New Course Addition: Residential Real Estate Workshop

Proposed Semester of Implementation: Fall ☐ Spring ☐ Year: 2009

Box 1: Type of Action
ADD (NEW) ☑ DEACTIVATE ☐ MODIFY ☐ OTHER ☐

Box 2: Level of Action
Non-Credit ☐ Undergraduate ☐ Graduate ☐ OTHER ☐

Box 3: Action Item
(check appropriate boxes)

1. Experimental Course 1
2. Course Title
3. Course Credits
4. Course Number
5. Course Level
6. Pre & Co-Requisite
7. Course Description
8. New Course
9. Deactivate a Course
10. Program Requirements
11a. UG Specialization (24 credits or less)
11b. Masters Specialization (12 credits or less)
11c. Doctoral Specialization (18 credits or less)
12. Closed Site Program
13. Program Suspension
14a. Certificate Program (ug/g) exclusively within existing degree program
14b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)
15. Off-Campus Delivery of Existing Program
16a. UG Concentration (exceeds 24 credit hours)
16b. Masters Concentration (exceeds 12 credit hours)
16c. Doctoral Concentration (exceeds 18 credit hours)
17. Program Title Change
18. Program Termination
19. New Degree Program
20. Other

Box 4: Documentation (check boxes of documents included)

N. This Cover Sheet ☑ Q. Full 5-page MHEC Proposal ☐ T. Other ☐
O. Summary Proposal ☑ R. Financial Tables (MHEC) ☐
P. Course Definition Document ☑ S. Contract ☐

1. Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
2. Codes: a) Library Services (Langsdale or Law) b) Office of Technology Services c) University Relations d) Admissions
3. Letter of Intent is required by USM at least 30 days before a full proposal can be submitted. Letter of Intent requires only the approval of the dean and the provost and is forwarded to USM by the Office of the Provost.
4. One-page letter to include: Program title & degree/certificate to be awarded; resources requirements; need and demand; similar programs; method of instruction; and oversight and student services (MHEC requirement)
5. One-page letter with description and rational (MHEC requirement)
6. One or two-page document that describes: centrality to mission; market demand; curriculum design; adequacy of faculty resources; and assurance program will be supported with existing resources. (MHEC requirement)
7. Learning objectives, assessment strategies; fit with UB strategic plan
8. Joint Degree Program or Primary Degree Programs require submission of MOU w/ program proposal. (MHEC requirement)
9. Temporary suspension of program to examine future direction; time not to exceed two years. No new students admitted during suspension, but currently enrolled students must be given opportunity to satisfy degree requirements.
10. Provide:
   a. evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution.
   b. proposed date after which no new students will be admitted into the program;
   c. accommodation of currently enrolled students in the realization of their degree objectives;
   d. treatment of all tenured and non-tenured faculty and other staff in the affected program;
   e. reallocation of funds from the budget of the affected program; and
   f. existence at other state public institutions of programs to which to redirect students who might have enrolled in the program proposed for abolition.

11. University Council review (for a recommendation to the President or back to the Provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.

### Box 5: IMPACT REVIEW

<table>
<thead>
<tr>
<th>SIGNATURES (see procedures for authorized signers)</th>
<th>DATE</th>
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<tbody>
<tr>
<td>a. Library</td>
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<td>□ Impact statement attached</td>
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<td>Director or designee:</td>
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<td>b. OTS</td>
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<td>□ No impact</td>
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<td>□ Impact statement attached</td>
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<td>CIO or designee:</td>
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<td>c. University Relations</td>
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<td>d. Admissions</td>
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<td>Registrar or designee:</td>
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### Box 6: APPROVAL SEQUENCE

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<th>APPROVAL SIGNATURES</th>
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<tbody>
<tr>
<td>A. Department / Division</td>
<td>Chair:</td>
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<td>B. Final faculty review body within each School</td>
<td>Chair:</td>
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<tr>
<td>C. College Dean</td>
<td>Dean:</td>
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<tr>
<td>D. Provost and Senior Vice President for Academic Affairs</td>
<td>Provost:</td>
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<tr>
<td>E. Curriculum Review Committee (UFS subcommittee)</td>
<td>Chair:</td>
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<tr>
<td>F. University Faculty Senate (UFS option)</td>
<td>Chair:</td>
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<td>G. University Council (see #11 above)</td>
<td>Chair:</td>
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<td>H. President</td>
<td>President:</td>
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<td>I. Board of Regents – notification only</td>
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<td>J. Board of Regents – approval</td>
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<td>K. MHEC – notification only</td>
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<tr>
<td>L. MHEC – approval</td>
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<tr>
<td>M. Middle States Association notification</td>
<td>Required only if the mission of the University is changed by the action</td>
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</table>
UNIVERSITY OF BALTIMORE

DOCUMENT 0: SUMMARY PROPOSAL
See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW ☑ MSB ☐ YGCLA ☑ Contact Name: Cheryl Cudzilo Phone: x4457
DEPARTMENT / DIVISION: Law School
SHORT DESCRIPTION OF PROPOSAL (state action item 1-23 and course name & number or program affected):
New course addition: Residential Real Estate Workshop

PROPOSED SEMESTER OF IMPLEMENTATION: Fall ☐ Spring ☑ Year: 2009

O-1: Briefly describe what is being requested:
Addition of new course Residential Real Estate Workshop.

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<tr>
<td>NEW Title: Residential Real Estate Workshop</td>
<td>Course # / HEGIS Code: LAW 899A</td>
<td>Credits: 3</td>
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O-2: Set forth the rationale for the proposal:
Currently law students, as seen by the large paid membership in the Real Estate Law Club [RELA], have a strong interest in real estate practice. The Real Property section of the Maryland State Bar, which is the largest section in the state bar, is interested in being engaged with the law schools to mentor students and has developed a relationship with RELA. The course is a complement to the Commercial Real Estate Workshop.
**SCHOOL:** LAW ☑ MSB ☐ YGCLA ☐  
**Contact Name:** Cheryl Cudzilo  
**Phone:** x4457

**DEPARTMENT / DIVISION:** Law School

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1. Date Prepared: May 14, 2008
2. Prepared by: Professor Michele Gilligan
3. Department: School of Law
4. Course Number(s), including HEGIS code(s): LAW 898A
5. Course Title: Residential Real Estate Workshop
6. Credit Hours: 3
7. Catalog Description: Using a combination of lecture, discussion, demonstration, simulations, drafting and written assignments, students will obtain significant experience analyzing, evaluating, and drafting in discrete areas of residential real estate practice like contract formation, foreclosure, challenges to real property tax assessments and redeeming ground rents. Topics will change from year to year with the focus on linking the practical aspects of residential real estate practice with theoretical concerns, existing case law, public policy and professional responsibility.
8. Prerequisites: May include Professional Responsibility, Real Estate Finance, Land Use, Environmental Law, or Administrative Law, depending on the topics selected. In the first year of offering the course, Professional Responsibility and Real Estate Finance are required because a section of the course will deal with HUD 1s, title searches, title insurance and foreclosure which are more easily understood if a student has taken Real Estate Finance, and a number of the problems will contain Professional Responsibility issues especially conflicts of interest, attorney trust accounts and confidentiality.
9. Faculty qualified to teach course: Professors Michele Gilligan, Margaret Johnson, Jim Kelly, Audrey McFarlane, Odeana Neal
10. Course Type (check appropriate)
    Workshop: _x__
11. Suggested approximate class size: 20
12. Content Outline:
The course will meet once a week in a three hour block for the fourteen weeks of the semester. Each class will start with a brief review of the prior class and a critique of assignment that is just completed and handed in at the beginning of class [1/2 hour at most]. The critique will be a general overview of what was expected, with individual specific written critique following after
the class. Some assignments will be done alone, and some will be done in teams of two or four. Collaboration is often required in real estate practice so students will be exposed to the practice of working together and individually. Each week will have an outside co-teacher who is an expert in the area that is being covered for this class. That technique has been very successfully used by Barlow Burke at American University to cover complex areas of real estate practice. The MSBA section on Real Property and Zoning has expressed a willingness to be involved. Tentative list of practitioners have been listed. Students will keep a journal evaluating what they learn with each assignment.

a. Class 1: Setting up a real estate practice. Available software. [Use library bibliography room so have access to online software.] Relevant statutes, rules and regulations. MSBA resources. Professional Responsibility concerns including escrows and attorney trust accounts especially if a title company is contemplated. Title company or agency relationship with title insurer and attorney. Demonstration of what a specific firm did - have attorney present to show what to worry about. Assignment: Team of four - Evaluate pluses and minuses between two electronic case management systems a new firm could use in real estate. Faculty Co-Teacher: Pat Yevics - law practice management section of MSBA

b. Class 2: Negotiating a Residential Real Estate Sales Contract. Statutory requirements, regulation of brokers, real estate commission rules, case law, common problems, negotiation and drafting skills, review the Board of Realtors Form Contract. Assignment: Draft a real estate contract - half class vendor/sellers and half class vendee/purchaser/buyer. Faculty Co-Teacher: Alan Monshower

c. Class 3: Real Estate Title Searching. Process. Difference in counties. Defects for which one looks. Use of title abstractor - pros and cons, errors and omissions. How one becomes a title agent. Defects that can be insured and those that can't be. Release of mortgages that have not been recorded and bank doesn't exist. Assignment: Individual title report on assigned property. Faculty Co-Teacher: Paul Rieger

d. Class 4: Settlement. Local law issues, inspection issues and other impediments to settlement. All considerations involved in closing a real estate deal. Completion of HUD 1s, necessary documents, notifications required, closing instructions from lender, confidentiality concerns, federal regulation, state regulation, escrows, tax adjustments. Demonstration of how a specific title company handles settlements. Assignment: Teams of two - completion of Deed and HUD 1 on property for which contract was negotiated in class 2. Faculty Co-Teacher: Marc Witman, Jim Cosgrove


f. Class 6: Property Tax Assessment Appeals. Procedure. Assessor's Manual with Guideline and Work Sheets from State, Basis for Appeal, Accepted Evidence, Statutes and case law. Demonstration. Assignment: In teams of four prepare an appeal to property assessment based on simulation. Depending on number of teams some students will be videotaped before class. Faculty Co-Teacher: TBA

g. Class 7: Hearings and Critique. Two live hearings in class with members of property tax assessment appeal board followed by critique. Tapes also critiqued. Assignment:
Look at own tape and prepare critique of own performance based on what told. Faculty Co-Teacher: Deborah Dopkin

h. Class 8: **Ground Rents.** Creation. Purpose. Law. History. Recent statutory changes. Problems. Impact of judicial decisions. Assignment: Individually prepare the documents to redeem a ground rent based on simulation. Faculty Co-Teacher: Kathy Kelly Howard

i. Class 9: **Condominium, Co-op and Home Owner Association Documents.** Objectives seek to accomplish. Limitations. Procedures. Open questions. Statutes, regulations and case law. Assignment: Teams of two review set of condominium documents in simulation and select two major areas, explain weakness and redraft. Faculty Co-Teacher: Michael Mannes.

j. Class 10: **Contract Lien Act.** Method of collecting condominium and home owner association dues. Statutes, rules and cases. MSBA materials. Assignment: In groups of three write policy for property management company on how to deal with payments by home owners so can use the contract lien act. Faculty Co-Teacher: TBA.


m. Class 13: **Trustee Sale.** Cover situations that a trustee can be appointed. Statute, rules, case law. Method of Trustee appointments. No Assignment. Faculty Co-Teacher: Thomas Meecham.

n. Class 14: **Overview.** Panel of real estate practitioners, malpractice liability insurer/defense counsel and bar counsel. Go over projects completed. Talk through skills and knowledge need to be successful in a real estate practice. Common pitfalls in the professional responsibility area. Assignment: Using web discussion journal entries for preceding weeks and work products completed assess individual growth in each of the learning goals under 13.

13. Learning Goals:

Students are 1. To build on theory learned in foundation courses to solve unique real estate practice problems, 2. To identify and draft appropriate documents for real estate problems encounter considering professional responsibility rules and statutory requirements, 3. To identify professional responsibility issues and structure law office operations and legal work to appropriately deal with them, 4. To gain skill in presenting data in a persuasive way before hearing examiners, 5. To gain substantive knowledge in discrete areas of real estate practice.
14. Assessment Strategies:
Simulations X
Draft Documents/Complex instruments X
Short Assignments X
Other (explain) X - The course will include one administrative hearing presentation.
The presentation in the first year of the course will be an appeal of a real estate property
tax assessment, but in other years might be a zoning appeal or a hearing before a
condominium architectural review committee. In addition students will be required to
make journal entries each week on the web discussion board critiquing what they learned
in each topic.

15. Suggested Text(s) and Materials (example: textbooks, equipment, software, etc.):
The course will use appropriate MICPEL course materials, relevant cases, statutes, rules and
regulations, websites, and demonstration software that is used in real estate practice. Different
experts will be invited to discuss and demonstrate principles in real estate practice.