RE-707: MORTGAGE LOAN BROKERING AND LENDING

Effective Term
Fall 2024

BOT Approval Date
12/14/2023

Discipline
RE - Real Estate

Course Number
707

Course Title
Mortgage Loan Brokering and Lending

Short Title
Broker/Lending

Credit Status (CB 04)
D - Credit - Degree applicable

Units

Lecture Units
3.00

Total Units
3.00

Hours

Lecture Contact Hours
48-54

Out of Class Hours Lecture
96-108

Total Contact Hours
48 - 54

Total Out of Class Hours
96 - 108

Total Student Learning Hours
144 - 162

Distance Education
Yes

Distance Education

Distance Education Type
Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:
a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods: • Orientation - Students must be oriented to the online and face-to-face portions at the start of the course. • Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc. • Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction. • MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students. • Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS. • Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course will provide students with a broad technical knowledge of the state and federal laws which govern the practice of mortgage loan brokering and lending in the state of California. Students will learn lending laws, regulations, disclosures, and the lending process.

Codes

TOP Code (CB 03)

0511.00* - *Real Estate

CIP Code

52.1501 - Real Estate.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives

Learning Objectives

Learning Objective
1. Differentiate and discuss the roles of mortgage brokers and mortgage bankers.
2. Analyze the state and federal laws and professional codes of conduct that are required by fair lending practices.
3. Compare and contrast the functions of the Department of Real Estate and the Department of Corporations.
4. Appraise and assemble the requirements for disclosure.
5. Distinguish licensing requirements for brokers and loan officers.
6. Evaluate the benefits of the Mortgage Loan Disclosure Statement.
7. Scrutinize the benefits or detriments of the Safe Mortgage Licensing Act.
8. Analyze biases and discriminatory lending practices by brokers, loan officers, and financial institutions.
9. Evaluate state and federal laws, professional codes of conduct, and social efforts to address the impact of discriminatory practices and inequities on diverse and marginalized communities.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will explain the difference between operating through the Department of Real Estate verses the Department of Corporations.
2. Students will explain several benefits of the recent newly added Loan Estimate & Closing Statement.
3. Students will discuss the benefits or detriments of the SAFE Act.
4. Students will explain the consumer benefits of the SAFE Act and limitations of TRID in regards to the MLO.

Program Learning Outcomes

Learning Outcome
Analyze and justify the basic principles of real estate property valuation.
Apply the basic principles of California real estate regulations and laws.
Demonstrate and differentiate best practices in real estate transactions.
Describe the ethical standards and responsibilities of real estate professionals.
Identify key real estate terms and procedures.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.
Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.
Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.
Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.
Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.
Civic
Personal
and Professional Responsibility

Content

Course Lecture Content

1) Scope of Mortgage Brokering
    a) Introduction
    b) SAFE Mortgage Licensing Act
    c) Brokerage
    d) Mortgage Loan Brokers and Subprime Lending
    e) Mortgage Bankers
    f) Mobile Devises and Social Networking
2) State Licensing Requirements
    a) California Department of Real Estate
    b) Recovery Account
    c) Mortgage Loan Brokers and Subprime Lending
    d) Real Estate Salesperson
    e) State Mortgage Loan Brokering and Licensing Requirements
3) Department of Corporations Licensing
    a) California Finance Lenders Law

- b) California Residential Mortgage Lending Act

4) Mortgage Loan Activities Requiring a License
   - a) Mortgage Loan Originator Defined
   - b) Broker Defined
   - c) Specific Activities Requiring a Real Estate Licensed (Advance Fee) Loan Correspondents

5) Exemptions from Licensing Requirements
   - a) Broker Defined
   - b) Principal
   - c) Without Compensation
   - d) Business and Professions Code Section
   - e) Mortgage Bankers and Lenders
   - f) Other Exemptions
   - g) Clerical Exemptions
   - h) Managers and Employees
   - i) FCC Regulated Enterprises
   - j) Mineral Oil and Gas Exemptions
   - k) Film Location Representative
   - l) Exemptions from Articles 5 & 6
   - m) No Negotiations

6) Supervision and Licensing Compliance
   - a) Responsibility of Broker or Designated Officer to Supervise in California
   - b) Notification Duties of Real Estate Broker
   - c) Effect of Salesperson Violation on Broker
   - d) Additional Violations Lending to Disciplinary Action
   - e) Responsibility to Review Documents
   - f) Written Employee Contracts
   - g) Branch Offices
   - h) Fictitious Business Names
   - i) Commissioner’s Guidelines for Unlicensed Assistants
   - j) Problems in Telemarketing Loans
   - k) Foreclosure Consultants

7) Agency
   - a) Agent – Employee – independent Contractor
   - b) Types of Agents
   - c) Creation of Agencies
   - d) Authority of Agents
   - e) Undisclosed Agency
   - f) Duties of the Agent to the Principal
   - g) Delegations of Duties
   - h) Duties of Third Parties
   - i) Termination of Agency
   - j) Types of Agency Relationship
   - k) Agency Disclosure Form
   - l) Escrow Duties

8) Disclosures in Mortgage Loan Transactions
   - a) Truth in Lending
   - b) Mortgage Loan Disclosure Statement
   - c) Lender/Purchaser Disclosure Statement

9) Additional Mortgage Loan Disclosures

    a) RESPA
    b) Adjustable rate mortgage loans
    c) Seller carry back requirements
    d) Lead-Based Paint Disclosure
    e) Credit Disclosure
    f) Housing and Community Development Act
    g) Home Mortgage Disclosure Act
10) Fair Lending Practices
    a) Historical Context of Discrimination and Bias in Real Estate and Lending
    b) Federal Fair Housing Act
    c) California Fair Housing Laws
    d) Real Estate Industry and Fair Lending
    e) Federal Acts of Importance to Mortgage Professionals
    f) Best Practices to Increase Diversity and Inclusion in Mortgage Brokering and Lending
11) Trust Fund Handling
    a) Trust Funds
    b) Trust Account
    c) Broker Maintained Impound Accounts
    d) Advance Fees
    e) Loan Brokerage Deposits
    f) Broker as Principal
    g) Escrows
    h) Broker Funds in Trust Account
    i) Trust Funds Returned
    j) Trust Fund Withdrawals and Disbursements
    k) Conflicting Claims on Trust Funds
    l) Offset of Trust Funds
    m) Trust Fund Status Reports
    n) Fiscal Year Report
    o) Trust Account Records
    p) DRE Audits
12) Hard Money Makers and Arrangers
    a) Definitions
    b) Sources of Funds
    c) Loan Characteristics and Requirements
    d) Investor Protection
    e) Loan File – Minimum Documentation
    f) Article 5, 6 & 7 (California)
    g) Trust Fund Handling
    h) Required Disclosures
13) Securities in the Lending Industry
    a) California Corporate Securities Act
    b) Exceptions of Departments of Corporations Jurisdiction
    c) Application to California Real Estate Brokers
    d) Exemptions from California Securities Law for Loan Transactions
14) Third Party Originators
    a) Definition
    b) Why Third Party Originators
    c) Licensing

d) Finders
e) Agency
f) Advertising
g) Trust Fund Handling
h) Reports
i) Disclosures
j) Forms and Stacking Orders

15) Mortgage Banking
a) Definition, scope, and History of Mortgage Banking
b) The Assumability Problem
c) Conduits
d) Government involvement in lending.
e) Licensing Requirements
f) Reporting Requirements
g) Trust Fund Handling
h) Disclosures
i) Forms and Stacking
j) Quality Control

16) Diversity, Equity, and Inclusion Efforts to Address Bias and Discrimination in Mortgage Loan Brokering and Lending
a) Historical Context of Discrimination in Real Estate, Mortgages and Lending
b) Impact of Bias and Discriminatory Lending Practices on Diverse and Marginalized Communities
c) Federal and State Legal Efforts to Address Housing and Lending Bias and Discrimination
i) Federal Fair Housing Act
ii) California Fair Housing Laws
iii) Ethics - California Senate Bill No. 263 (SB-2263, Sections 10151, 10153.2, and 10170.5 of the Business and Professions Code relating to Real Estate
d) California Department of Real Estate (DRE) Applicants and Licensees Education Requirements: Fair Housing and Implicit Bias Training
i) Implicit Bias - Definition and Types of Implicit Bias
ii) Root Causes of Systemic Bias in Real Estate
iii) Discriminatory Behavior - Steering, Microaggressions, and Gaslighting
iv) Bias Faced by Clients and Real Estate Professionals - Appraisal Bias, Lender Bias, Advertising Bias, HOA, Building Security and Neighborhood, Open Houses
e) Best Practices to Reduce Implicit Bias, Improve Fair Housing Compliance, and Inclusion in Mortgage Brokering and Lending

Methods of Instruction

Method

Discussion

Integration

In class or on CMS, lecture with supporting visual materials (Powerpoint, white board notes), will present concepts, methods, structures, and processes related to mortgage loan brokering and lending, and discuss how current events relate to the topics in the course content.

DE Adaptations for MOI

Lectures and content will be posted in an electronic format within the CMS adhering to accessibility and closed captioning requirements.

Method

Group Projects

Integration

In class, outside of class, or via CMS: Students will collaborate on group presentations of 2 possible loan options available based on a scenario presented by the instructor. Students will also list the benefits of each loan alternative.

DE Adaptations for MOI

Students will access the group project assignment via the CMS. They will communicate with the group and contribute to the project via the CMS discussion board or in person (their choice). Students will use simulation software (where available), to demonstrate possible loan options based on the assignment scenario. Presentations will be shared in the CMS and presented in class.

Method

Lecture

Integration

In class or via CMS (lecture, audio visual presentation, PowerPoint, overhead projector of white board of topics including: 1. Role of Mortgage Broker vs Mortgage Banker. 2. The State and Federal Laws and professional codes required by fair lending practices. 3. The function of the Department of Real Estate vs the Department of Corporations. 4. The required disclosures in a transaction. 5. What the licensing requirements are for a broker vs a loan officer. 6. Show examples of Mortgage Loan Disclosure Statements. 7. Discuss the changes in the Safe Mortgage Licensing Act.

DE Adaptations for MOI

Students will have access to lectures and course content posted in an electronic format within the CMS adhering to accessibility and closed captioning requirements. Instructor will send weekly announcements to students with links to course modules and content. Lectures and course content will be via PowerPoint presentations, recorded lectures, and web content and provided as supplemental materials to the assigned readings in the course textbook.

Method

Visiting Lecturers

Integration

Have a representative from the Industry (Mortgage Broker industry or Mortgage Banker) 1. Share financing options available to any buyer. Explain the choices available to the client i.e.: Conventional Loans, Government Sponsored Loans (FHA, VA, Cal Vet, etc., Rate Buy-down,Higher rate and low loan origination costs. 2. Effect of types of income on borrowing rate (i.e.: self-employed vs salary employee)

DE Adaptations for MOI

The student will log into the course and access a link to visiting lecture content. This content can come in the form of prerecorded visiting lecturer, web content, YouTube or similar electronic content.

Method

Lecture

Integration

In class or via CMS (lecture, audio visual presentation, PowerPoint, overhead projector of white board of topics including: 1. Introduction to discrimination in real estate and lending. 2. Types of historical discriminatory practices and the impact on marginalized communities. 3) Show examples of historical and recent case studies that demonstrate biased lending practices.

DE Adaptations for MOI

Students will have access to lectures and course content posted in an electronic format within the CMS adhering to accessibility and closed captioning requirements. Instructor will send weekly announcements to students with links to course modules and content. Lectures and course content will be via PowerPoint presentations, recorded lectures, and web content and provided as supplemental materials to the assigned readings in the course textbook.

Method

Lecture

Integration

In class or via CMS (lecture, audio visual presentation, PowerPoint, overhead projector of white board of topics including: 1. Overview of California and federal laws, professional codes of conduct, and social initiatives aimed at countering discriminatory mortgage and lending practices. 2. Discuss historical social efforts and current initiatives that highlight housing and lending discrimination. 3. Discuss California law, federal law, and California DRE Ethics and Professional Code of Conduct to address discrimination, bias, and disparate impact. 4. Distinguish California law and federal laws, highlighting similarities and differences. 5. Show past and current real-world instances where laws and codes of conduct intervened to address impact of discriminatory lending practices.

DE Adaptations for MOI

Students will have access to lectures and course content posted in an electronic format within the CMS adhering to accessibility and closed captioning requirements. Instructor will send weekly announcements to students with links to course modules and content. Lectures and course content will be via PowerPoint presentations, recorded lectures, and web content and provided as supplemental materials to the assigned readings in the course textbook.

Methods of Evaluation

Method

Class Participation

Integration

In class or via CMS engage students and provide opportunity for student articulation of lending and brokering terms and concepts, reading and lecture materials, case studies, historical industry discriminatory practices and current events. Discussions will be evaluated based on participation and, content, and completion.

DE Adaptations for MOE

Discussion forums and blogs within the CMS can be utilized to assess class participation in asynchronous courses and video conferencing tools can be utilized for synchronous online course meetings via Zoom, or other online college approved methods.

Method

Exams/Tests

Integration

In class or via LMS quizzes on the reading and lecture materials to determine student understanding and retention of material. a. Fair lending b. Mortgage brokers and mortgage bankers c. Disclosures d. Agency and the mortgage broker e. Laws and regulations f. Securities g. Licensing requirements. h. Impact of bias and discriminatory lending practices on diverse and marginalized communities. i. State and federal laws, CA DRE ethics and professional code of conduct. Exams and quizzes will be evaluated based on percentage correct.

DE Adaptations for MOE

Quizzes, tests, and the final exam may be proctored at an authorized testing center, or administered directly through the CMS. Exam essays (where applicable) can be submitted through a plagiarism checking resource provided by the CMS or the college. Students will have immediate feedback from any automatic graded exams or tests. If the exam or test is essay format, the instructor will publish the results of exam based on schedule instructor posts to CMS.

Method

Homework

Integration

In class or via CMS students must define critical terms in the mortgage loan brokering and lending field. Homework will be evaluated on the quality of content and completion of required components.

DE Adaptations for MOE

Homework assignments will be posted in the CMS for asynchronous/synchronous courses with submission instructions and due dates. Instructor sends weekly announcements as reminders for weekly assessment due dates.

Method

Role-playing/Simulation

Integration

In class or via CMS engage students and provide opportunity for students to
simulate real-world lending scenarios where students play roles of brokers, loan officers, and clients from diverse backgrounds and perspectives, using a DEI lens to create and suggest equitable solutions. Evaluate their ability to navigate the scenario using DEI principles, with articulation of lending and brokering laws and ethics, terms and concepts, reading and lecture materials, case studies, historical industry discriminatory practices and current events. Role-playing simulation will be evaluated based on participation, content, and completion.

DE Adaptations for MOE

Discussion forums and blogs within the CMS can be utilized to assess class participation in asynchronous courses and video conferencing tools can be utilized for synchronous online course meetings via Zoom, Studio, or other online college approved methods.

Assignments

Assignment Type

Writing

In-class and/or outside of class

In-class
Outside of class

Formative or Summative

Formative

Assignment

Mortgage Loan Disclosures:
Complete a Mortgage Loan Disclosure Statement. It should contain all estimated maximum costs and expenses for a case lending scenario.
Submit the document in class or via the CMS.

How assignment will be adapted in online format

Documents can be submitted electronically via the CMS. Instructor grading and feedback will be provided within a timely manner within the CMS.

Assignment Type

Reading

In-class and/or outside of class

In-class
Outside of class

Formative or Summative

Formative

Assignment

Read the textbook chapter and supplemental materials that correspond to Mortgage Loan Disclosures.

Take detailed notes of your reading and write down any questions you may have, or points of interest you wish to bring back to class discussions of this content.

How assignment will be adapted in online format

Instructions for textbook reading, and or electronic postings of supplemental reading will be provided within the CMS. All assignments or papers corresponding to the reading assignment will be submitted in electronic format within the CMS. Instructor feedback and grading will be posted in the CMS in a timely manner.

Assignment Type

Other

In-class and/or outside of class

In-class
Outside of class

Formative or Summative

Formative

Assignment

Class Discussion: Discriminatory Mortgage and Lending Practices

Watch the YouTube video of Keeanga-Yamahtta Taylor discussing her book, "Race For Profit", presented by Politics and Prose.
https://youtu.be/sXe_TiTFdUg

Please be sure to take detailed notes from watching the video to help you participate in the class discussion.

Initial Post: Share two things that you learned from watching the video that you had no prior knowledge of that specifically relate to discriminatory mortgage and lending practices. For example:
1) Share a discriminatory lending practice that targeted the African American community and provide examples of systemic challenges faced by marginalized communities in accessing fair and equitable housing opportunities.
2) Provide an example of how discriminatory lending policies are connected to the creation of segregated and economically disadvantaged neighborhoods.

Due Thursday, by 11:59 pm.

Peer Response: Respond to two of your peers by Sunday. Offer a policy recommendation or societal change to address the injustices highlighted in the video. Share your thoughts around what would help create inclusive and equitable housing practices.

Due Sunday, by 11:59pm.

How assignment will be adapted in online format

CMS Discussion Board. Students post and submit peer responses electronically via the CMS in the weekly module. Instructor grading and feedback will be provided within a timely manner within the CMS. This assignment provides students with the opportunity to participate in class discussions and activities related to the topic being covered.

Assignment Type

Other

In-class and/or outside of class

In-class
Outside of class

Formative or Summative

Summative

Assignment

Group Project:

You have been assigned to participate in Group A, B, or C.

Read the project scenario assigned to your group.

Schedule group meeting dates to work on the assignment.

Collaboration: Based on the scenario, research and select two (2) possible loan options available. List the benefits, pros and cons of each option. Plan and create a PowerPoint presentation to demonstrate the loan options available to your client.

Presentations: Assign a slide to each member of your group for the live presentation to be shared in class, or via the CMS using Zoom.

How assignment will be adapted in online format

Students will access the group project assignment via the CMS. They will communicate with the group and contribute to the project via the CMS discussion board or in person (their choice). Students will use simulation software (where available), to demonstrate possible loan options based on the assignment scenario. Presentations will be shared in the CMS and presented in class live or via a Zoom recording.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Research your city or region's history of housing discrimination against individuals with identities that intersect at the margins of race, ethnicity, gender, sexual orientation, and religion (Indigenous, African, Asian, Jewish, LGBTQ, etc).
Discuss how local policies mirrored or diverged from the national trends. Analyze the long-term effects of historical segregation policies on your city. Consider factors like education, economic opportunities, crime, and community health. Summarize your findings in a detailed report and presentation.

How assignment will be adapted in online format

Documents can be submitted electronically via the CMS. Instructor grading and feedback will be provided within a timely manner within the CMS.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Redlining: Research the origins of redlining - its practices and long-term effects on American cities in general, and California specifically. Present a detailed report or presentation, integrating maps, statistics, and personal narratives when possible.

How assignment will be adapted in online format

Documents can be submitted electronically via the CMS. Instructor grading and feedback will be provided within a timely manner within the CMS.

Assignment Type
Other

In-class and/or outside of class
In-class
Outside of class

Formative or Summative
Formative

Assignment
Neighborhood Equity Walk and Discussion: Take a walk through your community. Research a different area (zip code) in your city and take a physical or "digital" walk through that neighborhood. Observe and note the differences in amenities, housing conditions, and real estate values. Reflect on the reasons behind these differences, particularly focusing on historical housing policies, redlining, steering, and other discriminatory practices.

Initial Post: Share three things you learned from your walk that you had no prior knowledge of; for example, share a point about the housing conditions, share a point about the differences in real estate values, and share your reflection on what could be the reasons behind these conditions and differences.

Due Thursday, by 11:59 pm.

Peer Response: Respond to two of your peers. Due Sunday, by 11:59pm.

How assignment will be adapted in online format
Documents can be submitted electronically via the CMS. Instructor grading and feedback will be provided within a timely manner within the CMS.

CMS Discussion Board. Students post and submit peer responses electronically via the CMS in the weekly module. Instructor grading and feedback will be provided within a timely manner within the CMS. This assignment provides students with the opportunity to participate in class discussions and activities related to the topic being covered.

Assignment Type
Other

In-class and/or outside of class
In-class
Outside of class

Formative or Summative
Summative

Assignment
Role-playing Group Project - Promoting Equitable Lending Practices in Diverse Communities

You have been assigned to participate in Group A (Broker), Group B (Loan Officer), or Group C (Clients).

Role of Broker: Responsible for assessing clients' needs, providing guidance on available lending options, and ensuring that the lending process is conducted in a transparent and equitable manner. Brokers must consider the diverse backgrounds of the clients and provide culturally sensitive and inclusive solutions.

Role of Loan Officers: Tasked with evaluating the financial capacity and creditworthiness of clients, structuring loan agreements, and ensuring that lending practices adhere to legal and ethical standards. Loan officers must apply DEI principles to promote fair access to lending opportunities and mitigate potential discriminatory practices.

Role of Clients: Represent individuals from diverse communities seeking mortgage or loan solutions. Clients should actively participate in the role-play, sharing their financial backgrounds, cultural contexts, and any past experiences of discrimination or bias in the lending process. They should also advocate for equitable treatment and transparency throughout the simulation.

Instructions: Each group will be presented with a diverse set of lending scenarios involving clients from different backgrounds and communities. Based on the scenario, you will assume the role of broker, loan officer, or client in a simulated real-world lending scenario and apply a Diversity, Equity, and Inclusion (DEI) lens to develop equitable solutions for navigating complex lending challenges, and ensure fair and ethical lending practices. You will be evaluated based on your active participation, the quality of your contributions, and the completion of the project.

Read the project scenario assigned to your group.

Schedule group meeting dates to work on the assignment.

Scenario: The scenarios will incorporate elements such as varying socioeconomic statuses, cultural differences, and historical discriminatory practices in the lending industry.

Collaboration: Your group will need to collaborate to navigate these complex scenarios, considering DEI principles, lending and brokering laws, ethical guidelines, and industry-specific terms and concepts.

Requirements for Role-Play Activity:
* Preparation: Your group should review the reading and lecture materials on lending and brokering laws, ethical guidelines, DEI principles, and historical discriminatory practices in the lending industry.
* Case Studies Analysis: Your group should integrate insights from relevant case studies that highlight discriminatory lending practices detailed in the lecture, reading assignments, and research, and showcase the impact of such practices on diverse communities.
* Application of DEI Principles: Your group should apply DEI principles to ensure implementation of equitable lending solutions. Consider the unique needs and challenges faced by clients from diverse backgrounds.
* Ethical Considerations: Your group must adhere to ethical standards, principles, and requirements of California SB-263, ensuring that all proposed solutions prioritize transparency, fairness, and inclusivity.
* Solution Presentation: Each group will present their proposed lending solutions, highlighting the rationale behind their decision-making processes and how DEI principles were applied to address their client's needs.

How assignment will be adapted in online format

Students will access the group project assignment via the CMS. They will communicate with the group and contribute to the project via the CMS discussion board, Zoom, Studio, or in person (their choice). Students will use simulation software (where available), to demonstrate possible loan options based on the assignment scenario. Presentations will be shared in the CMS and presented in class live or via a Zoom recording.

Course Materials

Textbooks

Walt Huber, Walt Zozula & William Pivar, J.D. (2021). Mortgage Loan Brokering and the SAFE Act ETC Publishing, 5th Edition
Educational Textbook Company, Inc (ETC) Publishing
ISBN 978-162-684-141-3
REDSHELF eISBN 978-162-684-142-0

Other Resources

Supplemental materials will be supplied by the course instructor; Articles, banking videos, YouTube videos, and book excerpts from "Race for Profit" and "The Color of Law", other related materials.

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

This course covers the real estate mortgage loan brokering and lending industry. The course will use an historical lens to examine the impact of traditional and recent discriminatory practices on diverse communities marginalized by society. This course reviews social and cultural factors at the intersection of race, ethnicity, gender, sexual preferences, and religion, and highlights recent state and federal laws, CA DRE policies, and social efforts to remedy discrimination and disparate impact. The course will utilize diverse curriculum and supplemental resources that highlight diversity, equity, and inclusion issues resulting from historical and current biases and prejudices that inform mortgage and lending decisions in banking and real estate.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Instruction will incorporate culturally relevant course materials using both formative and summative assignments with an emphasis on scaffolding to enable students to gain familiarity and confidence with discussing real estate and mortgage loan brokering and lending concepts and practices. This course prioritizes student growth and learning by facilitating student participation, interactive discussions, and critical assessment of related research, literature, legislative information, state and federal laws, the California Department of Real Estate (DRE), and the SAFE Act.

Additionally, the course utilizes a variety of instructional methods, assessments, and assignments in order to provide a variety of approaches that support diverse learning styles and allow students to demonstrate their learning through a variety of methods to increase accessibility and engagement for all students, and increase success outcomes for diverse students populations that have been historically marginalized in higher education.

Diversity, Equity, and Inclusion (DEI) is integrated into the course to ensure students from diverse backgrounds and learning styles are centered using different learning modalities: 1) Images and videos are used to resonate with preferences of visual learners. 2) Podcasts are used to resonate with preferences of auditory learners. 3) A neighborhood walk assignment and discussion prompt is used to resonate with preferences of kinesthetic learners. 4). Reading and writing is facilitated through short research papers. 5) Learners who resonate with logic compare property values through data analysis. 6) Other forms of learning, such as interpersonal, interpersonal, naturalistic, and existential are facilitated through reading, writing, discussions, and reflections with an equity focus.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course facilitates student-to-student interaction through in-class interactive discussions and collaborative student activities and assignments outside of class.

Students will analyze, discuss, and critique real estate concepts pertaining to mortgage loan brokering and lending. Instructional methods and assignments encourage group activities and allow for collaborative discussion, critique, analyses, and application of concepts, theories, and central themes and practices related to the discipline and industry. Group activities will foster collaboration, community, and student connection.

Explain how the course will incorporate instructor-to-student interaction.

The course will utilize an active learning environment to promote critical thinking and help students develop a more accurate understanding of real estate concepts centered in the mortgage loan brokering and lending industry practices. Instructors will facilitate and scaffold course content through lecturing, assessments, individual check-ins and group projects to expand student understanding of the materials and industry practices. Student and faculty-led groups will be facilitated to stimulate discussion, encourage understanding on key concepts, readings, and better understand the various factors impacting various communities and society as a whole.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interaction will be achieved through the assigned readings and assignments. Students will also interact with the content through applied learning activities. Class and homework activities will contribute to the students' learning as they apply the course learning concepts, critical thinking, and problem-solving skills in a real-world context. Student essays and projects will also reflect their understanding of content, reflect their voices, and allow opportunity for deeper engagement.

Modules include content, discussions, assignments, quizzes and exams to actively engage students with the content. Modules facilitate application of theoretical concepts to real-life scenarios. Discussions facilitate critical thinking and allow students to pose questions, discuss concepts and share insights. This encourages collaboration and a deeper understanding of the real estate industry as it pertains to mortgage and lending. Incorporating role-playing assignments offer students an immersive learning experience. Students simulate real-life case studies related to discriminatory mortgage and lending practices to demonstrate knowledge and application of state and federal laws, California DRE policies, ethical practices and standards of professional conduct in practical situations.

Peer-to-peer learning activities, such as group projects and collaborative problem-solving tasks are used foster a sense of community among students.
Utilizing various learning technologies, such as videos, podcasts, physical exploration of neighborhoods, support student individual learning styles and preferences to enhance engagement and motivation. The course design, curriculum, assessments, and learning modalities stimulate critical thinking, increase problem-solving skills, prompting students to analyze and evaluate various lending scenarios to prepare them for the complexities of the real estate finance industry.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Taking notes during readings, lectures, and video presentations will allow student-to-self interaction to assess understanding and identify areas for added clarification or deeper dives into content. Writing assignments will help students with their metacognition. Student-to-self interaction will be achieved through the use of in-class and online discussions (for both face to face and online (both synchronous and asynchronous) where students will be expected to write their thoughts first before sharing them in both small group and large group discussions. Additionally, reflection activities will be utilized to help students consider their understanding of the material, their individual learning process, and the diversity of experiences that contribute to and impact the industry and society at large.

Course content and activities encourage student self-interaction to foster a deeper understanding of mortgage and lending in the field of real estate. Students are encouraged to think critically, analyze their learning process, and reflect upon their progress. Written assignments, discussion questions, quizzes and exams help students gauge their comprehension of concepts, identify strengths and challenges, and areas requiring more focus to reach their goals. This increases students sense of self-awareness and supports them in their growth and development of taking responsibility for their own learning. Constructive feedback is provided weekly and students are asked to consider their responses and reflect upon how they can improve.

Throughout the course, students are encouraged to reflect on their learning experiences, such as asking them to consider how they would apply state laws, ethics and professional codes of conduct to lending practices to address housing discrimination. Using real-world scenarios to simulate past and present practices provide student opportunities to think critically about their learning processes. Assessments encourage articulation of important concepts and reasoning, help monitor understanding and progress, and enhance students overall academic growth.

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