



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Review Proposal	
Proposer:	Michelle Moen
Select all that apply	Catalog Description, Conditions of Enrollment (Prerequisites, Corequisites, and Recommended Preparation), Course Objectives, Major Topics, Texts and Materials
Justification for Course Modifications:	Revised the Catalog Description and Course Objectives and made minor revisions to the Major Topics to align with the recently revised official C-ID Descriptor for this course. Updated the English prerequisite course prefix and code. Updated the textbook edition and year.
COURSE OUTLINE OF RECORD	
Course Acronym:	EDUC
Course Number:	201
Descriptive Title:	Foundations in Education
Division:	Behavioral and Social Sciences
Department:	Education
Course Disciplines:	Education
Catalog Description:	This course introduces students to concepts and issues related to teaching diverse learners in today's contemporary schools, Pre-kindergarten through Grade 12 (PK-12). Topics include teaching as a profession and career, historical and philosophical foundations of the American education system, contemporary educational issues, California's content standards and frameworks, and teacher performance standards. Throughout the course, students will contribute materials to their portfolios and will conduct a minimum of 45 hours of pre-approved, structured fieldwork that represents California's diverse student population.
Prerequisite:	Education 101 with a minimum grade of C and eligibility for English C1000
Co-requisite:	
Recommended Preparation:	
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	0

Outside Study Hours:	6
Total Course Hours:	54
Course Units:	3
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	01/16/2001
Transfer UC:	Yes
Effective Date:	Fall 2003
General Education: ECC	
Term:	
Other:	
CSU GE:	
Term:	
Other:	
IGETC:	
Term:	
Other:	
CalGETC:	
Term:	
Other:	
Student Learning Outcomes:	SLO #1 Career Pathway The successful Education 201 student will outline their career pathway in education inclusive of state and educational requirements as well as rewards and challenges. SLO #2 Synthesizing and Reflecting The successful Education 201 student will synthesize their observations of experienced teachers, their development of a philosophy of education and their reflection on contemporary issues of education and will evaluate specific contemporary issues in education such as merit pay for teachers, school reform, inclusion, and changes to school finance. SLO #3 CSTP and Common Core Standards The successful Education 201 student will identify the demonstration of the California Standards for the Teaching Profession and use of the California Common Core Standards through 45 hours of classroom observations of experienced teachers.

Course Objectives:	1. Identify personal meanings related to teaching and reflect upon the personal choice to become a teacher. 2. Examine personal characteristics, assumptions and beliefs, subject matter knowledge, experiences and goals which could affect the development of a teacher. 3. Describe the multiple roles and functions of teachers and other school personnel, including both general and special education teachers in meeting diverse needs of students. 4. Articulate the basic purpose of schooling and traced the history of their development including governance and finance related to public schooling. 5. Demonstrate an understanding of education issues in a global context and the impact of cultural contexts on learning. 6. Demonstrate knowledge of professional standards, ethics, and professionalism in education settings. 7. Analyze ecological challenges outside the classroom that impact student learning and identify school and community resources that address these challenges. 8. Assess strengths and weaknesses related to knowledge of the academic content and performance standards and develop an individual study plan to address the weaknesses. 9. Recognize and describe examples of teaching which exhibit the use of state adopted academic content and performance standards 10. Develop a professional portfolio. Fieldwork 11. Identify and apply established protocol for visiting and observing schools and classrooms. 12. Demonstrate skill in implementing observation norms and practices. 13. Observe the use of state adopted academic content and performance standards and recognize and describe examples of teaching events that implement some elements of the California Standards for the Teaching Profession (CSTP) and Teacher Performance Expectations (TPE). 14. Compare and contrast educational environments, recognize and describe individual differences among students. 15. Recognize and describe individual differences (for example, learning styles, multiple intelligences, temperament, interest levels, and academic preparation) among students and assess strategies applied to accommodate these differences. 16. Create a personal plan for attaining a California Credential, including an education pathway, a timeline for meeting requirement, and plans for securing financial aid (if applicable).
Major Topics:	I. Course Overview (1 hour, lecture) A. Assignments B. Fieldwork Requirements C. Portfolio Requirements

II. Teaching as a Profession and as a Career (6 hours, lecture)

A. Beliefs and Assumptions About Teaching

B. Experiences with Teachers and Teaching

C. Professional Standards and Ethics

D. Current and Projected Issues with Shortages and Hiring

E. Roles and Functions of Teachers and Other School Personnel in general and special education,

G. Career Paths and Advancement Opportunities

H. Incentives and Financial Support

III. The Credential Process (3 hours, lecture)

A. Credential Requirements

B. Educational Pathways

IV. Purposes and Roles of Schools (3 hours, lecture)

A. Historical

B. Philosophical

C. Political

D. Social

E. Cultural

F. Finance

V. California Standards (6 hours, lecture)

A. California Standards for the Teaching Profession (CSTP)

B. Teacher Performance Expectations (TPE)

C. Academic Content and Performance Standards

D. Standards-Based Classroom Environments

VI. Contemporary Educational Issues and Trends (6 hours, lecture)

A. Standards

B. Inclusion and Special Education

C. Testing

D. Bilingual Education

E. Standardized Curriculum

F. Classroom Management

G. Role of Technology

H. Multicultural Education

VII. Fieldwork Protocol (3 hours, lecture)

A. Visiting Schools and Entering Classrooms

B. Methods and Ethics: Conducting and Reporting

VIII. Diversity in the Classroom (6 hours, lecture)

A. Exceptionality (Children with Special Needs)

B. Multiculturalism

C. English Language Learners

D. Learning Styles

E. Socio-Economic Status

F. Familial Influences

G. Social Influences

H. Gender Influences

IX. Strategies for Accommodating Diversity (6 hours, lecture)

A. Planning Curriculum

B. Differentiating Instruction

C. Use of Technology

D. Individualized Assessment

E. Multi-tiered Systems of Support

F. Multiple Forms of Assessment

	G. Formative and Summative Assessments X. Political and Cultural Influences on Education (6 hours, lecture) A. Local, State and National Policies B. Current Legislation C. Political Influences on Curriculum, Standards, and Assessment D. The Nature of Culture E. Cultural Values and School Structures XI. Resources for Developing Teachers (3 hours, lecture) A. Teacher Preparation Programs B. Professional Organizations and Networks C. Professional Books and Journals D. Multimedia and Technological Resources XII. The School in the Community (3 hours, lecture) A. Parents and Parental Participation B. Working with Paraprofessionals C. Working with Other School Professionals XIII. Portfolio Review (2 hours, lecture) A. Student Teaching Demonstrations
Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54
A.1. Primary Methods of Evaluation (Part 1 - CCN courses only):	
A.2. Primary Method of Evaluation (Part 2 - all courses; choose one):	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	During your first classroom observation, identify a student who exhibits diversity in terms of culture, language, learning style, or special needs. In a two- to three-page paper, assess the needs of this child and recommend

	several appropriate resources and teaching techniques from which this student would benefit.
Critical Thinking Assignment 1:	Using the California Standards for the Teaching Profession (CSTP) and the Teacher Performance Expectations (TPE), write a three- to five-page essay in which you evaluate one of the teachers you have observed this semester. In your assessment of this instructor, be sure to give specific examples of how he or she did or did not effectively demonstrate the skills and abilities delineated in each standard.
Critical Thinking Assignment 2:	Following a subsequent classroom observation identify the types of assessment used by the teacher. Determine if it is a formative or summative assessment. Then write a three- to five-page paper in which you evaluate the effectiveness of the assessment you observed with regard to this particular teacher's student population.
Other Evaluation Methods:	Essay Exams, Fieldwork, Other (specify), Quizzes, Term or Other Papers, Written Homework
Instructional Methods:	Discussion, Group Activities, Guest Speakers, Lecture
If other:	
Work Outside of Class:	Answer questions, Journal (done on a continuing basis throughout the semester), Observation of or participation in an activity related to course content (such as theatre event, museum, concert, debate, meeting), Other (specify), Problem solving activity, Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Texts:	Donald P. Kauchak, Paul D. Eggen, <u>Introduction to Teaching: Becoming a Professional</u> , 5th edition, Pearson, 2021.
Alternative Texts:	
Required Supplementary Readings:	Selected passages from the State Department of Education (DOE) English Language Arts/English Language Development Framework downloaded from the DOE Website
Other Required Materials:	
Requisite:	Prerequisite
Category:	sequential
Requisite course(s): List both prerequisites and corequisites in this box.	Education 101 with a minimum grade of C and
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	Students need to be able to analyze careers in education, identify state and educational requirements, effective teaching qualities, demonstrate California Standards for the teaching profession, evaluate fundamental issues in education, the purpose and control of curriculum, assessment, and accountability. EDUC 101 - Identify the requirements for becoming a teacher or other school professional, inclusive of subject area coursework, types of professional preparation programs, and state examinations.

	EDUC 101 - Identify and access resources for teachers and other educational professionals, including those available electronically. EDUC 101 - Demonstrate knowledge of state standards for students, teachers, and other school professionals. EDUC 101 - Identify the qualities of effective teachers and other educational professionals. EDUC 101 - Examine and outline career options available in the field of education such as school psychologist, social worker, school nurse, counselor, or career or technical education teacher. EDUC 101 - Identify the rewards and challenges of various careers in the field of education. EDUC 101 - Assess the purposes and components of a professional portfolio. EDUC 101 - Create a professional portfolio.
Requisite Skill:	Eligibility for English C-1000
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	Students must have college-level reading and writing skills to be successful in this class. Ability to compose a written essay. Write a well-reasoned well-supported expository essay that demonstrates application of the academic writing process. Ability to read and interpret a college-level textbook. Summarize, analyze, evaluate, and synthesize college-level texts.
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
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Enrollment Limitations and Category:	
Enrollment Limitations Impact:	

Course Created by:	Janet Young
Date:	12/01/2000
Original Board Approval Date:	01/16/2001
Last Reviewed and/or Revised by:	Michelle Moen
Date:	10/15/2025
Last Board Approval Date:	12/16/2025
Effective Term:	FA 2026
Course Review Proposal	
Proposer:	Tanja Carter
Select all that apply	Course Number, Descriptive Title, Catalog Description, Conditions of Enrollment (Prerequisites, Corequisites, and Recommended Preparation), Course Objectives, Major Topics, Primary Methods of Evaluation, Instructional Methods, Texts and Materials
Justification for Course Modifications:	CCN Task Force recommendations
COURSE OUTLINE OF RECORD	
Course Acronym:	ECON
Course Number:	C2001
Descriptive Title:	Principles of Microeconomics
Division:	Behavioral and Social Sciences
Department:	Economics
Course Disciplines:	Economics
Catalog Description:	An introductory course using microeconomic models to understand individual decisions by consumers and firms, market outcomes including market failure, elasticity, market structures, labor markets, inequality, and the impact of government policies.
Prerequisite:	Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra.
Co-requisite:	None
Recommended Preparation:	ECON C2002 or ECON C2002H
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	0

Outside Study Hours:	6
Total Course Hours:	54
Course Units:	3
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	Prior to July 1992
Transfer UC:	Yes
Effective Date:	
General Education: ECC	Area 2C - Social and Behavioral Science
Term:	
Other:	
CSU GE:	Area D - Social Sciences
Term:	
Other:	
IGETC:	Area 4 - Social and Behavioral Sciences
Term:	
Other:	
CalGETC:	
Term:	
Other:	
Student Learning Outcomes:	SLO #1 Tools of Economic Analysis Using tools of economic analysis, student will be able to explain basic concepts or ideas.
Course Objectives:	At the conclusion of this course, the student should be able to: 1. Perform and interpret microeconomic calculations. 2. Apply microeconomic models to analyze market outcomes, including market failures and government policies. 3. Model how consumers and firms make decisions under a variety of market structures
Major Topics:	1. Fundamentals of economic thinking a. Scarcity / opportunity costs b. Factors of production / production possibilities c. Specialization and gains from trade d. Marginal analysis e. Rational behavior f. Economic models and research methodology 2. How markets operate a. Definition of a market b. Supply and demand model

- c. Producer / consumer surplus and efficiency
- d. Government intervention

3. Elasticity

4. Consumer theory / demand

5. Producer theory

- a. Production and costs
- b. Accounting / economic profit
- c. Short- and long-run production decisions
- d. Industry structure

6. Market structures

- a. Perfect competition
- b. Monopoly
- c. Monopolistic competition
- d. Oligopoly and game theory

7. Labor markets

8. Market failure and public policy

- a. Externalities
- b. Public goods
- c. Imperfect competition
- d. Efficiency vs. equity

Part 2:

I. Introduction (7 hours, lecture)

1. The Central Problem of Scarcity
2. The Three Basic Economic Question
 1. What Goods and Services Are Produced
 2. How Goods and Services Are Produced
 3. Who Consumes These Goods

II. Demand and Supply (4 hours, lecture)

1. Market Participants
2. Market Interactions
3. Demand
4. Supply
5. Equilibrium
6. Disequilibrium Pricing

III. Consumer Demand (3 hours, lecture)

1. Utility Theory and the Demand Curve

2. Price Elasticity

IV. Supply Decisions (3 hours, lecture)

1. The Production Function
2. Costs of Production
3. Economics Versus Accounting Costs

V. Competition (4 hours, lecture)

1. Market Structure
2. Perfect Competition
3. Production Choices
4. Profit Maximization
5. Supply Behavior
6. Industry Entry and Exit in the Long Run

VI. Monopoly (3 hours, lecture)

1. Monopoly Structure
2. Monopoly Behavior
3. Barriers to Entry

VII. The Labor Market (4 hours, lecture)

1. Labor Supply
2. Labor Demand
3. The Hiring Decision
4. Market Equilibrium

VIII. Government Intervention (4 hours, lecture)

1. Market Failure
2. Public Goods
3. Externalities
4. Antitrust Policy
5. Equity

IX. The Business Cycle (4 hours, lecture)

1. Macroeconomic Performance Assessment
2. Gross Domestic Product Growth
3. Unemployment
4. Inflation

X. Aggregate Supply and Demand (4 hours, lecture)

1. The Aggregate Supply-Aggregate Demand Model
2. Macroeconomic Failure
3. Competing Theories of Short-Run
4. Macroeconomic Instability

	5. Policy Options XI. Fiscal Policy (4 hours, lecture) 1. Components of Aggregate Demand 2. The Nature of Fiscal Policy 3. Fiscal Stimulus and Restraint XII. Money and Banks (3 hours, lecture) 1. The Supply and Uses of Money 2. The Money Multiplier XIII. Monetary Policy (3 hours, lecture) 1. The Federal Reserve System 2. The Tools of Monetary Policy 3. Shifting Aggregate Demand XIV. International Trade (4 hours, lecture) 1. United States Trade Patterns 2. Motivation to Trade 3. Comparative Advantage 4. Terms of Trade 5. Protectionist Pressures 6. Barriers to Trade 7. Exchange Rates
Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54
A.1. Primary Methods of Evaluation (Part 1 - CCN courses only):	Assessments for this course will include both formative and summative assignments that may include some or all of the following: Exams and Quizzes containing one or more: • Multiple Choice questions • Short answers • Problem Solving • True/False • Essays Other Assessments: • Problem sets • Online or in-class discussions • Presentations • Group projects • Experiments • Current event analysis • Term papers Assessed written work may include any of the following (colleges are encouraged to work with local CSU and UC departments to determine writing requirements): • Current event analysis • Discussion boards • Essay questions on exams • Term papers Methods of evaluation are at the discretion of local faculty.
A.2. Primary Method of Evaluation (Part 2 - all courses; choose one):	1) Substantial writing assignments

Typical Assignment Using Primary Method of Evaluation:	Using a hypothetical demand and supply curve, complete the following assignment: 1. In the market for gasoline, illustrate a market equilibrium. 2. Identify consumer and producer surplus in your diagram at the market equilibrium. 3. Illustrate the impact of a tax imposed on sellers (by the government) for each gallon of gasoline sold. What happens to the equilibrium price, the equilibrium quantity, the seller's after-tax price, consumer surplus, and producer surplus? 4. Indicate how elasticity of demand and elasticity of supply are relevant to determining whether sellers or buyers pay most of the gasoline tax.
Critical Thinking Assignment 1:	In a one- to two page-essay, compare and contrast the equilibrium outcomes in a perfectly competitive product market with the equilibrium outcomes in a monopolistic product market.
Critical Thinking Assignment 2:	Using a demand and supply diagram, illustrate and explain the likely consequences of the imposition of a price ceiling below the equilibrium price on the market for rental housing. Your thoughts should be recorded in a one- to two-page essay.
Other Evaluation Methods:	
Instructional Methods:	Discussion, Group Activities, Simulations, Lecture, Multimedia presentations
If other:	
Work Outside of Class:	Problem solving activity, Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Texts:	These are representative texts. Texts used by individual institutions and even individual sections will vary. These are two-semester textbooks covering both Macroeconomics and Microeconomics. The one-semester edition covering only Microeconomics is acceptable as is any other equivalent textbook, including an OER textbook. • Arnold, R., Arnold, D., & Arnold, D. (2023) Economics. Mason, OH: Cengage Learning. • Colander, D. (2019) Economics. New York: McGraw-Hill Irwin. • Coppock, L. & Mateer. (2023) Principles of Economics, Norton. • The CORE Econ Team. The Economy 2.0, CORE Econ. • Cowen, T., & Tabarrok, A. (2021) Modern Principles of Economics. New York: Worth. • Frank, R. H., & Bernanke, B. S. (2024) Principles of Economics. New York: McGraw-Hill Irwin. • Greenlaw, S., Shapiro, D., & MacDonald, D. Principles of Economics 3e. Houston, TX: OpenStax. • Hubbard, R. G., & O'Brien, A. P. (2024) Economics. Boston: Pearson. • Krugman, P. & Wells, R. (2024) Economics. New York: Worth. • Mankiw, N. G. (2024) Principles of economics. Mason, OH: Cengage Learning. • McConnell, C. R., Brue, S. L., & Flynn, S. M. Economics: Principles, problems and policies. New York: McGraw-Hill Irwin. • Parkin, M., (2023) Economics, New York: Pearson • Rittenberg, L., & Tregarthen, T. (2021) Principles of economics. Flat World Knowledge. • Schneider, G., (2024) Microeconomic Principles and Problems: A Pluralist Introduction. New York: Routledge.

	• Stevenson, B. & Wolfers, J. (2023) Principles of Economics, New York: Worth. • Tucker, I. B. (2023) Economics for today. Mason, OH: Cengage Learning.
Alternative Texts:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	ECON C2002 or ECON C2002H
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	Economics C2001 focuses on the fundamental laws of supply and demand. What students learn in Economics C2002 or C2002H about the national economy, consumption, exchanges, growth and trade is strongly suggested to understand the course content. Also, understanding the terminology used that is learned in Economics C2002 or C2002H is highly encouraged if a student is to succeed. ECON C2002 - Describe the central economic problem of scarcity and the economic resources available to produce the goods and services which satisfy society's material wants. ECON C2002 - Explain the significance of demand and supply and how prices are determined in markets. ECON C2002 - Analyze how various economic changes impact national output, unemployment and inflation using an Aggregate Demand/Aggregate Supply model. ECON C2002 - Describe and analyze international trade and the types of restrictions governments impose on international trade. ECON C2002H - Describe the central economic problem of scarcity and the economic resources available to produce the goods and services which satisfy society's material wants. ECON C2002H - Explain the significance of demand and supply and how prices are determined in markets. ECON C2002H - Analyze how various economic changes impact national output, unemployment and inflation using an Aggregate Demand/Aggregate Supply model.

	ECON C2002H - Describe and analyze international trade and the types of restrictions governments impose on international trade.
Requisite Skill:	
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Bruce Beatty
Date:	12/13/1976
Original Board Approval Date:	
Last Reviewed and/or Revised by:	Tanja Carter
Date:	04/30/2025
Last Board Approval Date:	12/16/2025
Effective Term:	FALL 2026