Community Association Managers, Salespersons and Brokers Prelicense Courses. When a proposed continuing education course meets this requirement, a school can obtain a Course Code by filing a [Real Estate Course Code Application](#) with a course outline attached.

If a school wants to offer a continuing education course that does not teach skills or knowledge in a subject area listed under the subject areas for prelicense and postlicense courses, the school must request written authorization for the content of the course. A course outline must accompany the request, which a school may mail, e-mail or fax to the Commission. When the Commission receives the request, the Commission staff will review the content of the course and determine whether to authorize a Course Code for that proposed course. If the Commission denies authorization for the course, the Education Advisor will contact the school by telephone or in writing to explain the reasons for the denial.

Each calendar year, every school must offer at least one continuing education course in addition to any prelicense or postlicense course offered during that year by the school. That means that every school must have in its curriculum at least one continuing education course that it is prepared to teach to meet student demand. It does not mean that every school must conduct a continuing education course at least once a year course in the absence of any student demand. Every continuing education course must be a minimum of three instructional hours in length. The GREC neither requires a school to administer a quiz, test, or examination as a requirement for successful completion of a continuing education course, nor does it prohibit a school from doing so.

While the Commission will accept continuing education courses that teach skills or practices which directly relate to the licensee's relationship to clients and/or customers in real estate practice, the Commission will not accept courses that deal primarily with the licensee's own self-improvement, personal knowledge, or financial security that do not relate to the licensee's relationships or responsibilities to the public. The Commission often denies authorization for courses designed to be motivational or inspirational in nature, for courses on personality types or on personal styles such as "Dress for Success," or for business courses in human behavior or psychology. Likewise, the Commission may not approve for real estate continuing education credit, courses offered to the general public that a real estate licensee might attend for personal development such as courses in basic computer skills, selling techniques, or other applications beneficial to success in a variety of endeavors. Upon receiving a request to approve such a course, the Education Advisor or other GREC staff will request more details on the proposed

course from a school to decide the suitability of the course for real estate continuing education credit.

The Commission will accept a course that exceeds twenty-four instructional hours in length for continuing education credit only if such course also meets all requirements for approval as a sales postlicense course.

The License Law requires that each real estate licensee complete six hours of continuing education for each year of the four-year license renewal period. A licensee may complete the continuing education requirement by taking courses during each year of the renewal period or at any time during the renewal period. Before a licensee can renew a license, his or her electronic licensing record with the Commission must show that he or she has completed a minimum of twenty-four hours of continuing education courses within the renewal period.

If a licensee has successfully completed the community association managers prelicense, salespersons prelicense, sales postlicense, or brokers prelicense course during a license renewal period, the licensee may count that course as meeting the continuing education requirement for that licensing period. A licensee who has completed the salespersons postlicense course to meet the 25-hour education requirement for the first year of licensure as a salesperson receives six hours of continuing education for the first renewal period.

### **2C3 Reporting Student Completion of Courses**

The Commission maintains in its electronic database a separate electronic record for each approved school. This record contains information on a school's name, location, director, coordinator, contact information and a list of Course Codes and titles of all courses the school is authorized to offer. The School Director and other authorized personal can access the school record after creating unique user names and passwords. Authorized school personnel can then update the school's location and contact information and renew or reactivate the school's authorization as an approved school.

It is the responsibility of each school to enter course completion information in the GREC database for **all** students who complete prelicense, postlicense and continuing education courses at the school. Schools are responsible for obtaining any required software and training staff to upload course completion information.

A school may enter course completions for students who pass its prelicense course on the Commission's website either one student at a time or as a data upload of all students who passed the course at the school during a particular time period. If a student passing a course is not already licensed, school personnel will enter course completion information under the "unlicensed" selection. This data will be stored in the school's secure area of the GREC website.

Follow this link at: <http://www.grec.state.ga.us/schools/programinstructions.htm> for detailed instructions on entering student course completion information.

After an approved school enters the completion of a prelicense course into a student's record, an automated system, which runs several times a day, will transfer the student's course completion record to the Commission's examination vendor, Applied Measurement Professionals (AMP).

Once a student record is transferred to AMP, the school will be sent an email (if the GREC has an email address on record for the school) with the information that the student's information has been submitted to AMP. If the school enters the student's email address, an email will also be sent to the student.

## **SECTION D: COMMON REQUIREMENTS FOR PRELICENSE, POSTLICENSE AND CONTINUING EDUCATION COURSES**

### **2D1 Units of Instruction That Are Not Among the Prescribed Curricula for Prelicense Courses**

A school may offer units of instruction in prelicense courses that are not within the curricula set forth in [Rule 520-2-.04](#). However, to include such units of instruction within the minimum credit hours for each type of course or to offer licensee credit in a continuing education course, the school must obtain prior written authorization from the Commission.

For example, to include a one-hour unit of instruction on "Basic Sales Techniques" within the 75 hours of instruction required for the salesperson's prelicense course, a school must obtain prior written authorization from the Commission, because sales techniques are not within the prescribed curriculum for that course as outlined in [Rule 520-2-.04\(6\)](#).

However, including a unit on disclosing environmental hazards would not require prior written authorization from the Commission, since the prelicense curriculum includes an agent's duty to disclose adverse conditions about property and environmental laws relating to real estate. In contrast, teaching a unit on "Environmental Hazards That Cause Cancer" within the minimum number of required hours would require prior written approval from the Commission to determine whether such a course bears a reasonable relationship to the practice of real estate brokerage by a licensee in Georgia.

### **2D2 Common Requirements: Maintaining Course Outlines and Learning Objectives**

Every school must maintain on file in the records of the school a complete course outline for each course that the school offers. Every course outline must contain an appropriate learning objective for each instructional hour.

The **course outline** details the subject areas that the course covers, the hours to be spent on each subject area and all planned exercises that students are required to complete.

**Learning Objectives** help assure that each course curriculum accomplishes its purpose. The Commission requires that schools prepare at least one learning objective for each credit hour the course receives. Instructors may share course objectives with students for them to use as learning

goals. Learning objectives use active verbs and language oriented to the expected end result. A typical pattern for course learning objectives is:

At the completion of this (hour, unit, chapter, activity, etc.), students will be able to (identify, list, explain, complete, select, define, etc.) a (specific idea, set of facts, topic or body of information) that was presented.

Using the curriculum guidelines contained in [Rule 520-2.03](#) (as expanded by the course outline), the course developer writes objectives that are appropriate for the material. For example, if the topic is “trust funds,” an appropriate objective might be:

“Upon completion of this hour of learning activity, students will be able to explain the process for properly disbursing monies held in trust by a broker in a real estate transaction.”

Instructors may find it productive to share learning objectives with students at the beginning of each class session to focus them on the material. Reviewing the learning objectives at the end of the unit or activity will help to ensure that students have properly grasped the subject matter of the class session or unit.

### **2D3 Common Requirements: Texts**

The Commission does not require or endorse any specific texts or other teaching materials for any course. Schools and instructors should provide resources for students that are current, accurate and useful for learning. Course texts required by schools should reflect both current law and practice, should be written at a comprehension level suitable to the students, and should be affordable.

Besides textbooks, other materials may be relevant course resources. For example, current newspaper articles on real estate issues, brochures, information from the Internet, articles from magazines and periodicals, and legal briefs can provide additional learning resources. Schools and instructors may also maintain lending libraries for students that offer additional media resources, such as pre-recorded audio and video materials.

### **2D4 Common Requirements: Hours of Instruction**

Whenever discussed in this Manual, an instructional hour is a time period of instruction or other learning activity lasting at least 50 minutes. Break time is separate from, and not included within, in-class hours. A school may conduct in-class instruction only between 7:00 a.m. and 10:00 p.m. The maximum number of combined hours of instruction and testing that students may receive on any one day is 7.5 hours. The instructor or school must give students a break totaling at least fifteen-minutes every two hours of in-class instruction. Schools and instructors may not delete breaks to achieve early dismissal, even if requested to do so by the students.

Instructors may use pre-recorded audio and/or video presentations, but they may utilize no more than 30 minutes of such presentations to satisfy class-hour or make/up instruction requirements unless the Commission grants written permission prior to the use of the presentations.

### **2D5 Common Requirements: Instructors and Instructional Techniques**

The Commission must approve by name all instructors who teach real estate prelicense courses. For more information on instructor approval, see *Chapter 3* of this Manual. Instructors who teach the Salespersons Postlicense Course and continuing education courses must possess the appropriate experience and knowledge of the content areas of those courses.

A teaching methodology that enriches the curriculum with practical examples and practice exercises enhances the learning process for both students and instructors. Involving students in role plays, simulations, group exercises, and other similar instructional techniques provides opportunities for students to demonstrate mastery in specific skills. Equally important is timely interaction between the student and the instructor either through exchange with the instructor in a classroom setting or by timely assessment and remediation through computer-assisted instruction.

### **2D6 Common Requirements: Notice to Students**

All courses require that the school issue to each student a Notice to Students. The requirements for the Notice are fully discussed in Section 1B2 of Chapter 1 of this Manual.

### **2D7 Common Requirements: Attendance Monitoring and Makeup Policy**

Schools must monitor attendance in all courses. Schools and instructors must notify students that, to receive credit, they must be on time for the course and must be present in class for the number of hours the course requires. Schools must maintain attendance records of individual students.

A school may establish a makeup policy for students who are unable to attend all the scheduled hours of instruction required for a course. For example, if a student misses one or more sessions of course, the school may permit a student to make up the session or sessions by attending similar sessions of the same course. Unless the Commission grants prior written permission, schools may not grant make-up time of more than 30 minutes to a student who watches video presentations or listens to audio tapes.

### **2D8 Common Requirements: Homework, Student Certification, Graded Examinations**

Sound educational practice and the Commission's rules require that for prelicense courses, schools include with each instructional unit, appropriate out-of-class reading assignments and written exercises that must be graded and that will determine part of the student's grade in a course {See [Rule 520-2-.04\(4\)\(a\)\(9\)](#)}. The Commission does not require that the school grade

all homework assignments. Some homework assignments or exercises may serve as a review during the following class session or as the basis of a group exercise within a class period.

Schools may use a number grade, a “Pass/ Fail” grading system, a “Satisfactory/ Unsatisfactory” scale, or some other means to determine if a homework assignment or out-of-class exercise completed by a student meets the requirements of the course.

Each graded homework assignment must include a statement signed by the student that the student has personally completed the assignment. [Rule 520-2-.04\(6\)\(a\)\(10\)](#) requires that each out-of-class written assignment a student submits for grading include the following statement:

I certify that I have personally completed this assignment.

---

Date	Student Signature
------	-------------------

A school must not grade a written out-of-class assignment unless it includes this signed statement.

Students must demonstrate proficiency in the course material that a school teaches. To determine proficiency, a school may administer in-class graded exercises and tests throughout the course. However, in prelicense courses no more than ten percent of in-class time may be spent in giving tests or examinations, including the course final examination. A school must give a graded final examination in the prelicensing and postlicensing courses. The school may provide students a letter grade or a numerical grade.

For all course final examinations, a school must establish minimum passing scores consistent with the passing scores required on the state licensing examinations [{520-2-.04 \(11\)\(b\)}](#). At present, the AMP standard for passing the prelicensing examinations is 75% correct. A school may apply in writing to the Commission for approval to require a different minimum passing score on school examinations. The school must establish an educational justification for the different minimum score.

## **2D9 Common Requirements: Records Maintenance**

All schools must maintain course and student records for five years and must make their records available to the Commission’s authorized representative upon reasonable request. The education records that a school must maintain include, but are not limited to, course outlines, with the courses’ learning objectives, examinations, answer keys, texts, instructional materials, attendance rosters, student scores on all graded written exercises and examinations, the Notice to Students, course evaluations or a summary thereof, instructor resumes, and authorization for those continuing education courses for which the Commission requires authorization.

## **2D10 The GREC License Examination Process**

Under contract with the Commission, Applied Measurement Professionals, Inc. (AMP) administers the salespersons, brokers and community association managers licensing examinations. AMP also issues new licenses to successful examinees. After a student successfully completes a school's prelicense course, school personnel electronically transfer the student's completion information to the Commission's website. Once this information is transmitted to AMP, the student may register for the licensing examination with a credit card online at [www.goamp.com](http://www.goamp.com) or by telephone at 1-800-345-6559. Students may also register by mail and pay with cashiers check, money order or credit card. AMP schedules candidates on a first-come, first-served basis.

AMP administers the licensing examinations by computer. After candidates have completed the computerized examination, the Test Site Supervisor will provide a score report and further instructions. A candidate must score at least 75% to pass the examination. If candidates fail to achieve a passing score, they will need to schedule another appointment through AMP's Candidate Services Department by calling 1-800-345-6559.

Once a candidate successfully completes the examination and has met all other licensing requirements for a salespersons license, an associate brokers or inactive brokers license, or for a community association managers license, he or she can obtain a license at an AMP test center. Each test center issues licenses on a first-come, first-served basis from 2:00 p.m. until 5:00 p.m. during the test center's regular business days.

The most current complete and detailed information about the AMP Georgia testing and licensing program is available in the *Georgia Real Estate Examination and Licensing Program Candidate Handbook*. An electronic version of this *Handbook* is available to print or download at no charge at [Candidate Handbook](#). This *Handbook* lists the various Georgia examination locations, schedules, fees and procedures, and includes complete instructions on applying for licensing examinations and on obtaining a license after passing an examination.

### **SECTION E: DISTANCE EDUCATION - COURSES DELIVERED BY COMPUTER AND OTHER ELECTRONIC MEDIA**

The most obvious characteristic of distance education is the physical separation of the instructor and the student. *Distance learning* occurs when instruction does not take place in a traditional classroom setting but through other methods in which distance and, often, time separate teacher and student. While an instructor might be located in a classroom, lecture hall, or the instructor's office, the student might be at home, at work or in another part of the world. Moreover, teacher and student will likely be separated by time as well. Advances in telecommunications and, electronic media, and the wide availability of the Internet offer many new opportunities for real estate schools to present courses to students at places and times that are more convenient and conducive to an individual student's successfully completing the course. Distance education courses must meet all requirements of in-class courses with one exception: whereas an instructional hour for an in-class course is defined as at least 50 minutes of learning activity, in



distance education courses, a credit hour is defined in Rule [520-2-.04\(10\)\(b\)](#) as 60 minutes of instruction.

### **2E1 In-class Courses Offered Simultaneously at Numerous Sites**

The Commission encourages schools to offer courses using current methodologies to reach students who because of time or distance constraints cannot travel to classrooms where instructors are teaching a course. Schools may offer classroom education simultaneously to students in many sites by using electronic technology. For example, some university or vocational school systems use an audio/video network that links together classrooms in many towns or cities at the same time.

Commonly, instruction will take place in one classroom location in which the instructor and students interact. At remote sites students and the instructor communicate through video and/or audio monitoring systems, such as microphones, a telephone, or other electronic devices. *In cases in which a school wants to offer in-class courses through satellite or network transmission to remote sites, the school must notify the Commission explaining the means by which the students and the instructor interact, and the technology used to link the various sites.* The school must also describe (1) the attendance monitoring procedures it will use to ensure that students complete the course at the remote sites and (2) the manner in which it will monitor attendance records.

### **2E2 Rebroadcasts or Replays of Recorded Courses**

The Commission does not permit schools to offer videotapes or replays of courses for credit. Consequently, students may not be given credit for in-class hours or make-up hours by watching a videotape or “rebroadcast” of a course or by simply listening to an audiotape of a course. To offer real estate credit for a course, a school must offer the course in a live setting with interaction between an instructor and students. Consequently, the regulations that apply to in-class courses also apply to distance learning courses that a school offers simultaneously at many sites.

### **2E3 Requirements for Computer-Based Courses**

Computer-based courses are courses delivered on a computer connected to the Internet or using portable media such as CD ROM technology. Qualifying computer-based courses must include continual interactivity between the student and the course material. In addition to the requirements that are specific to computer-based courses, those courses must also meet all other applicable requirements of [Chapter 520-2-.04](#) such as those related to the establishment of new courses, record keeping, written notification to students, advertising and the required curricula for prelicense and postlicense courses. (See Sections 2B2 - 2B4 and 2C1 in this Manual.) A course provider may meet GREC requirements for a computer-based course either by providing documentation that the course has been certified by the Association of Real Estate License Law



Officials (ARELLO) as meeting ARELLO's distance education standards or by demonstrating that the course meets all the Commission's requirements for computer-based courses {See Rule [520-2-.04\(11\)](#)}.

#### **2E4 Association of Real Estate License Law Officials (ARELLO) Certification**

ARELLO is an international association of real estate regulators from the United States, Canada, and other countries. ARELLO also offers a certification program for distance learning courses. Course Developers may inquire about the certification program by contacting ARELLO at (334) 260-2928 or by FAX at (334) 260-2903. Information on the ARELLO certification program is also available at <http://www.arello.org>. An advantage to multi-state computer course developers in seeking ARELLO certification is that many states and provinces in the US and Canada either require or accept ARELLO's certification of computer-based courses.

#### **2E5 Standards for Computer-Based Courses**

Computer-based courses must meet the Commission's standards that are common to all courses, except those requirements limited to in-class instruction. Additionally, any computer-based courses that do not have ARELLO certification must meet specific GREC standards for computer-based courses.

While the Commission does not require that each computer-based course achieve the minimum standards in the same way, each computer-based course must at a minimum meet these requirements:

Teach to Mastery. Achieving this standard means, at a minimum, a) dividing the course material into major units and b) dividing each major unit into a number of instructional modules for presentation on a computer. For example, a course provider may offer a "major unit" on "agency relationships." Individual instructional modules in this example might present discussions of topics such as "representing the seller," "representing the buyer," "dual agency," and "Georgia's Brokerage Relationships in Real Estate Transactions Act."

Learning Objectives. Each computer-based course must include one or more learning objectives for each module of instruction. The learning objectives must be comprehensive enough to insure that if all the learning objectives are met, the content of the course will be mastered. (See **Section 2A3** of this Manual for more information on developing learning objectives.)

Evaluating Mastery. Course providers must ensure that the course provides a quantitative criterion that determines whether a student has mastered the content covered by each learning objective. In other words, the course must ask questions, provide exercises, or

devise some other means by which a student demonstrates his or her comprehension of the material covered by the objective. For example, a course provider might determine that each objective of a course requires that a student answer properly several questions per learning objective. Similarly, a course provider might determine that mastering a learning objective requires the proper “filling in the blanks” on a contract form to demonstrate mastery of a module.

The Commission does not dictate the exact nature of the quantitative criterion to be used for each module. The Commission does require that a student demonstrate mastery of all material covered by the learning objectives for each module of instruction *before the module is deemed completed* and the program allows the student to move on to the next module. The provider of a computer-based course must satisfactorily determine the quantitative measurement that will establish that a student has demonstrated mastery of each module of the course. An approved instructor or the school coordinator must supervise the grading of all written work required for successful completion of the course.

Documentation of Methodology. Before developing a specific computer-based course to meet the educational requirements for prelicense, postlicense and continuing education requirements, an approved school must obtain approval by the Commission of the method by which each element of mastery, as outline above will be achieved. {See Rule [520-2-.04\(11\)\(b\)](#)}

## **2E6 Required Testing and Evaluation of Courses**

Unless the course developer has received prior specific written permission from the GREC to do otherwise, developers of computer-based courses must utilize the services of qualified persons to evaluate the quality of test content and the user-friendliness of the testing software and delivery hardware.

Prelicense Courses - If the course is intended to meet the prelicense education requirements for salespersons and community association managers, the test developer must utilize a total of nine persons consisting of at least three who do not hold a real estate license, at least three who hold a salespersons or community association managers license, and at least six who are non-educators.

If the course is intended to meet any other education requirements for licensees, the developer must utilize the services of a total of six persons consisting of at least four non-educators. Unless the course is to be offered only for credit to brokers, no more than two of the evaluators can hold a brokers license.

The test developers must document that the course evaluators have a variety of skills and knowledge levels of computers and real estate and must make reasonably available to a

representative of the Commission the documentation of the development and testing of the course or courses.

## **2E7 Types of Courses that Do Not Meet the Commission’s Standards for License Credit**

Courses consisting primarily of text material presented on a computer or delivered by other audio/visual media and courses consisting primarily of questions similar to those on the state licensing examinations are not acceptable for license credit. Courses must be divided into modules, contain learning objectives for each module, provide on-going assessment of what the student has learned and not learned and offer remediation until the student demonstrates mastery of the learning objectives in the module.

## **2E8 Unique Requirements for Prelicense and Continuing Education Courses**

Community Association Managers Prelicense Course. The course must consist of interactive computer-based programs that will reasonably require the student to spend at least 25 hours completing learning exercises in these fundamentals of real estate knowledge and practice: 1) Georgia property law including Georgia laws on common interest ownership, public rights and limitations, and fair housing laws; 2) forms of ownership including planned unit development (PUD), home owner’s associations, condominiums, cooperatives, timeshares, townhouses, and master association relationships and how to interpret community association governing documents; 3) contracts and transaction documents including the content and negotiation of management agreements, the nature and content of insurance documents, and resale certificates; 4) real estate instruments and conveyances including notices, proxies, and liens, amendments to documents and the requirements for reinstatement; 5) law of agency including identifying and understanding agency relationships and duties between community association managers and association boards, members, and tenants of members; single and dual agency; and agency disclosure; 6) financing instruments and basic accounting practices including principles of accounting for trust accounts, for common interest associations, and for lender requirements for recertification; 7) Georgia real estate license law; 8) ethics in community association management; 9) environmental laws; and 10) safety precautions.

Salespersons Prelicense Course. The course must consist of interactive computer-based programs that will reasonably require the student to spend at least 75 hours completing learning exercises in these fundamentals of real estate knowledge and practice: 1) real estate contracts including completing and presenting form real estate sales contracts with extensive practice with problems involving new FHA, VA, and conventional loans; loan assumptions; brokerage engagements; and leases (students must demonstrate proficiency in completing such form contracts by passing a school developed and administered test or by satisfying such other assessment measurements established by the school as the Commission may authorize); 2) real estate instruments and conveyances; 3) closing procedures (RESPA) including a salesperson's responsibilities at a loan closing conducted by someone else and an explanation of standard closing procedures and documents used in the salesperson's services area; 4) law of agency including agency disclosure; 5) pricing real property (students must demonstrate proficiency in

preparing forms that document such pricing by passing a school developed and administered test or by satisfying such other assessment measurements established by the school as the Commission may authorize); 6) real estate financing including extensive practice in estimating costs of selling and purchasing property and estimating monthly payments (Students must demonstrate proficiency in completing forms which document such estimates by passing a school developed and administered test or by satisfying such other assessment measurements established by the school as the Commission may authorize.); 7) Georgia's Residential Mortgage Fraud law and methods for identifying possible fraud in transactions and properly reporting alleged fraud; 8) community association management activities and property management activities; 9) environmental laws; 10) taxation; 11) city and urban development; 12) fair housing; 13) anti-trust laws; 14) safety precautions; and 15) Georgia's Real Estate License Law.

Salespersons Postlicense Course. The course must consist of interactive computer-based programs that will reasonably require students to spend at least 25 hours completing learning exercises in these fundamentals of real estate knowledge and practice: legal fundamentals and/or basic practices in sales or management of residential, agricultural, commercial, or industrial properties. If the subject matter of the course addresses residential sales, then the course must include a component on Georgia's Residential Mortgage Fraud law and methods for identifying possible fraud in transactions and properly reporting alleged fraud.

Brokers Prelicense Course. Every computer-based course for Brokers Prelicense credit must consist of interactive computer-based programs which will reasonably require students to expend 60 hours in completing areas covered in the Salespersons Prelicense Course so that students may learn advanced concepts in those areas. In addition, the course must include significant components covering conducting loan closings, real estate office management, personnel policies, trust account record keeping, and discharging a broker's responsibility for associate licensees.

Continuing Education Courses. Every computer-based course for continuing education must consist of interactive computer-based instructional material relevant to the subject matter for which the course was designed and reasonably require students completing the course to expend the number of hours for which credit is given.

## **2E9 Instructors for Computer-Based Courses**

Every school offering a computer-based course must offer those courses under the supervision of an instructor. For the Community Association Managers, Salespersons Prelicense, and Brokers Prelicense courses, the school must offer those courses under an approved instructor. For information on instructor approval, see Chapter 3, Section 3A1 of this Manual.

Every instructor in a computer-based course must:

- a. be available to answer students' questions or provide them assistance as necessary;
- b. provide reasonable oversight of students' work in order to insure that the student who completes the work is the student who is enrolled in the course;

c. certify students as successfully completing a computer-based course only if the student:

(i) has completed all instructional modules required to demonstrate mastery of the Material,

(ii) has attended any hours of live instruction and/or testing required for a given course,

(iii) has passed the final examination for the Community Association Managers Course, Salespersons Prelicense Course, Sales Postlicense Course, Brokers Prelicense Course or any test required by a continuing education course, and

(iv) has completed the following certification statement:

I certify that I have personally completed each assigned module of instruction. I understand that if any other person has completed any module of instruction or any part of this course required for completion of the course, the school may not award credit for the course or may withdraw credit already awarded for the course.

\_\_\_\_\_  
Date                  Student's Signature

A school or instructor may permit a student to complete this statement in an electronic or internet format in any computer-based or distance learning course. A school must provide prior documentation or demonstration to the Commission of the method by which the school will acquire this statement. The Commission must authorize the method of requiring this certification.

## **SECTION F: ALTERNATIVES FOR MEETING PRELICENSE AND CONTINUING EDUCATION REQUIREMENTS**

In lieu of completing a prelicense course, candidates for the Community Association Managers, Salespersons or Brokers License may submit proof of having completed certain other specific courses or qualifications to satisfy the educational requirements for the license sought.

### **2F1 Alternatives for Meeting Prelicense Course Requirements**

Instead of completing a prelicense course, applicants for a real estate license may satisfy the educational requirements to sit for the appropriate license examination by documenting one of the following at the time of application:

a. Completion of College Courses – Applicants for the brokers examination may qualify to sit for examination by submitting an official college transcript showing successful completion of courses in real estate subjects totaling 15 quarter hours or 9 semester hours. Applicants for the salespersons examination may submit an official college transcript showing successful completion of courses in real estate subjects totaling 10 quarter hours or 6 semester hours. Applicants for the community association manager's

examination may qualify by presenting college transcripts that show completion of real estate courses totaling least 4 quarter hours or 2 semester hours with a concentration in community associations and community association management.

Only courses which count towards the student's obtaining a major in the field of real estate or courses dealing with principles, fundamentals, or essentials of real estate and only courses in agency, real property law, and contract law at a school of law will satisfy this requirement. College correspondence courses and courses that qualify only for continuing education credit do not satisfy the requirements of this rule.

Official transcripts must accompany the application for examination, and the applicant may be required to provide a description of the course or courses from the school's catalogue or bulletin.

b. Credits for Instructors - The Commission shall approve as meeting the education requirements for examination any instructor who submits satisfactory proof that he or she has taught a course or courses named in this rule within two years prior to making application to sit for an examination.

c. Sales I, Sales II, and Sales III - Applicants who successfully completed all three of the Sales I, Sales II, and Sales III courses prior to January 1, 1993, may present certificates of completion of those courses from schools in order to sit for the qualifying examination for a salesperson's license.

d. Courses by Other Jurisdictions. Prelicense education courses for community association managers, salespersons, and brokers authorized by the regulatory body that regulates real estate licensees in any state, district, territory, possession, or province of the United States or Canada are approved as meeting the corresponding prelicense education requirements in Georgia provided that such courses are similar in credit hours earned to Commission's approved prelicense courses and are offered through classroom instruction or through computer-based instruction that is consistent with the standards of these regulations.

## **2F2 Alternatives for Meeting Continuing Education Requirements**

Licensees may meet the continuing education requirement for a renewal period by successfully completing during that renewal period any of the following courses that have at least the total number hours of instruction required to meet that requirement:

a. Prelicense and Postlicense Courses. Licensees may obtain continuing education credits by successfully completing during a renewal period a Community Association Managers Prelicense, Salespersons Prelicense, Sales Postlicense, or Brokers Prelicense Course. Salespersons who complete the twenty-five hour Sales Postlicense course in their first year of licensure may count that course as meeting only 6 hours of the continuing education requirement for the first renewal period. During their first renewal period,

salespersons must complete an additional 18 hours of continuing education courses in order to renew active licenses.

b. College Courses. Licensees may obtain continuing education credit for a renewal period by completing at an accredited college or university any course of 4 quarter hours or 2 semester hours

1. which counts toward obtaining a major in the field of real estate or courses dealing with principles, fundamentals, or essentials of real estate; or

2. which counts toward obtaining a major in business administration, accounting, finance, or marketing offered by a college or university accredited by one the regional accrediting associations recognized by the United States Department of Education.

Any course of 4 quarter hours or 2 semester hours in agency, real property law, and contract law at an accredited school of law will also qualify as meeting the continuing education requirement..

College correspondence courses and courses that qualify only for adult continuing education units may not be used to satisfy real estate continuing education.

(c) Credits for Instructors. Instructors can satisfy the continuing education requirement for a real estate renewal period by submitting satisfactory written proof that he or she has taught any of the courses described in paragraphs a. and b. above for a total of 24 hours during the renewal period in which the instructor is applying for a renewal of a real estate license.

(d) Nonresident Licensees. The Commission shall deem the continuing education requirement as met by any nonresident licensee who submits satisfactory written proof that he or she has met the continuing education requirement of his or her state of residence during the renewal period in which the instructor is applying for a renewal of a real estate license. If the state of residence of a nonresident licensee does not require continuing education, then such nonresident licensee must meet the continuing education requirements of a resident licensee.

(e) Courses Authorized by Other Jurisdictions. Continuing education courses authorized by the regulatory body that regulates real estate licensees in any state, district, territory, possession, or province of the United States or Canada may be used to count toward meeting the continuing education requirement for real estate licensees in Georgia. Such courses will be deemed as meeting continuing education requirement only if the courses are offered through classroom instruction or through computer-based instruction that is consistent with the standards for computer-based courses or distance education described in this Rule.

### **2F3 Verification of Course Completion**

Licensees completing courses under this Rule may be required to submit transcripts or other verification of completion that the Commission deems necessary and adequate.



## Chapter 3

# REAL ESTATE COURSE INSTRUCTORS

The strength of any educational program lies in the quality of its instructors and the education materials available to students, but primarily in the quality of its instructors. In order to promote quality real estate education, the Commission has specific requirements for approved instructors as well as expectations that approved schools will exercise sound educational judgment in hiring and retaining approved instructors as well as those instructors who are not required to be specifically approved by the GREC.

### SECTION A: PRELICENSE COURSE INSTRUCTORS

Only instructors approved by name by the GREC may teach courses that meet the educational requirements for the Brokers License, the Salespersons License or the Community Association Managers License. Prospective Prelicense Course Instructors obtain approval by paying a fee of \$175.00 and submitting an [Application for Real Estate Pre-License Instructor](#). The Commission will either approve or disapprove an application or request further information from the applicant within sixty days of receiving an application that provides all the required information.

#### 3A1 Instructor Application Requirements

Instructor candidates must provide the following **required information** in the application:

- a. a description of the applicant's **teaching experience**;
- b. a summary of the applicant's **formal education** including any degrees earned;
- c. a list of all approved **prelicense and continuing education courses in real estate** and any college real estate courses completed by the applicant; and
- d. the applicant's **real estate experience**, membership in professional real estate associations, experience with auxiliary fields, training in real estate brokerage and education, and specific numbers and types of brokerage transactions in which the applicant has participated; and
- e. a certified **criminal history report** issued by the Georgia Crime Information Center of the Georgia Bureau of Investigations (GBI) obtained at the applicant's expense and dated no more than 60 days prior to the date of the application which states whether the applicant has any record of criminal convictions.

If the applicant has not lived in Georgia, he or she must submit a certified criminal history report from the applicant's resident state, province or territory that is equivalent to the certified criminal history report issued by the GBI. If the report indicates that the applicant has a criminal record in another jurisdiction or if the applicant is unable to obtain such an equivalent criminal history report, he or she must provide at no charge to the Commission a Federal Crime Information Center report from the Federal Bureau of Investigation.

The application must also provide evidence that the applicant has successfully completed the following **required courses** within one year prior to submitting the application for instructor approval:

- a. completion of a Salespersons Prelicense Course including the passing of the course examination even if the applicant already holds a Georgia real estate license and
- b. a Commission-approved instructor development workshop. In 1996, the Commission authorized the Georgia Real Estate Educators Association (GREEA) to develop a twelve-hour instructor development workshop to satisfy this requirement. This workshop is the Georgia Instructor Training or GIT.

The Commission conducts the GIT several times a year at various locations around the state. Although it was developed for new instructors, the workshop also benefits experienced instructors in need of improving their instructional skills and obtaining continuing education credit to maintain their instructor approval status.

The workshop covers valuable, effective instructional topics such as a) teaching to accommodate various learning styles, b) writing measurable course objectives, c) creating course outlines, and d) the impact of various classroom physical arrangements on effective learning. The training covers effective teaching techniques, such as task groups, games, case studies, role play, town hall and lecture. The workshop teaches skills in using various teaching tools, including audio/visual devices and computer-based learning applications. The experienced trainers who lead the workshop demonstrate various teaching techniques throughout the two days of training, and the participants have the opportunity to demonstrate their teaching styles by making a short presentation on the second day of the workshop.

Each applicant for real estate prelicense instructor approval must complete the two-day workshop prior to approval. Experienced instructors may also participate in the workshop to sharpen teaching skills and techniques.

The **Application for Real Estate Prelicense Instructor** contains a link to a [Self-Evaluation Points Worksheet](#) that the Commission uses as part of the evaluation of an applicant and that an applicant can use to determine if he or she has the credentials to be approved as an instructor.

This worksheet is designed to evaluate whether a prospective instructor has a balance of qualifications the Commission desires to see in an effective instructor. The Worksheet is divided into five sections: Real Estate Education, Real Estate Licensure, Teaching Experience, Formal General Education, and Real Estate Brokerage Experience. Points are awarded for qualifying activities in each category and a maximum number of points is awarded for each section and for each activity in a section. A minimum number of 65 points is required for an applicant to be considered for approval.

Prior to making a formal application for instructor approval, a potential applicant can access this worksheet to determine if he or she has the proper balance of required qualification or needs gain more real estate brokerage or teaching experience or additional course work to qualify.

### **3A2 Renewal of Instructor Approval**

Instructor approval is for a period of four years and must be renewed by December 31 of the year that the approval expires. In addition to paying a renewal fee, the instructor must have:

- a. engaged in at least 60 hours of instructional contact with students in any Commission-approved course during the preceding four years;
- b. attended all four of the Commission's Annual School Meetings held during the instructor's renewal period or attended at least two of the four Annual School Meetings and successfully completed either:
  1. a minimum of 12 instructional hours in a Commission-approved continuing education course or courses taught by an instructor (other than the applicant) who has earned the DREI designation conferred by the Real Estate Educators Association; or
  2. a 25 hour classroom course that leads to a professional designation related to real estate brokerage activities offered by the NATIONAL ASSOCIATION OF REALTORS®, the National Association of Real Estate Brokers, or such other private trade association as the Commission may approve prior to the applicant's enrollment in the course; or
  3. a five-quarter-hour or three-semester-hour college course that leads to a degree in real estate or that focuses on teaching techniques; or

4. any other course which the Commission approves for instructor continuing education prior to the instructor's taking the course.

An approved instructor may renew by filing an [Instructor Renewal Application](#) and paying a fee of \$125.00 or by renewing on line at [www.grec.state.ga.us](http://www.grec.state.ga.us) and paying a fee of \$100.00 by credit card.

## **SECTION B: CONTINUING EDUCATION AND POSTLICENSE INSTRUCTORS**

While the Commission does not require specific approval of instructors who teach continuing education and postlicense courses, it is presumed and expected that approved schools will adopt their own criteria for selecting such Instructors based upon their educational background, their demonstration of expertise in the practice of real estate brokerage, and their reputations among their peers.

## **SECTION C: GUEST INSTRUCTORS**

In prelicense courses, schools are permitted to utilize the services of individuals who have expertise in areas relevant to real estate brokerage, but who have not sought and obtained the Commission's designation of approved instructor provided that an approved instructor is present at all times that the guest instruction is making a presentation. Only with the prior approval of the GREC may a school use a guest instructor without an approved instructor being present.