AARO Fall Conference

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Getting Beyond the Experience Hours

October 23, 2016
Getting Beyond the Experience Hours
Today’s Key Points

- Recent history of changes to appraiser qualifications
- Appraisal Institute’s position on proposed changes
- Experience hours credit via case study learning
Recent History of Changes to Appraiser Qualifications
Real Property Appraiser Qualification Criteria

Recent history of changes

2011
- December – AQB adopts changes

2015
- January 1 – changes take effect
- July – AQB issues concept paper
- October – public hearing held
Real Property Appraiser Qualification Criteria

Timeline of current events

**2016**

- Feb. 11 – AQB issues discussion draft
- April 8 – public hearing held
- May 18 – AQB first exposure draft
- June 17 – AI provides comments
- Sept. 15 – AQB second exposure draft
- Nov. 4 – comments due
Appraisal Institute’s Position on Proposed Changes
AI’s Reaction: Section 1

Licensed residential & certified residential college-level education requirements

1. AQB took bold steps
   - AQB should be commended

2. AQB responded favorably to AI’s comments
   - Monumental leap forward

3. Section 1
   - Practical relief
   - Resolves a number of impediments
Practical applications of real estate appraisal

- Moving in right direction
- Experience vs. competency
- Experience plus education alternative?
- Second draft might not solve problem
**Problem:** Impediments to entry remain

- Finding supervisors
- Inconsistent experience

**Solution:** Dual-track qualification criteria

- Proposed criteria and alternative experience
- New curriculum required
  - Curriculum that replicates field experiences
  - Provides for testing of “experience”
AI’s Reaction: Section 3

Experience requirements

1. AI favors AQB’s proposal
   - Encouraging changes

2. Critical issue:
   - Field experience hours vs. education “experience” hours
Experience Hours Credit vs. Case Study Learning
Experience or Education?

Appraisal Institute’s position:

- Experience shouldn’t be requirement for minimum state credential
- Some professions require education, not experience, for entry into profession
  - Experience comes later
- Example: accounting profession
Case Studies: Alternative to Experience Requirement

How they should work

- Requires using previously learned skills
  - Building progressive competency levels
- Has to emulate real-world experience
- AI has similar courses
  - Review Case Studies – Residential
  - General Demonstration Report – Capstone
Case Studies: Process

Key elements

1. Students accept assignment
   – Receive data, photos, research, access to database

2. Monitored by qualified supervisor/instructor

3. Testing along way to ensure students learn concepts

4. Instructor notes areas of complexity requiring additional assistance
   – Students learn to identify what they don’t know
Benefits of Case Studies

- Approximates real-world situations
- Prepares students for what they’ll face in the workplace
- Builds on previously learned concepts
- Ensures learning along the way
  - Through exam testing
  - Opportunity for re-learning if necessary
Going Forward

Working with others

- Build the profession
- Protect the public trust