



REQUEST FOR APPROVAL OF A COURSE

COURSE NAME: NBE 065

REAL ESTATE PRINCIPLES®

PROGRAM: NON-CREDIT BASIC

EDUCATION

SUBMITTED BY: ROBERT HEEDER

DATE: MAY 5, 1997

New Course Revised Updated

DATE APPROVED: MAY 8, 1997

TO BE COMPLETED BY DEAN OF THE COLLEGE:

Static Identifier C06597

TOP Code #051100

SAM Code D

NEED:

	<u>YES</u>	<u>NO</u>
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Meets a Unique Need

<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Course Duplicated

<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Demand/Enrollment Potential

<input checked="" type="checkbox"/>	<input type="checkbox"/>
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TRANSFER STATUS: A B C

COURSE CLASSIFICATION: (Select A-I) C

APPROVED CREDIT CLASSIFICATION:

Degree Applicable Noncredit

Non-Degree Applicable Not Approved

CATALOG DESCRIPTION:

Fundamental principles of real estate with emphasis in the following areas of real estate: economics, law, transfers, buying and selling of real estate contracts, finance, liens, and encumbrances. Particular attention is paid to those aspects which will assist those preparing for the real estate sales examination.

UNITS: 0 HOURS: Lecture: 54 Laboratory: Lecture/Lab: Clinic/Field:

ENTRY LEVEL SKILLS, PREREQUISITES, AND/OR COREQUISITES:

Courses applicable to the degree must be of sufficient difficulty that if students are to succeed in the course they must enter it with certain competency. Such requisites may either be recommended or validated as requirements. To assure open access, a way must always be provided and publicized whereby students not initially eligible for enrollment in any course because of the prerequisites can gain the necessary competencies.

None

Requested Credits Classification: (Applicant)

Degree Applicable Noncredit

Non-Degree Applicable Revised

COURSE OUTLINE

This outline should contain sufficient information to:

- (a) Permit the curriculum committee to correctly determine whether the course should be classified as noncredit, non-degree credit, or degree credit under Title 5, Sections 55002 and 55805.5.
- (b) Clarify the minimal obligations of the instructors of the course. (All instructors should be familiar with this outline and should use it in planing their courses, though their own syllabi may add objectives, goals, content, assignments and/or materials, may describe topics and objectives somewhat differently, and may place them in a different sequence.)

OBJECTIVES:

Limit these to the maximum number of critical objectives that can be effectively monitored and assessed. Formulate at least some of them in terms of student accomplishments concrete and specific enough that it can be determined to what extent they have in fact been achieved. For degree-applicable courses, include objectives in the area of "critical thinking" by requiring such outcomes as the ability to independently analyze, synthesize, explain, assess, anticipate and/or define problems, formulate and assess solutions, apply principles to new situations, etc.

The following objectives will be address in this course:

1. To understand about economics, laws, transfers, buying and selling of real estate contracts.
2. To gain a knowledge of real property financing, liens and lien holders, and encumbrances.
3. Prepare to take state real estate sales examination.

TEXTS, OTHER READINGS AND MATERIALS:

(List typical or required primary sources, texts, and other materials; or reference college bookstore computerized listings, etc.)

Yearly handouts and pamphlets from California State Real Estate Licensing Division

Basic Principles of Mathematics

Determining whether or not materials are "college level" is a subtle matter, often not reducible to even the best readability formula. Certainly most of the material should be certifiable as at least 10th grade, but some well written works of merit may have a lower readability measure while other tests may have a high readability measure only because they are poorly written. Of probably more importance than readability per se is the complexity and breadth of the ideas presented. The value of the content and the quality of the presentation should always be given greater weight than readability alone.

Primarily College Level

Primarily not College Level

Material Compared to/Offered at other Colleges

Written for Higher Level Education

Other: _____

(How Determined)

ASSIGNMENTS:

List Types: N/A Hours Per Week (or equivalent)

Class participation and assignments require and develop critical thinking (see Objectives).
Describe how:

Primarily College Level 2 hours of independent work done out of class per each hour of lecture or class work, or hours lab, practicum, or the equivalent, per unit.

Not Primarily College Level Ratio of amount of work per unit of credit required by curriculum committee for a non-degree credit course is met.

ASSESSMENT: N/A

Grades will be based on:

ESSAY
(Includes not only "blue book" exams but any written assignment of sufficient length and complexity to require students to select and organize ideas as well as to explain them. Some items should demonstrate critical thinking.)

COMPUTATION

NON-COMPUTATIONAL PROBLEM SOLVING
(Critical thinking should be demonstrated by the solution of unfamiliar problems that admits various solutions or various strategies for achieving the solution.)

SKILL DEMONSTRATION

MULTIPLE CHOICE

OTHER: (Describe)

*For degree credit: (a) at least one of the first three boxes must be checked and (b) if "essay" is not checked, it must be explained why essays are an inappropriate basis for at least part of the grade in the course.

COURSE CONTENT

College level courses should stress general principles of wide applicability. Where such principles are presented initially in terms of specific applications, they should be generalized and students asked to apply them to novel situations.

List Topics:

1. Understanding economics, laws, transfers, buying and selling of real estate contracts.
2. Gaining a firm knowledge of institutions that finance, hold liens and encumbrances.
3. Preparation for the state real estate sales examination.

EXPECTED STUDENT OUTCOMES:

Upon completion of this course, the student will be able to:

1. Understand and properly advise over the following issues in real estate:
 - a. Economics
 - b. Laws
 - c. Transfers
 - d. Buying and selling of real estate contracts
 - e. Financing real property
 - f. Liens and encumbrances
2. Successfully pass the state real estate sales examination.
3. Prepare a foundation for future in-depth study of real estate practice.

COMPLIANCE:

		<u>YES</u>	<u>NO</u>	<u>N/A</u>
Prerequisites:	Are appropriately established.	___	___	<u>X</u>
Apprenticeship:	Provides sufficient number of hours approved by Dept. Of Apprenticeship Standards.	___	___	<u>X</u>
	Covers safety and hazardous material as required.	___	___	<u>X</u>
Guidance:	Instructional content and requirements are clear.	<u>X</u>	___	___
ESL:	Clear to other ESL or equivalent English courses.	___	___	<u>X</u>
	Clear level of 1st language literacy prerequisite.	___	___	<u>X</u>
Special Class:	Progress is measured.	___	___	<u>X</u>
	Non-duplicative; need for class is clear.	___	___	<u>X</u>
	Appropriate intervention for specified disability.	___	___	<u>X</u>
Special Topics:	Scope and requirements are clear.	___	___	<u>X</u>

SIGNATURES

COURSE INITIATOR: *Robert Hoffman* DATE: 7/14/97
LIBRARY: *Sue Lence* DATE: 7/22/97
CHAIR OF CURRICULUM COMMITTEE: *Frank Koester* DATE: 8/18/97
SUPERINTENDENT/PRESIDENT: *David G. Smith* DATE: 9/3/97

This application is recommended for use in the local approval of courses. It has been designed by State Chancellor's Office to incorporate new provisions in Title 5, adopted by the Board of Governors and written into law in 1986-87. These new regulations have resulted from the sustained cooperation and the vision of faculty and curriculum officers throughout the state. In carefully defining the characteristics of a college level course, they provide the opportunity of colleges to rethink the significance of their degrees and assure high credibility to the Associate degree earned anywhere in California.