

PREFACE

Real estate education is thought about from many different points of view. The younger, full-time college student may take a real estate principles course as a subject outside his or her declared field of study, because he or she knows that a college degree means that it is more likely that property ownership will be a reality in the future. Many students are retraining for a new career in any one of the many areas connected with the private sector real estate--lending, appraising, banking, architecture, construction, escrow, rental management, and more; or, with the government sector--zoning, planning, permits, inspector, right-of-way agent, etc. Today's students often do not want to invest in a career with four, five, or more years of their time, and thousands of dollars in costs connected with getting a degree that may be out of date by the time it is obtained.

Many adult learning education theories are discussed relating to how best for adults to learn. If a person is 25 years old in 1998, they can expect seven distinctly different careers in their lifetime. If a person is 50 years old, they may expect no more than one or two additional careers. One of these many career choices may very well relate to one of the fields of real estate.

Education includes liberal arts and general education materials to prepare adults for their different real estate relationships, whether it be to purchase a home for their residence, or as an investment opportunity, or property received by inheritance through the estate of a deceased person. To deal with the rapid pace of learning, education tries to prepare learners on how to learn new things, whether it be a new computer program, a new job skill, or a new way of doing real estate. Real estate transactions vary from Northern California to Southern California and from state to state. Real estate education includes the general skills of writing, such as contracts, forms and file notes. Real estate education includes the general education skills of mathematics, from measuring square footage of an irregular cul-de-sac lot to calculating amortization loan payoff. Real estate education develops critical thinking skills to determine the data that is available from public records, and interpreting what the data means. It is the intent of this workbook to meet the goals of general education critical thinking.

Industry wants hands-on, practical application real estate trainees. A business that takes time for training is decreasing the time that the worker could use to generate company income activities. Yet, untrained personnel are potentially a very expensive liability to the company. This workbook meets the goals of moving the individual from the textbook theory and concepts to the industry-supported documents of identification and practical application.

Students studying real estate want employable job skills as the vocational education study for their own personal use, for their own future use, or for gainful wages and commissions. Knowledgeable consumers, industry trainees, employers, and academic curriculum persons will find the study materials presented here to be an integrated program for adult learners.