



هيئة تقويم التعليم  
Education Evaluation Commission

المركز الوطني للتقويم والاعتماد الأكاديمي  
National Centre for Academic Accreditation and Evaluation

**ATTACHMENT 5.**

## **T6. COURSE SPECIFICATIONS (CS)**

## Course Specifications

Institution Date of Report	<ul style="list-style-type: none"> <li><i>Al Yamamah University</i> <i>March 2019</i></li> </ul>
College/Department	<ul style="list-style-type: none"> <li><i>College of Business Administration, Quantitative Business Department</i></li> </ul>

### A. Course Identification and General Information

1. Course title and code: <i>FIN 324 – Real Estate Finance &amp; Investment</i>																				
2. Credit hours: <i>3 Credit hours</i>																				
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)																				
<ul style="list-style-type: none"> <li><i>Bachelors of Science and Business Administration</i></li> </ul>																				
4. Name of faculty member responsible for the course: <i>Dr. Raheel Gohar &amp; Mrs Danah Baqais</i>																				
5. Level/year at which this course is offered: <i>Level 4</i>																				
6. Pre-requisites for this course (if any): <i>Introduction to Finance (FIN 202)</i>																				
7. Co-requisites for this course (if any): <i>None</i>																				
8. Location if not on main campus																				
9. Mode of Instruction (mark all that apply)																				
<table> <tr> <td>a. Traditional classroom</td> <td><input checked="" type="checkbox"/></td> <td>What percentage?</td> <td><input type="text" value="100"/></td> </tr> <tr> <td>b. Blended (traditional and online)</td> <td><input type="checkbox"/></td> <td>What percentage?</td> <td><input type="text"/></td> </tr> <tr> <td>c. e-learning</td> <td><input type="checkbox"/></td> <td>What percentage?</td> <td><input type="text"/></td> </tr> <tr> <td>d. Correspondence</td> <td><input type="checkbox"/></td> <td>What percentage?</td> <td><input type="text"/></td> </tr> <tr> <td>f. Other</td> <td><input type="checkbox"/></td> <td>What percentage?</td> <td><input type="text"/></td> </tr> </table>	a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="100"/>	b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>	c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>	d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>	f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
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f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>																	
Comments:																				

## B Objectives

1. *What is the main purpose for this course?*

### **Course Description:**

Techniques of real estate valuation. Market analysis, legal and political analysis, and highest and best use analysis; in-depth exposure to the three approaches to valuation; market comparison, income, and cost; the role of valuation in real estate investment; government regulation of appraisers.

### **Purpose of the Course**

The purpose of the courses is to gain an understanding of the economic forces that drive real estate value in the market. Students will learn the concepts, tools, and techniques for evaluating individual real estate assets, based on the application of economic theory and principles of urban economics, for the purpose of real estate valuation. Upon completion of the course, students should have a broad understanding of how market dynamics, constrained by the geographic, physical and legal parameters, determine values of individual assets in the market. (In short, at the end of the course, if someone points to any property and asks, “what is it worth?” or “how much should we pay for it?” you will know how to determine an answer.)

Students will gain experience and insights in the application of these principals and techniques through a group project, completing a full narrative appraisal of a commercial real estate property. Students will also gain skills in using ARGUS software, the standard software in the real estate profession for lease-by-lease cash flow modeling of large multitenant income properties.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

- *On yearly basis, review the textbook requirement and add or update the edition of the main textbook.*
- *Periodically, in every two years, review the entire course content and develop the course as per the need and requirement of the environment.*

## C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

1 Topics to be Covered		
List of Topics	No of Weeks	Contact hours



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<p><i>1-Real Estate Investment: Basic Legal Concepts</i></p> <p><i>a-Property Rights and Estates</i></p> <p><i>b-Assurance of Title</i></p> <p><i>c-Recording Acts 12</i></p> <p><i>d-Limitations on Property Rights</i></p>	2	5
<p><i>2-Real Estate Financing: Notes and Mortgages</i></p> <p><i>a-Notes</i></p> <p><i>b-The Mortgage Instrument</i></p> <p><i>c-Assumption of Mortgage</i></p> <p><i>d-Acquiring Title “Subject to” a Mortgage</i></p> <p><i>e-Foreclosure</i></p> <p><i>f-Alternatives to Foreclosure: Workouts</i></p>	2	7
<p><i>3-Mortgage Loan Foundations: The Time Value of Money</i></p> <p><i>a-Compound or Future Value</i></p> <p><i>b-Using Financial Functions Calculators</i></p> <p><i>c-Present Value</i></p> <p><i>d-Compound or Future Value of an Annuity</i></p> <p><i>e-Determining Yields, or Internal Rates of Return, on Investments</i></p>	2	6
<p><i>4-Fixed Interest Rate Mortgage Loans</i></p> <p><i>a-Determinants of Mortgage Interest Rates</i></p> <p><i>b-Understanding Fixed Interest Rate Mortgage (FRM) Loan Terms</i></p> <p><i>c-Calculating Payments and Loan Balances—Fixed Interest Rate Loans</i></p> <p><i>d-Summary and Comparisons: Fixed Interest Rate, Constant Payment Mortgage (CPM) Loans with Various Amortization Patterns</i></p>	2	7
<p><i>5-Adjustable and Floating Rate Mortgage Loans</i></p> <p><i>a-The Price Level Adjusted Mortgage (PLAM)</i></p> <p><i>b-ARMs and Floating Rate Loans: An Overview</i></p> <p><i>c-Variations: ARM and Floating Rate Loans</i></p> <p><i>d-Risk Premiums, Interest Rate Risk, and Default Risk</i></p>	3	7
<p><i>6- Single Family Housing: Pricing, Investment, and Tax Considerations</i></p> <p><i>a-House Prices</i></p> <p><i>b-Income and Employment</i></p> <p><i>c-Housing Supply: An Overview</i></p> <p><i>d-Investing in “Distressed Properties</i></p>	2	6
<p><i>7-Income-Producing Properties: Leases, Rents, and the Market for Space</i></p> <p><i>a-Property Types</i></p> <p><i>b-Supply and Demand Analysis</i></p> <p><i>c-The “Market” for Income-Producing Real Estate</i></p> <p><i>d-Developing Statements of Operating Cash Flow</i></p>	2	7

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	▪ 39	▪	▪	▪	▪ 6	▪ 45
Credit	▪	▪	▪	▪	▪	▪ 3

3. Additional private study/learning hours expected for students per week.	3
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

On the table below are the five NQF Learning Domains, numbered in the left column.

**First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.



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	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	<ul style="list-style-type: none"> <li>▪ <i>At the end of the semester, students will be able to:</i></li> <li>▪ <i>Recognize principle Real Estate process.</i></li> <li>▪ <i>Define Real Estate Finance and Investment.</i></li> <li>▪ <i>Outline various concept, notes, mortgages, Foreclosure, and Bankruptcy</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Combination of lectures, tutorials and individual and group assignments using print media and web based materials.</i></li> <li>▪ <i>Lectures begin with overview of content to be presented linking it to previous information and explaining its significance, and conclude with a review.</i></li> <li>▪ <i>Tutorials review material presented in lectures to check understanding and provide clarification required before discussing the potential uses of the information.</i></li> <li>▪ <i>Essay assignments require students to locate and use significant information in the field.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Quiz 1</i></li> <li>▪ <i>Assignment</i></li> <li>▪ <i>In-class exercises</i></li> <li>▪ <i>Mid and final examination with a combination of multiple choice and essay items.</i></li> </ul>
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	<ul style="list-style-type: none"> <li>• <i>The ability to use the time value of money concepts to calculate future and present value of fixed and floating mortgage loans</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Various methods will be applied like:</i></li> <li>▪ <i>Giving assignment where students need to apply skills to solve the problems mentioned in the assignment.</i></li> <li>▪ <i>Arranging tutorials that includes discussion of issues and problems where analytical skills are needed to solve it.</i></li> <li>▪ <i>Conducting in-class assignments including some open ended problem solving tasks where students need to select appropriate methods or solutions.</i></li> <li>▪ <i>Enrolling in the senior project courses where students' deals with a major business problem related to their area of</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Each test given during semester to include at least one item requiring students to apply formulae or conceptual insight in solution of a new problem.</i></li> <li>▪ <i>End of semester test in each course to include items requiring students to identify and use appropriate analytical tools for a new problem.</i></li> <li>▪ <i>Assessment of final year capstone group problem solving task has 40% of assessment based on appropriate</i></li> </ul>



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		<p><i>concentration and suggested possible solutions.</i></p> <ul style="list-style-type: none"> <li>▪</li> </ul>	<p><i>choice and use of appropriate investigative methodology, and includes mark bonus for creativity on solution.</i></p>
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
	<ul style="list-style-type: none"> <li>▪ <i>The ability to work effectively in groups and exercise leadership when appropriate.</i></li> <li>▪ <i>The ability to act responsibly in personal and professional relationships with high moral and ethical standards.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Each course includes at least one group project with a randomly selected team leader. Instructors give mid task counselling on approach taken.</i></li> <li>▪</li> <li>▪ <i>Assessments include evaluation of standard of report by group and individual performance rating on contribution made.</i></li> <li>▪</li> <li>▪ <i>Ethical issues considered in case study and role play tasks with group analysis of appropriate resolution.</i></li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Assessment of group assignments within each course.</i></li> <li>▪ <i>Individual project assignments in courses require independent study skills.</i></li> <li>▪ <i>Senior project includes an individual component for the contribution of each person.</i></li> </ul>
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
	<ul style="list-style-type: none"> <li>▪ <i>Ability to communicate effectively in oral and written forms.</i></li> <li>▪ <i>Ability to use information and communications technology, and use basic mathematical and statistical techniques.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Students will go through eight levels of English proficiency courses during orientation year to learn basic communication skills in English.</i></li> <li>▪ <i>There are two computer courses and one math course during the orientation year where students learn the basic skills of handling computers and the basic of mathematics.</i></li> <li>▪ <i>The Introduction of statistics course during the first year of the academic program enables students to learn various statistical tools and techniques.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Direct assessment of basic skills including communications skills in English Language and use of IT, like class tests, assignment and exams.</i></li> <li>▪</li> <li>▪ <i>For testing the students math and statistical skills, class tests and assignments are taken along with major exams.</i></li> <li>▪</li> </ul>



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		<ul style="list-style-type: none"> <li>Some courses in each year include required use of ICT for analysis and reporting, with quality of usage forming part of assessment. Assignments include required use of search engines on the internet.</li> </ul>	
5.0	<b>Psychomotor</b>		
5.1			

### Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
<b>Knowledge</b>	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
<b>Cognitive Skills</b>	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
<b>Interpersonal Skills &amp; Responsibility</b>	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
<b>Communication, Information Technology, Numerical</b>	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
<b>Psychomotor</b>	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct

Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows:

Consider	Maximize	Continue	Review	Ensure	Enlarge	Understand
Maintain	Reflect	Examine	Strengthen	Explore	Encourage	Deepen

Some of these verbs can be used if tied to specific actions or quantification.

**Suggested assessment methods and teaching strategies are:**

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

#### 6. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	<i>Assignment and Group activities</i>	<i>Week 4, 12</i>	<i>15%</i>
2	<i>Quiz 1</i>	<i>Week 4</i>	<i>5%</i>
3	<i>Mid-term exam</i>	<i>Week 8</i>	<i>20%</i>
4	<i>Quiz 2</i>	<i>week 11</i>	<i>5%</i>
5	<i>project</i>	<i>Week 13</i>	<i>15%</i>
6	<i>Final exam</i>	<i>Week 16</i>	<i>40%</i>

#### D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- *In addition to class lectures time, faculty members assign minimum two hours per week for student consultations and academic advice .The consultation time is mentioned in the Faculty Time Table and is display on the faculty member's office door.*
- 
- *During the registration period, faculty members also spend time for review and approving students' registration form. Each faculty member is assigned a group of students for advising. The list is posted in the faculty office and students are advised to visit the faculty member during the time mentioned in his/her faculty time table.*

#### E. Learning Resources

##### *List Required Textbooks*

- *Real Estate Finance & Investments | 14th Edition by Jeffrey Fisher, Jeffrey D. Fisher, William B. Brueggeman, William Brueggeman*

##### *Recommended textbook*

*David Geltner, Norman G. Miller, Jim Clayton, and Piet Eichholtz, Commercial Real Estate Analysis and Investments, Second Edition, by Cengage Learning, 2007.*

*Any supplementary readings will be online at the library's website, and you may download your personal copy. Other material may be handed out in class, and selected titles will be placed on reserve. A copy fee may be charged, and no grades will be reported until the fee is paid.*

2. List Essential References Materials (Journals, Reports, etc.)

Examples of the suggested journals are as follows:

- *Yahoo Finance & Reuters*
- *Economist*
- *Financial Times.*

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

- *Resources for Internet, newspapers and journals*

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

<ul style="list-style-type: none"> <li>▪ <i>YU Learning Management System (LMS) and publisher's Web site of students' resource center.</i></li> </ul>
<p>5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> <ul style="list-style-type: none"> <li>▪ <i>N/A</i></li> </ul>

## F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- *A classroom with 40 seating capacity is required.*
- *Classroom should be equipped with multimedia projector and Internet access*

2. Computing resources (AV, data show, Smart Board, software, etc.)

- *Currently there is no need of any special computing resources.*

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

- *Currently there is no need of any other resources.*

## G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- *During week 13 and 14, the YU's "Student Affairs" department conducts a survey covering all aspects relating to their learning experience for the concerned course. Students are given questionnaire on different areas of the course including the effectiveness of the course.*
- *There are two ways that the survey is undertaken: manually by distributing the printed forms to the students during the class meeting hours and by electronically, where students are required to go to the computer lab for participating in the survey.*
- *The responses are forwarded to the "Information Center" where it is analyzed and reports are prepared.*
- *The report is called "Course Evaluation Survey" or CES and is submitted to the department chairman, who shares the report with the respective faculty members*

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor

<ul style="list-style-type: none"> <li>▪ <i>Classroom observations are conducted by the Department chairman during class periods, especially for the newly recruited faculty members.</i></li> <li>▪ <i>A form with some standard questions regarding classroom activities is used to evaluate the performance of the faculty members during the classroom visits.</i></li> <li>▪ <i>Faculty members are informed about the classroom visits without notifying a specific day for the visit.</i></li> <li>▪ <i>The reports are shared with the faculty members.</i></li> </ul>
<p>3 Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> <li>▪ <i>The process for improving the teaching includes the following:</i></li> <li>▪ <i>Workshops and seminars are conducted throughout academic year to address specific teaching strategies and improvements.</i></li> <li>▪ <i>Feedbacks from students using different types of survey are shown and discussed with faculty members to improve the teaching.</i></li> </ul>
<p>4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)</p> <ul style="list-style-type: none"> <li>▪ <i>The university is currently in the process of finalizing agreement with other universities to manage this issue.</i></li> </ul>
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none"> <li>▪ <i>At the end of each semester, Curriculum committee conducts a meeting with all faculty members in which surveys filled by the students and other feedbacks from faculty members are discussed. Effectiveness of the courses, mistakes done and weaknesses are discussed. These points are made basis for the planning for improvements for next semester/ year.</i></li> </ul>

**Faculty or Teaching Staff:** *Mrs. Danah Baqais*

**Signature:** \_\_\_\_\_ **Date Report Completed:** \_\_\_\_\_

**Received by:** \_\_\_\_\_ **Dean/Department Head**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_