

[treta] talk

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February 2015

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Texas Real Estate Teachers Association Newsletter

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From the President

Happy New Year! I trust that you had an enjoyable holiday season and that you were able to spend quality time with your family. It's hard to realize that our 2015 conference is only two months away. Needless to say, I am very excited about our venue and the fabulous line up of speakers. Directors Judy McKee and Ken Combs have done a spectacular job!

I would like to take a minute to recap and bring you up to speed on what was a very busy fall. On September 30, I attended my first Education Standards Advisory Committee, (ESAC) meeting in Austin. Other attending Treta members were Jerry Rutledge and Philip Schoewe. After a long day, I concluded that the ESAC members are hardworking, experienced, and true professionals in the real estate community. They are absolutely dedicated in improving real estate education in the great state of Texas. I highly recommend that if you have the opportunity, you attend an ESAC meeting. Please click on the ESAC agenda link for Sept. 30:

<http://204.64.197.33/TrecInternet/Uploads/Material/September%20Materials%20Final.pdf>

The day before my trip to Austin, I attended the Broker Responsibility instructor training class in Fort Worth. There were five Treta officers and one past president in attendance. Before we started our afternoon session, Ron Walker allowed me to briefly speak about the enormous benefits of being a Treta member. I also promoted our conference in Corpus Christi. Later, I was able to speak to several educators regarding Treta and what we have to offer our members.

Plans are well underway for our conference in April. Several exhibitors, including Dearborn, Hondros Learning, Peggy's Real Estate Education, and Exam Smart have committed to Corpus Christi. I also want to thank Mr. Jerry Rutledge and Alliance Academy in receiving approval from the Texas Real Estate Commission for 9 Hrs. CE Credit.

I have met with the Omni event planners three times and I am returning to Corpus again in this month.

I want to leave you with one last thought. Our conference fee of \$200 is an absolute bargain. There are 9 CE hours included in this conference package. We have a stellar group of speakers, AND, the Omni Corpus Christi Hotel is offering newly renovated rooms with spectacular views of Corpus Christi bay.

Please share this information with all of your colleagues, fellow instructors, and others who will benefit from our 2015 conference.

Again I am very excited about how our plans are coming together, and I look forward to seeing you this spring.

Yours truly,

Billy Parker

2015 TRETA ANNUAL CONFERENCE

Corpus Christi, Texas April 16-18, 2015
“Taking Education into the 21st Century”



Located in the lively downtown Marina District, Omni Corpus Christi Hotel offers newly renovated rooms with spectacular views of the Corpus Christi bay.

Featured Speakers Include:

- ✚ Dr. Jim Gaines – Real Estate Center
- ✚ Caroline C. Jones – Commissioner Texas SML
- ✚ Gwen Jackson – Director of Education & Licensing TREC
- ✚ Avis Wukasch – Chairman TREC
- ✚ Petey Parker – Petey Parker Enterprises
- ✚ Jerry Rutledge- Alliance Academy
- ✚ Chuck Jacobus, Esq., SVP Charter Title
- ✚ Lloyd Hampton – Lloyd Hampton MCE
- ✚ Nelda Martinez – Mayor, Corpus Christie

Conference Registration \$200. For the latest information regarding the conference itinerary and registration please go to: www.treta.org

Hotel Information:

Omni Corpus Christi Hotel (Hotel Name)

900 N. Shoreline Blvd., Corpus Christi, TX 78401 (Hotel Address)

Reservation Information:

1-800-843-6664 (Omni Central Reservations #)

For hotel reservations online go to:

<http://www.omnihotels.com/FindAHotel/CorpusChristiBayfront.aspx> then

pick your dates. Be sure to enter group code **14500813153** to receive our special group rate of \$119 per night. Self parking is free and valet parking is \$18 per day. Cut-off date to book reservations is Wednesday, March 25th.

THINK CORPUS CHRISTI IN 2015!



**39th TRETA 2015
CONFERENCE REGISTRATION**

April 16-18, 2015 | Omni Hotel Corpus Christi
"Taking Education into the 21st Century"

You can also register online at www.TRETA.org

Your Information:

Name:	Business Phone:
Address:	Home Phone:
City, State, Zip:	Cell Phone:
Email:	
School/Organization/Business:	
Guest Name (see below):	

Conference Registration

Check All That Apply

Membership Level:	Annual Member/Renewal	\$ 35	
	New Lifetime Member	\$225	
Conference Registration:	Early Bird (until Feb 28)	\$200	
	Regular (until April 10)	\$250	
	Non Member Fee	\$150	
	Late (until Conference)	\$275	
1 Conference Guest Attendee:		\$125	
CREI Update Course on April 16 (all are invited):		\$ 50	

Please return the completed form with your check or money order made payable to "TRETA"

TOTAL	\$
Check #	

TRETA
 c/o Lloyd Hampton, Treasurer
 5122 Glentworth Court
 Houston, TX 77084

**Remember! Your registration
 includes 9 hours of CE credit
 AT NO CHARGE!**



2015 TRETA CONFERENCE EXHIBITORS & SPONSORS

April 16-18, 2015 | Omni Hotel Corpus Christi
For more information, visit www.TRETA.org
"Taking Education into the 21st Century"

Your Information:		
Company Name:		
Contact Name:	Business Website:	
Address:	Business Phone:	
City, State, Zip:	Cell Phone:	
Email:		
Conference Attendee Name:		
Conference Attendee Name:		
Exhibitor Registration	✓	
Exhibitor Table : \$425 (Includes one attendee registration)		\$
Each Additional Attendee : \$125		\$
Late Registration: Additional \$100 per person if paid after 3/10/15		\$
Sponsorship/Advertising Opportunities	✓	
Coffee/Snack Break (3 needed) : \$300		\$
CREI Award Breakfast on Saturday (2 needed) : \$425		\$
Door Prizes (please indicate # donated)		#
Please return the completed form with your company check or money order made payable to "TRETA"		TOTAL \$

Mail to:

TRETA Treasurer
c/o Lloyd Hampton
5122 Glentworth Court
Houston, TX 77084

Exhibitor Registration Includes All Sessions Plus:

4/17 Friday Morning Breakfast
4/17 Friday Installation/Awards Luncheon
4/18 Saturday Morning CREI Breakfast

All Sponsors, Exhibitors, & Advertisers will be featured in publications and conference booklet.

Questions?

Ken Combs, Conference Director

ken@kencombs.com | 361-857-2600



**TEXAS REAL ESTATE COMMISSION
EDUCATION STANDARDS ADVISORY COMMITTEE**

It is the declared intent and responsibility of the Education Standards Advisory Committee (ESAC) to ensure that recommendations to the Commission are always based on sound educational principles. For this reason, after almost a full year of comprehensive research, review and consideration, ESAC determined to move forward with proposed revisions to Subchapters F & G of Commission Rules relating to education, with one exception. ESAC was provided with many comments and input from members of the real estate education community as well as research provided by TREC staff on the topic of correspondence and other distance education methods. The proposed amendment affecting the acceptance of correspondence courses was postponed until significant further research could be performed. The revised Commission rules regarding education matters were adopted at the November Commission meeting and became effective January 1, 2015.

Concerning correspondence and distance education methods, ESAC's Chair Susan Jones recommended the appointment of a working group comprised of five ESAC members to meet with a group of education providers and other stakeholders in an effort to gain additional details regarding the approval standards for these delivery methodologies. The first meeting of the working group was held on December 2, 2014 and included representatives from TREC approved providers, colleges and universities, as well as the Texas Higher Education Coordinating Board. Extensive discussions were held on topics such as competency versus absolute time requirements, specialized qualifications for instructors of distance education, assessment of subject matter mastery and the consideration of different exam models. The level of dedication and enthusiasm for quality standards in education was evident by all participants.

Chair Jones recommended a second working group meeting which is scheduled to take place on March 31, 2014. Participants in this group will include representatives from a variety of community colleges. In addition to some of the topics that were on the agenda at the initial working group meeting, ESAC will seek feedback on distance education standards for community colleges, the relationship between providers and colleges or universities, hybrid courses, and subsequent providers of previously approved course material.

Instructor competency is a key component to ensuring quality education for current and future license holders. This is being addressed in a several ways. It was the ESAC's recommendation that TREC approved instructors should be required to complete a training program in adult education. This recommendation was recently adopted and will become effective January 1, 2016. At its meeting in April, ESAC will consider recommending guidelines for instructor training courses that would be acceptable to the Commission to satisfy this requirement. In addition, TREC staff will provide research and recommendations for qualifications specifically related to subject matter expertise.

For information on upcoming meetings, including agenda and meeting materials, click on the News & Public Data tab on the TREC website. ESAC is scheduled to meet on Tuesday, April 7, 2015 at 10:00 a.m. at TREC headquarters in Austin.

Provided by Jennifer Wheeler, TREC Education Manager

We are very pleased to report that Philip Schoewe has been appointed by the TREC as a member of the Educations Standards Advisory Committee, ESAC. This appointment of Philip on ESAC will provide TRETAs with representation, influence and a voice concerning a number of education issues being discussed and passed by this active education committee. Philip has served for years on the MCE Writing Group for Legal Update, Ethics and Broker Responsibility for TREC and the RECENTER. Philip possesses several years as a respected real estate educator, author and contributing in Instructor Development in Texas and nationally. TRETAs Past President Philip Schoewe has generously offered a portion of his busy schedule to have TRETAs represented on ESAC.

Thank you Philip!

ATTENTION TRETAs MEMBERS:

If you would like to have some input to the work ESAC is doing on real estate education in Texas, here's your chance! Philip's email is pschoewe@gmail.com. He is actively looking for your wisdom and contributions to this important committee.

THINK CORPUS CHRISTI IN APRIL 2015!



Those Magical and Mysterious Learning Moments

By Maryellen Weimer, PhD

I've been reading some old issues of *The Teaching Professor* newsletter and ran across a lovely piece by William Reinsmith on learning moments. He's writing about those times when students get it, when something turns the lights on and they glow with understanding. It may be a moment when they finally figure out how to do so something—a long elusive skill or a solution to a problem. Other times it's a moment of insight, often a possibility or explanation that had never crossed their minds, or a set of ideas that come together and create a new perspective on a familiar issue.

This happens individually, as a learner studies and works alone, but it also happens during class to one or more students. And it's those moments of a group epiphany that are of interest to Reinsmith. "A *learning moment* erupts in its own time and place, on its own terms." "When the moment arrives a space opens up and the class is stilled—an insight is shared, a quiet wonder descends." It's those "ah-ha" moments when there's a collective, "So that's how it works" or why it works.

It is interesting that the final step in learning regularly occurs in these very short time frames. Certainly there is cumulative learning, a growing understanding of something but even then, along the way, things come together quickly, in a moment. It's like a jigsaw puzzle where one key piece fits and the whole corner is finished, or an insight is the dot that connects a whole series of lines.

Reinsmith notes that learning moments cannot be forced. "... not even the most outstanding teacher can summon a *learning moment*. The most we can do is fashion a context for them." He thinks we do that by avoiding rigidity and fostering "a sense of ease; where a certain lightness, even playfulness reigns." Reinsmith recommends that we "... stay open, keeping our minds nimble. Most of all we must learn to abandon what we thought was important and surrender to [learning moments] serendipitous nature. Put succinctly, teachers ... must learn to live on the balls of their feet, expecting the unexpected."

Reinsmith's descriptions are lovely, metaphoric, and abstract. I think moments of learning happen for individual students and collections of them in most every class, but not always with teacher awareness. The teacher is doing his thing and the students are doing theirs without recognizing they are both on the same bridge. The students are trying to cross to new understanding, and the teacher is trying to help them get there. I know, more metaphors, yet there are some things about teaching and learning that many of us have experienced, but can't find the words to explain. I know that what Reinsmith writes about learning moments is real. I've seen them, felt them, and wished I could make them happen more often.

When one of these moments happens among a group of learners, it's powerful. Like a bolt of lightning, it strikes with a flash, booms around for a few second, and then is gone, but not before leaving its mark. We have a tree on our property that was hit by lightning. We were there when it happened and saw pieces of bark flying through the air. The tree lives on, but it has been permanently changed.

The pragmatic question is how to make the most of these learning moments. By pausing and honoring them with silence? By celebrating them? Should we ask students to talk about what they've just experienced? Reinsmith writes that teachers should "ride the wave," seeing if the moment can be made to last longer so others may find their way to the new understanding.

A lot about teaching and learning is very nuts and bolts—pragmatic, practical, here's-how you-do-it advice. Much of our pedagogical knowledge is empirical, evidence-based, and logically coherent. But neither of those explain those magical, mysterious moments that raise hair on necks and boost heart rates. So, as the new academic year settles in, head to class expecting a regular day, but having thought about how you'll respond should a learning moment suddenly illuminate the room.

Reference: Reinsmith, W. (2003). Make the Most of the Learning Moment. *The Teaching Professor*, 17 (10), 1, 7.

THE “PROPER USE” OF A GUEST SPEAKER IN YOUR CLASSROOM

By Dr. Johnnie Rosenauer

One of the frequent questions asked of me by new instructors within the Business Department where the Real Estate Program “lives” at San Antonio College, as well as all over campus and other places when I speak about teaching and learning, deals with the use of guest lecturers/ speakers in their classes. While not certain I am correct in my position, I am very confident in my viewpoint about this important topic. My approach will address both the things a guest speaker(GS) **should do** and **should not be expected to do**.

The not's first:

1. A GS is not a substitute for coverage of relevant classroom material. Consider a GS to be the “spice” of a topic, not the meal.
2. A GS should not have to “wonder” what they are to talk about when in your classroom. Be very clear what you want the person to address. The format does not have to be the same as you personally use. It can be as informal or structured as the speaker desires. The key is a focused presentation.
3. A GS is not there to promote themselves or their companies. There may be a place for this at some other time “off the class clock”, but not during the class time. Their talk is not about them, but about the subject matter. War Stories are only useful when they are germane to what is to be learned.
4. A GS should have some of questions from the students and yourself that are to be addressed in advance. Thinking on your feet goes with the territory when you walk into such a setting, but the courteous thing to do is to give the person some fair warning so they can contemplate the answers. Follow up questions may be unanticipated, but that does not diminish the key point presented here of supporting your speaker with a heads up on some of the issues to be raised.

Here are some things a GS should do, in my opinion:

1. A GS should verify/validate what is being presented in the classroom.
Like parents of a teenager, the teacher may sometimes not have the credibility an “outsider” does. This does not mean the speaker is a clone but rather in the big picture of subject matter, the speaker should confirm the underlying principles of the class.
2. A GS can sometimes offer a differing point of view. As Grannie Rosenauer would often say..there is more than one way to skin a cat. We often have different experiences within our lives and a knowledgeable and successful speaker can offer a balanced perspective that offers the students a broader insight into the topic.
3. A GS can become part of the professional network for the students. This is especially true for the new people in our industry. Here is an important “litmus test” for deciding on whether or not to use a particular person as an invited speaker in your classes. Would you be willing to refer someone to the candidate for professional help? If you can answer absolutely to that question, bring them on in. If you hesitate very long with your answer...why in the world would you expose your students to that person?
4. A GS speaker should be able to expect feedback from you. This can be a formal thank you to a supervisor and/or for use in the future as evidence of community service. Or it can be insights into how the students responded to the message given, especially when the feedback is positive. Think carefully about delivering “constructive improvement” feedback. I personally only do this when I am comfortable the GS will not take the input personally. It is always a good idea to “pay back” a GS by being one for them in return.

I leave the readership with a common question and my own response/opinion. Should the material covered by a GS be part of the “testable material” for the class? While admitting there are two sides to each coin, my strong personal opinion is that a GS should enhance the classroom experience for the students in a relaxed and not stressed manner. I want my classes to **sit back, listen, and learn** from our speaker. Testable material is on my watch, not theirs. You can probably enhance this list with your own insights. My intent was to point out that the use of a GS can be a fine tool when done intentionally and with forethought.

Send your counter views/improved responses to our great publisher so he can put them out in future publications. I bet he will even donate some of those “big bucks” he receives for his editorial work back to you!

Dr. Carmel Streater, a TRETA Lifetime member from Baton Rouge, LA is recovering from lung cancer surgery. Carmel says the surgery was a success and she is slowly recovering. TRETA sent her a gift basket and she responded with:

*TRETA friends,
Thank you so much for the
wonderful basket of goodies. I
especially enjoyed the pears.
I am much better although still
a bit shaky as you can see.
It was kind of you to think of me.
Carmel*

And this just in from Carmel.....

In April, when I last saw many of you, I was feeling a good bit under the weather, just exhausted and way beyond normally irritable. When I returned home I saw a urologist who found a significant enough level of blood in my urine to suspect I had kidney stones and ordered a kidney X-ray. The good news was there were no kidney stones, just deep infection; the bad news was "something that should not be there" noticed on the small slice of lower right lung that showed on the screen. He hustled me to a pulmonologist in his group immediately. The pulmonologist then proceeded to give my medical insurance a thorough workout that culminated in removal of the lower lobe of my right lung in October.

I had no idea until then that there are two distinct types of lung cancer; the kind I knew about that smokers get and the kind non-smokers like me get, known as adenocarcinoma, which can pop up anywhere in the body. Again, good/bad news. The good news is that adenocarcinoma, when caught in as early a stage as mine was (stage 2) is usually completely removable by surgery. Mine was, and for today I am cancer free.

We all wish her a smooth and restful recovery and look forward to seeing her at more TRETA functions soon!

NOTICE TO CONTINUING EDUCATION PROVIDERS

(Reproduced from the December 2014 Advisor)

REVISED PROCESS FOR POSTING CE COURSE COMPLETION

Effective January 1, 2015, amendments to Commission rules will require that the Continuing Education (CE) deferral fee of \$200 be paid by the license holder upon filing a renewal application if TREC records do not reflect completion of CE requirements.

How does this rule change affect license holders and CE providers?

License holders will need to complete their education well in advance of their renewal date to allow providers time to submit CE course completion records to TREC. To accommodate this change, a process is currently being developed that will allow CE providers to post course completion records directly into the TREC database. This process should be available in early January 2015.

How will the new CE posting system work?

The designated office manager for the provider will create an account through TREC's My License Online Services and will onboard and register the provider to allow access to the CE posting system. The provider's email address and a password will be required to access the system each time course completion records are posted. The information necessary for the provider to post course completion records in this manner will include the provider number; course number; course start date (if a distance education course); course completion date; name and license number of each student; and the instructor license number. All instructors that are approved by TREC have been provided with an instructor license number for this purpose. Education providers must also continue to retain course completion documents in an electronic or paper file. Education posted by the provider will be viewable within 24 hours on the TREC website by the license holder. For this reason, it will be important that providers post CE completion records in as timely a manner as possible. In order for a license holder to avoid the assessment of the CE deferral fee, education must be posted to TREC's database prior to filing a renewal application.

After the CE posting system is in place, may I post education to the system and send a roster to TREC via email or fax?

No. This is a duplication of efforts and would waste time that could best be spent on other processes.

As a CE provider we currently post our education through the existing web service. Are we required to change our current method of CE posting?

No. However, you will need to update the information that you already provide TREC to include the instructor license number as well as the course delivery method and course start date (for courses other than classroom).

As a CE provider we currently post our education by sending TREC an XML file. Are we required to change our current method of CE posting?

Yes. We are eliminating this method of posting. You will be required to post your course information into the new CE posting system as soon as it is available or post through the web service.

As a CE provider, how soon after a course is complete should I post information into the CE posting system?

Section 535.72 of the Commission rules has always required that providers submit course completion rosters within 10 days following course completion. Providers are advised to post information into the CE posting system as soon as possible after the course has been completed and definitely within the 10-day timeframe. This will allow license holders to pay the renewal fee without being charged the \$200 CE deferral fee at the time the license is renewed. Inform students attending courses that are offered within 10 days of their expiration date they may be required to pay the CE deferral fee if their CE is incomplete or hasn't been posted to the TREC system.

Additional information will be provided via email to our CE providers as soon as we have specifics to share. If you have any questions regarding this notice or any other education related matter, please contact an Education Specialist at 512-936-3120.

A PEEK AT THE NEW CE CREDIT POSTING SYSTEM

INSTRUCTIONS FOR USE OF THE CE POSTING SYSTEM

STEP 1 – REGISTER YOUR PROVIDER ACCOUNT

1. Go to the TREC website at www.trec.texas.gov and click on the “My License Online Services” tab (yellow oval button at the top of the page). This will take you to the “My License Online Services” page where you will follow the instructions to register and create an account.
2. The account must be created by the provider (or the designated Operations Manager). Setting up the account will require the registration of the provider’s email address as the User ID as well as a secure password. The password should only be shared with authorized staff or instructors, as the provider is responsible for ensuring that posted course completion credit is accurate.
3. A CE provider may register by using only one email address and one secure password. A provider may only register once. The system will not allow multiple accounts or registrations for a single provider. After the account is set up, add your Real Estate CE provider license number to your newly registered account.
4. Upon completion of the registration process, you will exit the “My License Online Services” tool.
5. GO TO STEP 2 BELOW TO POST CE TO THE SYSTEM.

NOTE: If the provider email address has already been associated with another account, you will need to add the Real Estate CE provider license number to the existing account OR choose another email address to proceed.

If you experience difficulty registering the provider account, please contact a TREC Customer Service Representative at 512-936-3000.

STEP 2 - HOW TO POST CE TO THE SYSTEM

1. To access the CE Posting System, go to the following website link:
<http://204.64.197.33/ClassRoster/RosterEntry>. Access to the posting system will require the User ID and secure password created above each time course completion records are posted.
2. To post, you will need the following information which can be found on the completed CE Course Completion Roster or other course completion documents: Your TREC assigned CE provider number; course number; course start date (for courses other than classroom); course completion date; name and license number of each student; and the instructor license number. All instructors that are approved by TREC have been provided with a one to four digit instructor license number for this purpose.
3. Education posted by a provider will be viewable within 24 hours on the TREC website. It is important that providers post CE course completion records as soon as possible after the course is ended. Education providers must also continue to retain course completion documents in a paper or electronic file for TREC review or audit when requested.

If you experience difficulty posting information to the CE system please contact an Education Specialist at 512-936-3120.

From the editor.....

I have used this new system and just love it! It is simple, intuitive, and fast. No more panicked students worrying about their credit being posted. Each time I have used the new posting system their credit has appeared on TREC's website the very next day. We would like to thank Douglas Oldmixon, Gwen Jackson, Jennifer Wheeler, and all the other folks at TREC for taking this great step forward in providing superior service to real estate license holders in Texas. Great job!

Here are a series of screen shots that shows the flow of the posting process:

Log On

Please enter your user name and password.

Account Information

User ID
lloyd@lloydhamptonmce.co

Password
••••••••

☐ Remember me?

Log On

Please select provider & delivery method.

Provider Number & Name	Delivery Method
9844 Lloyd Hampton MCE	<input checked="" type="radio"/> Class Roster <input type="radio"/> Online / Correspondence

Enter

Please enter the course completion date.

Provider Number	Provider Name	Course Completion Date
9844	Lloyd Hampton MCE	02062015
		(MMDDYYYY)

Enter

Please select course.

Provider Number	Provider Name	Course Completion Date	Course Number
9844	Lloyd Hampton MCE	02062015	26402 Lloyd's Real Estate and Texas Probate

Enter number of instructors.

Number of Instructors

Enter

Please enter instructor license numbers.

Provider Number	Provider Name	Course Completion Date	Course Name
9844	Lloyd Hampton MCE	02062015	Lloyd's Real Estate and Texas Probate

Instructor(s) Information

License Numbers

1677

Enter

Verify instructor names with license number(s) entered.

Provider Number	Provider Name	Course Completion Date	Course Name
9844	Lloyd Hampton MCE	02062015	Lloyd's Real Estate and Texas Probate

Instructor(s) Information

License
Numbers

1677

Instructors Names

HAMPTON, LLOYD LITTLETON

Verify

☒

Enter number of students.

Number of Students 22

Enter

Please enter student license numbers.

Provider Number	Provider Name	Course Completion Date	Course Name
9844	Lloyd Hampton MCE	02062015	Lloyd's Real Estate and Texas Probate

Instructor(s) Information

License
Numbers

1677

Instructors Names

HAMPTON, LLOYD LITTLETON

Verify

☒

Student(s) Information

Student License
Numbers

After entering the students license numbers and clicking on ENTER the names of each student appears next to his or her name. Then we can confirm that the names match the license numbers entered, make any corrections and finally submit for credit. Within seconds the system tells you that each student record has been updated.



Piece of cake!

Texas Real Estate Teachers Association

"Our Active Membership is
Our Greatest Asset."

We're on the Web!
www.treta.org



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Our Greatest Asset."

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President	Billy Parker	817-821-9533	billy@parkerlending.com
President-Elect	Karen Nichols	806-797-0769	knichols@tarrec.com
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Secretary	Bart Stockton	214-901-7199	stocktonbart@gmail.com
Conference Director	Ken & Drue Combs	361-857-2600	ken@kencombs.com
Program Director	Judy McKee	972-333-6055	jmmmckee@yahoo.com
Research Director	Jeanette Black	817-219-5355	
Membership Director	Bart Stockton	214-901-7199	stocktonbart@gmail.com
Communications Director	Lloyd Hampton	281-222-8396	Lloyd@LloydHamptonMCE.com
CREI Director	Kevin Morris	281-458-4050	kevin.morris@sjcd.edu
Immediate Past President	Jerry Rutledge	972-980-0643	jerry@allianceacademy.org
Historian	Cheryl Nance	806-206-9126	cherlynance@wbbsg.net

Final Thoughts

We welcome our members input! Please email any suggestions you may have about TRETA to the officer responsible for that function.

We also want your contributions to TRETA Talk. Whether you are a new instructor or a long-time educator your view, knowledge, and voice is essential to our organization. Please send any articles, ideas, or thoughts that you would like to appear in TRETA Talk, as well as a short bio, to Lloyd@LloydHamptonMCE.com.

Exhibitors for the annual TRETA Conference are encouraged to sign up early. We look forward to seeing you there!

Announcements

Two of our favorite TRETA supporters have made moves in their professional lives. Nancy Dunlop has joined Hondros Learning and Colleen Freihoff is now with OnCourse Learning. Happily, we will keep seeing their smiling faces at our Conference.

On a personal note, this will be my last issue of TRETA Talk as your Communications Director. Time constraints in both my personal and professional life makes it impractical for me to continue in this post. I want to thank all the members and contributors that have been there for us in this important publication. I look forward to watching the developments in the future and I will see you all in Corpus Christi in April!

Have You Noticed?

1. **Mandatory Continuing Education (MCE) is now simply Continuing Education (CE).**
2. **Continuing Education is now divided into Elective and Non-elective courses.**
3. **Core Courses are now referred to as Qualifying Courses.**
4. **Beginning January 1, 2016, instructors will be required to complete 8 hours of adult education training every 5 years. Details to follow.....**

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