

Draft Minutes, May 15, 2012

College Curriculum Committee
Meeting Minutes
Tuesday, May 15, 2012
2:06 p.m. – 3:42 p.m.

rules. Messina/Holcroft/Nuñez confirmed that this may well be the case, need to meet to review.

- o All repeatability corrections must be done in the next cycle for inclusion in 2013 -14 Catalog, meaning all changes need to be completed by the December 7th deadline this year.
- o Take home message: review your courses AND degrees to see if repeatability issues might impact, and contact Messina/Holcroft/Nuñez for assistance.

e. CLEP Help

e. Counseling division faculty have expressed their appreciation to CCC for working so hard to clean-up College Catalog. We continue to work on CLEP policy.

¥ Holcroft provided a table to help faculty understand their options for CLEP usage. Reminded that CSUs are being required to accept many (but not all) of the tests so our students can already use CLEP exams to meet some CSU Breadth criteria.

¥ Escoto commented that in his tenure at FH, heÕs had very few students (one-two?) ask about CLEP. He clarified that there arenÕt students lined up around the corner to get this type of credit.

¥

f. SLOAC Reminder

	familiarize yourselves with attachment #9 , which explains CCCOs responsibilities per Title 5. Much work to be done, will realistically not complete this academic year but can get good start. Began by reviewing pending BP 6060 (containing the relevant Title 5 language) and looking at current Content Review forms . Will continue discussion and planning at our next meeting.
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Attendees: K. Armstrong, J. Baker, F. Cammin, R. Campbell, B. Cashmore, B. Day, I. Escoto, M. Francisco, B. Hanning, R. Hartwell, C. Holcroft, K. Jones, K. Jordahl, M. Knobel, D. MacNeil, K. Messina, P. Murray, B. Shewfelt, P. Starer, K. Svetich, V. Villanueva, B. Ziegenhorn
Minutes Recorded by: C. Nu-ez

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I also want to draw your attention to recent changes in admissions policies at the CSU which have significantly increased the importance of these degrees to our students and colleges. As a result of deep cuts in state funding, CSU has severely restricted admissions for the Spring 2013 term and will only be admitting California community college transfer students possessing AA-T and AST degrees. As long as tight state budgets persist, the degrees for transfer may be the only option available for our students attempting to transfer to CSU. This reality significantly elevates the need for our colleges to increase the number of AA-T and AST degrees offered.

Next Steps in Implementation

Transfer Model Curriculum Development The Academic Senate for California Community Colleges has collaborated with the Academic Senate for the California State University to develop statewide TMCs in the most popular majors completed by students who transfer to CSU. To date, the approved TMC majors include: Administration of Justice, Art History, Journalism, Business Administration, Communication Studies, Early Childhood Education, Elementary Teacher Education, English, Geography, Geology, History, Kinesiology, Mathematics, Music, Physics, Political Science, Psychology, Sociology, Studio Art, Theatre Arts. Faculty representing additional majors will be working to develop TMCs in additional majors such as Chemistry, Computer Science, Anthropology, Spanish, Philosophy, TV/Radio/Film, and Social Work. The CCC and CSU Academic Senates have committed to having TMCs published in 25 disciplines by September 2012.

Degree Development and Approval As we look ahead it is critical that colleges continue to develop AA-T and AST degrees in all majors in which their students seek to transfer in order to ensure that community college students have a broad range of viable transfer pathways to CSU campuses across the state. To spur progress toward this objective, the California Community Colleges Board of Governors has adopted a goal that each college having AA-T and AST degrees approved by Fall of 2013 is 80 percent of the majors they offer in which there is a TMC and in 100 percent by Fall of 2014. While this goal is ambitious, it is imperative that we move rapidly to help more students move efficiently through our two systems because too many students are

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C. Curriculum Review Process

The District certifies that each College's Curriculum Committee ~~has~~ established by mutual agreement of the administration and the Academic Senate as required in Section 55002(a) (1) of Title 5. The Curriculum Committees shall:

1. Establish prerequisites and corequisites only for one of the four purposes allowed in Section 55003(d) of Title 5, which are

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curriculum review process should be done in a manner that is in accordance with accreditation standards.

(iii) be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;

(iv) specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;

(v) identification and review of the prerequisite or corequisite which develops the body of knowledge and/or measures skills identified under (iv);

(vi) matching of the knowledge and skills in the targeted course (identified under iv) and those developed or measure by the prerequisite or corequisite (i.e., the course or assessment identified under v.) ; and

(vii) maintain documentation that the above steps were taken.

3. Verify and provide documentation that prerequisites or corequisites meet the scrutiny specified in one of the measures specified in section 55003 of Title 5. These include content review (Title 5 Section 55003(c)), or content review with statistical validation (section 55003(f)). Pursuant to 55003(e), a prerequisite or corequisite need not be scrutinized using one of these measures only if

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CONTENT REVIEW - FORM A
Computational Advisories, Prerequisites and Co -requisites

Number and Title of course being reviewed: _____

Recommended Advisory/Prerequisite/Co -requisite*: _____
(*circle one)

To ensure student success, students should be able to:

(check from the list below and/or use the opposite side of this form)

Basic Skills Courses :

_____	Identify place values for whole numbers and round whole numbers.	Math 230
_____	Identify place values for decimals and round decimals.	Math 230
_____	Estimate sums, differences , products, and quotients of whole numbers.	Math 230
_____	Estimate sums, differences, products, and quotients of decimals.	Math 230
_____	Find the perimeter and area of a rectangle.	Math 230
_____	Add, subtract, multiply, and divide whole numbers, fractions, and decimals.	Math 230
_____	Graph whole numbers and fractions on a number line.	Math 230
_____	Use the order of operations to evaluate numerical expressions.	Math 230
_____	Perform conversions between decimals, fractions, and mixed numbers.	Math 230
_____	Find the prime factorization of a whole number.	Math 230
_____	Find the least common multiple of a set of whole numbers.	Math 230
_____	Add, subtract, multiply, and divide with integers.	Math 230
_____	Graph integers and fractions on a number line.	Math 230
_____	Estimate sums, differences, products, and quotients using rounding.	Math 230

CONTENT REVIEW - FORM B

Communication Advisories, Prerequisites and Co- requisites

Number and Title of course being reviewed: _____

Recommended Advisory/Prerequisite/Co -requisite*: _____

(*circle one)

For Communication Advisories/Prerequisites/Co -requisites, students should be able to:

CONTENT REVIEW - FORM C

Non- Communication/Non - Computational Advisories, Prerequisites and Co - requisites



Published: April 2012

Author:

Morse, David, Curriculum Committee Chair with assistance from the Curriculum Committee Members

In January 2012, the Board of Governors accepted the 22 recommendations included in the final report of the Student Success Task Force (SSTF). Many of these recommendations remain controversial and will continue to spur both discussion and opposition, and implementation of several of them will require either legislative or regulatory changes if indeed they are eventually implemented at all. In contrast, Recommendation 3.4 does not necessarily require such changes and involves an action that colleges can execute immediately, and doing so may preempt the need for further regulatory impositions stemming from this recommendation.

Recommendation 3.4 reads as follows: "Community colleges will require students to begin in addressing basic skills needs in their first year and will provide resources and options for them to attain the competencies needed to succeed in college-level work as part of their education plan." The task force members were unanimous in their support for the concept behind this particular recommendation: most faculty would agree that students would benefit in the majority of their classes if they had already reached a 10.5 () -0.2 (a) 0.7 () -0.2 ()

discussions regarding the establishment of prerequisites through content review and through which their institutions might implement such changes. While the new language allows colleges more freedom in the methods for establishing prerequisites, the choice to implement prerequisites remains a local decision, and colleges are completely within their rights to not apply prerequisites to their classes. However, in light of SSTF Recommendation

to plan the processes in Title 5 §55003 to implement or not to their rights if they choose 3.4, that local decision

Certificates for 2012-13 from 18-26.5 Units

Div	Dept	Certificate Title	Cert Units
FA	Art History	Art History Certificate of Specialization	18
FA	Theatre	Theatre Technology Career Certificate	26
FA	Theatre	Advanced Actor Training Certificate of Proficiency	26
FA	Theatre	Performance Preparation Enhancement Certificate of Specialization	26
FA	Theatre	Production & Performance Career Certificate	24
FA	Communication Studies	Communication Studies Certificate of Specialization	20
GU	Counseling	Leadership & Service Certificate of Proficiency	24
PS	Enterprise Networking	VMWare Certificate of Proficiency	25
PS	Enterprise Networking	Cisco AnT Q Q q 54.imy CCN.5 (nT) -1 (tific (i) -1 (cate1 (i) -1 (ci) --1 (r) -) -1 (Pr) -1 (of) -1	

Proposed FH/DA Equivalent Courses

Div	Course #	Title	Units	Course #	Title	Units
SS	ACTG 1A	FINANACIAL ACCOUNTING I	5	ACCT 1A	FINANACIAL ACCOUNTING I	5
SS	ACTG 1B	FINANACIAL ACCOUNTING II	5	ACCT 1B	FINANACIAL ACCOUNTING II	5
SS	ACTG 1C	MANAGERIAL ACCOOUNTING	5	ACCT 1C	MANAGERIAL ACCOOUNTING	5
SS	ACTG 58	AUDITING	5	ACCT 58	AUDITING	5
SS	ACTG 64A	COMPUTERIZED ACCOUNTING PRACTICE USING QUICKBOOKS	2	ACCT 87AI	COMPUTERIZED ACCOUNTING PROGRAMS I (QUICKBOOKS)	2
SS	ACTG 64B	COMPUTERIZED ACCOUNTING PRACTICE USING EXCEL	2	ACCT 88	EXCEL SPREADSHEETS FOR ACCOUNTING	2
SS	ACTG 65	PAYROLL & BUSINESS TAX ACCOUNTING	4	ACCT 64	PAYROLL AND BUSINESS TAX ACCOUNTING	3
SS	ACTG 66	COST ACCOUNTING	5	ACCT 66	COST ACCOUNTING	5
SS	ACTG 67 (I)	TAX ACCOUNTING	4	ACCT 67A	TAX ACCOUNTING	4

Proposed FH/DA Equivalent Courses

	Foothill Courses			De Anza Courses		
Div	Course #	Title	Units	Course #	Title	Units
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Proposed FH/DA Equivalent Courses

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Div	Foothill Courses			De Anza Courses		
	Course #	Title	Units	Course #	Title	Units
PE	PHED 40	BEGINNING VOLLEYBALL	1	P E 19B, 19BX	INTERMED VOLLEYBALL	0.5/1
SS	PHIL 1	CRITICAL THINKING	5	PHIL 3	CRITICAL THINKING AND WRITING	5
SS	PHIL 11	INTRODUCTION TO THE PHILOSOPHY OF ART	4	HUMI 2	BUT IS IT ART? QUESTIONS AND CRITICISM	4
SS	PHIL 20A	HISTORY OF WESTERN PHILOSOPHY FROM SOCRATES TO ST. THOMAS	4	PHIL 20A	HISTORY OF WESTERN PHILOSOPHY: ANCIENT GREECE	4
SS	PHIL 4	INTRODUCTION TO PHILOSOPHY	4	PHIL 1	KNOWLEDGE AND REALITY	4
SS	PHIL 7	INTRODUCTION TO SYMBOLIC LOGIC	5	PHIL 7	DEDUCTIVE LOGIC	4
SS	PHIL 8	ETHICS	5	PHIL 8	ETHICS	4
FA	PHOT 1	BLACK & WHITE PHOTOGRAPHY I	4	PHTG 1	BASIC PHOTOGRAPHY	3
FA	PHOT 65A	DIGITAL PHOTOGRAPHY I	4	PHTG 58A	BEGINNING DIGITAL IMAGING	3
PS	PHYS 2A	GENERAL PHYSICS	5	PHYS 2A	GENERAL INTRODUCTORY PHYSICS	5
PS	PHYS 2B	GENERAL PHYSICS	5	PHYS 2B	GENERAL INTRODUCTORY PHYSICS	5
PS	PHYS 2C	GENERAL PHYSICS	5	PHYS 2C	GENERAL INTRODUCTORY PHYSICS	5
PS	PHYS 4A	GENERAL PHYSICS: CALCULUS	6	PHYS 4A	PHYSICS FOR SCIENTISTS AND ENGINEERS: MECHANICS	6
PS	PHYS 4B	GENERAL PHYSICS: CALCULUS	6	PHYS 4B	PHYSICS FOR SCIENTISTS AND ENGINEERS (ELECTRICITY AND MAGNETISM)	6
PS	PHYS 4C	GENERAL PHYSICS: CALCULUS	6	PHYS 4C	PHYSICS FOR SCIENTISTS AND ENGINEERS: FLUIDS, WAVES, OPTICS AND THERMODYNAMICS	6
PS	PHYS 4D	GENERAL PHYSICS: CALCULUS	6	PHYS 4D	PHYSICS FOR SCIENTISTS AND ENGINEERS (MODERN PHYSICS)	6
SS	POLI 1	INTRODUCTION TO AMERICAN GOVERNMENT AND POLITICS	5	POLI 1	AMERICAN GOVERNMENT AND POLITICS	4
SS	POLI 15	INTERNATIONAL RELATIONS/WORLD POLITICS	4	POLI 3	INTERNATIONAL RELATIONS	4
SS	POLI 2	COMPARATIVE GOVERNMENT AND POLITICS	4	POLI 2	COMPARATIVE POLITICS	4
SS	POLI 3	INTRODUCTION TO POLITICAL PHILOSOPHY/POLITICAL THEORY	5	POLI 5	INTRODUCTION TO POLITICAL THOUGHT	4
SS	PSYC 1	GENERAL PSYCHOLOGY	5	PSYC 1	GENERAL PSYCHOLOGY	4
SS	PSYC 10	RESEACH METHODS AND DESIGN	5	PSYC 3	HUMAN EXPERIMENTAL PSYCHOLOGY (AN INTRODUCTION TO COGNITIVE SCIENCE)	6
SS	PSYC 21	PSYCHOLOGY OF WOMEN: SEX AND GENDER DIFFERENCES	4	SOC 28	SOCIOLOGY OF WOMEN AND MEN	4

Proposed FH/DA Equivalent Courses

Foothill Courses						
Div	Course #	Title	Units	Course #	Title	Units

Proposed FH/DA Equivalent Courses

Foothill Courses				De Anza Courses		
Div	Course #	Title	Units	Course #	Title	Units
FA	THTR 20A	ACTING I	4	THEA 20A	THEORY AND TECHNIQUE OF ACTING (INTRODUCTION)	3
SS	WMN 21	PSYCHOLOGY OF WOMEN: SEX AND GENDER DIFFERENCES	4	SOC 28	SOCIOLOGY OF WOMEN AND MEN	4
SS	WMN 21	PSYCHOLOGY OF WOMEN: SEX AND GENDER DIFFERENCES	4	WMST 28	SOCIOLOGY OF WOMEN AND MEN	4

Proposed FH/DA Equivalent Courses (FA)

Div	Course #	Title	Units	Course #	Title	Units
FA	ART 19A	PAINTING I	3	ARTS 15A	ACRYLIC PAINTING I	3
FA	ART 19B	PAINTING II	3	ARTS 15B	ACRYLIC PAINTING II	3
FA	ART 20A	COLOR I	3	ARTS 12	DESIGN AND COLOR	3
FA	ART 45A	BEGINNING CERAMICS HANDBUILDING	4	ARTS 18A	CERAMICS	3
FA	ART 45B	BEGINNING CERAMICS POTTER'S WHEEL	4	ARTS 18B	CERAMICS (BEGINNING WHEEL THROWING)	3
FA	ART 45C	ADVANCED CERAMICS	3	ARTS 18C	CERAMICS (INTERMEDIATE WHEEL THROWING)	3
FA	ART 4A	DRAWING I	4	ARTS 4A	BEGINNING DRAWING	3
FA	ART 5A	BASIC TWO-DIMENSIONAL DESIGN	4	ARTS 8	TWO-DIMENSIONAL DESIGN	3
FA						

Proposed FH/DA Equivalent Courses (PS)

Div	Course #	Title	Units	Course #	Title	Units
PS	ASTR 10A	GENERAL ASTRONOMY: SOLAR SYSTEM	5	ASTR 4	SOLAR SYSTEM ASTRONOMY	5
PS	CHEM 12A	ORGANIC CHEMISTRY	6	CHEM 12A	ORGANIC CHEMISTRY	5
PS	CHEM 12B	ORGANIC CHEMISTRY	6	CHEM 12B	ORGANIC CHEMISTRY	5
PS	CHEM 12C	ORGANIC CHEMISTRY	6	CHEM 12C	ORGANIC CHEMISTRY	5
PS	CHEM 1A	GENERAL CHEMISTRY	5	CHEM 1A	GENERAL CHEMISTRY	5
PS	CHEM 1B	GENERAL CHEMISTRY	5	CHEM 1B	GENERAL CHEMISTRY	5
PS	CHEM 1C	GENERAL CHEMISTRY AND QUALITATIVE ANALYSIS	5	CHEM 1C	GENERAL CHEMISTRY AND QUALITATIVE	

Proposed FH/DA Equivalent Courses (PS)

	Foothill Courses			De Anza Courses		
Div	Course #	Title	Units	Course #	Title	Units
PS						

Proposed FH/DA Equivalent Courses (SS)

Foothill Courses				De Anza Courses		
Div	Course #	Title	Units	Course #	Title	Units
SS	ACTG 1A	FINANACIAL ACCOUNTING I	5	ACCT 1A	FINANACIAL ACCOUNTING I	5
SS	HIST 17A	HISTORY OF THE UNITED STATES TO 1816	4	HIST 17A	HISTORY OF THE UNITED STATES TO EARLY NATIONAL ERA	4
SS	HIST 17B	HISTORY OF THE UNITED STATES TO 1816 TO 1914	4	HIST 17B	HISTORY OF THE UNITED STATES FROM 1800 TO 1900	4
SS	HIST 17C	HISTORY OF THE UNITED STATES TO 1900 TO PRESENT	4	HIST 17C	HISTORY OF THE UNITED STATES FROM 1900 TO THE PRESENT	4
SS	HIST 4A	HISTORY OF WESTERN CIVILIZATION TO 800AD	4	HIST 4A	HISTORY OF WESTERN CIVILIZATION	4
SS	HIST 4B	HISTORY OF WESTERN CIVILIZATION: 700-1800	4	HIST 4B	HISTORY OF WESTERN CIVILIZATION	4
SS	HIST 4C	HISTORY OF WESTERN CIVILIZATION: 1789 TO PRESENT	4	HIST 4C	HISTORY OF WESTERN CIVILIZATION	4
SS	PHIL 1	CRITICAL THINKING	5	PHIL 3	CRITICAL THINKING AND WRITING	5
SS	PHIL 11	INTRODUCTION TO THE PHILOSOPHY OF ART	4	HUMI 2	BUT IS IT ART? QUESTIONS AND CRITICISM	4
SS	PHIL 20A	HISTORY OF WESTERN PHILOSOPHY FROM SOCRATES TO ST. THOMAS	4	PHIL 20A	HISTORY OF WESTERN PHILOSOPHY: ANCIENT GREECE	4
SS	PHIL 4	INTRODUCTION TO PHILOSOPHY	4	PHIL 1	KNOWLEDGE AND REALITY	4
SS	PHIL 7	INTRODUCTION TO SYMBOLIC LOGIC	5	PHIL 7	DEDUCTIVE LOGIC	4
SS	PHIL 8	ETHICS	5	PHIL 8	ETHICS	4
SS	POLI 1	INTRODUCTION TO AMERICAN GOVERNMENT AND POLITICS	5	POLI 1	AMERICAN GOVERNMENT AND POLITICS	4
SS	POLI 15					

Proposed FH/DA Equivalent Courses (SS)

Foothill Courses				De Anza Courses		
Div	Course #	Title	Units	Course #	Title	Units
SS	ACTG 1A	FINANACIAL ACCOUNTING I	5	ACCT 1A	FINANACIAL ACCOUNTING I	5
SS	PSYC 4	INTRODUCTION TO PSYCHOBIOLOGY	4	PSYC 24	INTRODUCTION TO PSYCHOBIOLOGY	4
SS	PSYC 40	HUMAN DEVELOPMENT	4	PSYC 14	DEVELOPMENTAL ASPECTS OF PSYCHOLOGY	4
SS	R E 50	REAL ESTATE PRINCIPLES	4	REST 50	REAL ESTATE PRINCIPLES	4
SS	R E 51	REAL ESTATE PRACTICES	4	REST 51	REAL ESTATE PRACTICES	4
SS	R E 52A	LEGAL ASPECTS OF REAL ESTATE I	4	REST 52A	LEGAL ASPECTS OF REAL ESTATE	4
SS	R E 53	REAL ESTATE FINANCE	4	REST 53	REAL ESTATE FINANCE	4
SS	R E 54	REAL ESTATE ECONOMICS	4	REST 54	REAL ESTATE ECONOMICS	4
SS	R E 59	SURVEY OF REAL ESTV.25 1645.375 ET Q (