



Los Angeles Community College District

COURSE OUTLINE

(Replaces PNCR and Course Outline)

Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: Course Update, Degree-Applicable, 2008-2009

- 1. COLLEGE: Southwest
2. SUBJECT (DISCIPLINE) NAME1): Economics
3. COURSE NUMBER: 2
4. COURSE TITLE: Principles of Economics 2
5. UNITS: 3
6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

This is an introductory course in the principles of macroeconomic theory. Measurements of aggregate economic performance including GNP and National Income, money and banking; business cycle, roles of the government and the Federal Reserve System (fiscal and monetary policies), economic growth and stability, international trade, and economics of underdevelopment are covered in this course.

- 7. CLASS SCHEDULE COURSE DESCRIPTION -- Provide a brief description of the course, including an overview of the topics covered:

This is an introductory course in the principles of macroeconomic theory. Measurements of aggregate economic performance including GNP and National Income, money and banking; business cycle, roles of the government and the Federal Reserve System (fiscal and monetary policies), economic growth and stability, international trade, and economics of underdevelopment are covered in this course.

- 8. INITIAL COLLEGE APPROVAL DATE: 1974
COLLEGE OUTLINE APPROVAL DATE: 2/17/09

- 9. UPDATES, IF PREVIOUSLY EXISTING: (check all applicable boxes):

- Content Last Update: 2/17/09
Objectives Last Update: 2/17/09
College Specific Course Attributes/Data Elements Last Update:
Districtwide Course Attributes/Data Elements Last Update:
Other (describe) Last Update:

[Empty rectangular box]

1 Underlined course attributes are the same for the course throughout the LACCD; all other course attributes are college specific.

10. CLASS HOURS:

	"Standard Hours" per Week (based on 18 weeks)	Total Hours per Term (hrs per week x 18)	Units
Lecture:	3	54	3
Lab/activity (w/ homework):	0	0	0
Lab/activity (w/o homework):	0	0	0
Total:	3	54	3

Note: The Carnegie Rule and Title 5, section 55002 sets forth the following minimum standards: 1 unit = 1 hour lecture per week, 2 hours homework per week; **OR** 2 hours per week of lab with homework; **OR** 3 hours of lab per week without homework. The hours per week are based on a standard 18-week calendar. Lecture also includes discussion and/or demonstration hours, laboratory includes activity and/or studio hours.

11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT

Note: The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee take a separate action verifying that a course's prerequisite, corequisite or advisory is an "appropriate and rational measure of a student's readiness to enter the course or program" and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

. Prerequisites: **None** (If Yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (official use only)

. Corequisite: **None** (If Yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (official use only)

. Advisories: **None** (If Yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (official use only)

12. REPETITIONS -- Number of times course may be repeated for credit (three maximum): 0 (see: Section V, #9) **None**

13. OTHER LIMITATIONS ON ENROLLMENT (see Title 5, Section 58106 and Board Rule 6803 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

None

Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE – Lecture: If applicable, outline the topics included in the lecture portion of the course (outline reflects course description, all topics covered in class).	Hours per topic	COURSE OBJECTIVES - Lecture (If applicable): Upon successful completion of this course, the student will be able to... (Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”)
<p>The Economic challenge, introduction to the principles of macroeconomics</p> <ul style="list-style-type: none"> a. Economics: The Core issue b. The U. S. Economy <ul style="list-style-type: none"> --nations’ core economic issues and resolutions --the relative size and content of U.S. GDP --the establishment of market prices and the cause of change in market prices --the effect of government control on market outcomes --the nature and causes of market failure --how government budgets are financed and spent --how America can produce its great output c. Supply and Demand <ul style="list-style-type: none"> --the role of scarcity --the meaning of supply and demand d. The Public Sector 	7	<ul style="list-style-type: none"> 1. Discuss the role of scarcity of US resources and the implication for the US gross domestic product (GDP). 2. Evaluate what GDP measures and why aggregate income equals aggregate output. 3. Analyze the nature of Aggregate Demand (AD) and Aggregate Supply (AS) and their affect on market outcomes and the reasons for macro failure; analyze how recessionary and inflationary GDP arises. 4. Discuss the shortfalls of AD and its excess measure, the tools of fiscal policy and how fiscal stimulus or restraint affects macro outcomes. 5. Define “full employment” and the major types of unemployment and analyze the measurement of unemployment. 6. Contrast “open” and ‘closed” economic multipliers.
<p>Measuring Macro Outcomes</p> <ul style="list-style-type: none"> a. National-Income Accounting <ul style="list-style-type: none"> --how income is distributed --what GDP does and does not measure --why aggregate income equals aggregate output --submeasures of output and income b. Unemployment <ul style="list-style-type: none"> --how unemployment is measured --the major types of unemployment --“full employment” defined c. Inflation <ul style="list-style-type: none"> --how inflation is measured and redistributes income and wealth 	7	<ul style="list-style-type: none"> 7. Compare and contrast cyclical and structural deficits. 8. Discuss the results of the burden of national debt. 9. Evaluate the effect of the monetary policy and how it affects macro outcomes. 10. Appraise how inflation is measured and redistributes income and wealth; discuss the meaning of price stability.
<p>Macroeconomic equilibrium</p> <ul style="list-style-type: none"> --the differences between “open” and 	7	

<p>"closed" economy multipliers --how trade flows are affected by fiscal policy --how global capital flows constrain monetary policy --the tools of macro policy --how macro tools should work --the constraints of policy effectiveness --the major macro outcomes --the how and whys of macro failure</p> <p>Cyclical Instability a. The business cycle b. Aggregate demand/aggregate supply --what the AD shortfall and AD excess measure --the nature of AD and AS and their affect on market outcomes --how/why AD shifts occur --the source of circular flow leakages and injections --what the multiplier is and how it works --how recessionary and inflationary GDP arise c. Self-adjustment or instability --the meaning of "price stability".</p> <p>Fiscal policy Tools a. Fiscal policy --the tools of fiscal policy --the Fed's major policy tools b. Deficits, surpluses, and debt --how fiscal stimulus or restraint affects macro outcomes --the difference between cyclical and structural deficits --the concept of "crowding out" --who bears the burden of the national debt</p> <p>Monetary policy options a. Money and Banks --what money is --how banks create money --how the money multiplier works. b. The Federal Reserve system --the organization of the Fed c. Monetary policy --the working of open market operations --how the monetary policy affects macro outcomes</p>	<p>6</p> <p>7</p> <p>7</p>	<p>11. Describe how banks create money and how the money multiplier works; discuss the organization of the Federal reserve system and its major policy tools, i.e., the working of the open market operations.</p> <p>12. Identify the tools of supply-side policy, the principle sources of economic growth and the pros and cons of continued growth.</p> <p>13. Discuss how fiscal policy affects trade flow. and how global capital constrains monetary policy.</p> <p>14. Discuss how macro tools should work and the constraints of policy effectiveness.</p> <p>15. Describe the concepts of comparative advantage and trade barriers on prices, output and income.</p> <p>16. Explain the sources of foreign exchange, demand and supply, the effect of exchange rate changes on prices, output and trade flow.</p> <p>17. Discuss the "why" of global poverty and what can be done to reduce the situation.</p>
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<ul style="list-style-type: none"> --the constraints of monetary-policy impact --the differences between Keynesian and monetarist monetary theories d. Policy constraints <ul style="list-style-type: none"> -- global macro --Theory vs. Reality <p>Supply-Side Options</p> <ul style="list-style-type: none"> a. Supply-Side Policy: short-run Options <ul style="list-style-type: none"> --why the short-run AS curve slopes upward --how an unemployment-inflation trade-off arises --the tools of supply-side policy b. Growth and productivity: Long-run possibilities <ul style="list-style-type: none"> --the principal sources of economic growth --policy tools for accelerating growth --the pros and cons of continued growth <p>International Economics</p> <ul style="list-style-type: none"> a. International Trade <ul style="list-style-type: none"> --the theory of comparative advantage b. International Finance <ul style="list-style-type: none"> --the gains from trade --the affect of trade barriers on prices, output, and income --the sources of foreign-exchange demand and supply --how exchange rates are established --the affect of changes in exchange rates on prices, output and trade flows c. Global Poverty <ul style="list-style-type: none"> --the definition of U.S. and global poverty --how so many people in the world are poor --how global poverty can be reduced 	<p>6</p> <p>7</p>	
Total Lecture hours*	54	

COURSE CONTENT AND SCOPE -- Laboratory: If applicable, outline the topics included in the laboratory portion of the course (outline reflects course description, all topics covered in class).	Hours per Topic	COURSE OBJECTIVES - Laboratory (If applicable): Upon successful completion of this course, the student will be able to... (Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”) ²
Total Lab hours*	0	

*Total lecture and laboratory hours (which include the final examination) must equal totals on page 1.

² In general “activity” courses or portions of courses are classified “laboratory.”

Bloom's Taxonomy

SIMPLE SKILLS <<----->> COMPLEX SKILLS					
			Critical Thinking		
<u>Knowledge</u>	<u>Comprehension</u>	<u>Application</u>	<u>Analysis</u>	<u>Synthesis</u>	<u>Evaluation</u>
define repeat record list recall name relate underline	translate restate discuss describe recognize explain express identify locate report review tell	interpret apply employ use demonstrate dramatize practice illustrate operate schedule shop sketch	distinguish analyze differentiate appraise calculate experiment test compare contrast criticize diagram inspect debate inventory question relate solve examine categorize	compose plan propose design formulate arrange assemble collect construct create set up organize prepare	judge appraise evaluate rate compare value revise score select choose assess estimate measure

- Course
 Program
 Institutional

(check one box above)

LASC STUDENT LEARNING OUTCOMES MATRIX

Course/Program/Institutional Title: ECON 2, Principles of Economics II
 Faculty/Staff Participants: Joanna Mrava, Instructor; Dr. Nouha Toure, Chair

SLO Review, 1/6/09

The student will... (outcome)	As measured by the following method.... (assessment strategy)	And, if applicable, scored by the following learning rubric. (provide attachment)	Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. (results & evaluation)	Recommendations to improve teaching and learning. (modifications)
1. Contrast the differences between supply and demand and their relationship to market and/or economic equilibrium.	1. Embedded assessments	SPRING 2009		

curricommSLOcourseoutlineAddendum, Approved Curriculum Committee, 2/29/08; Approved Academic Senate, 3/11/08

2. REQUIRED TEXTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

R. Schiller; Micro Economics Today; 11th Edition, 2008

3. SUPPLEMENTARY READINGS:

Reading assignments may include, but are not limited to the following:

Any outside issues/material related to classroom topics.

4. WRITING ASSIGNMENTS:

Title 5, section 55002 requires grades to be "based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students." Writing assignments in this course may include, but are not limited to the following:

1. Report on economic issues
2. Use sample cases provided by the instructor/text
3. Solve various problems via graphs or essays
4. Write at least three examples relating to the economic issues discussed.

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

Out of class assignments may include, but are not limited to the following:

Current issues from TV/news, newspapers, periodicals as Business Week, etc.; discuss related issues in class and analyze how it affects current economic issues.

6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Title 5, section 55002(a) requires that a degree-applicable course have a level of rigor that includes “critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level”. Critical thinking may include, but is not limited to analysis, synthesis, and evaluation. Provide examples of assignments that demonstrate critical thinking.

Research and analyze how oil prices tied to natural causes, i.e. the Katrina storm, shifts the supply and demand curve.

7. METHODS OF EVALUATION:

Title 5, section 55002 requires grades to be “based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.” Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed “Course Objectives” at the beginning of Section II):

Quizzes, tests, papers, oral presentations

8. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to the following:

- Lecture
- Discussion
- Laboratory
- Activity
- Field Experience
- Independent Study
- Other (explain)

9. SUPPLIES:

List the supplies the student must provide.

Textbook, Flashcards, Scantrons

10. COMPUTER COMPETENCY:

If applicable, explain how computer competency is included in the course.

Not necessary

11. INFORMATION COMPETENCY:

Information competency is the ability to find, evaluate use, and communicate information in all its various formats. It combines aspects of library literacy, research methods and technological literacy. Information competency includes consideration of the ethical and legal implications and requires the application of both critical thinking and communications skills. If applicable, explain how information competency is included in the course.

Students research and evaluate relevant economic information and apply it to actual situations.

12. DIVERSITY:

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

Global aspects are considered throughout the material.

13. SCANS COMPETENCIES (required for all courses with vocational TOP Codes; recommended for all courses):

SCANS (**S**ecretary's **C**ommission on **N**ecessary **S**kills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

RESOURCES

- Managing Time:** Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.
- Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.
- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

INTERPERSONAL

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.
- Teaching Others New Skills:** Helping others learn needed knowledge and skills.
- Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.
- Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

INFORMATION

- Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.
- Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.

- Interpreting and Communicating Information:** Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.
- Using Computers to Process Information:** Employing computers to acquire, organize, analyze and communicate information.

SYSTEMS

- Understanding Systems:** Knowing how social, organizational and technological systems work and operating effectively with them.
- Monitoring and Correcting Performance:** Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.
- Improving or Designs Systems:** Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

TECHNOLOGY

- Selecting Technology:** Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.
- Applying Technology to Tasks:** Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.
- Maintaining and Troubleshooting Equipment:** Preventing, identifying, or solving problems with equipment, including computers and other technologies.

Section III: RELATIONSHIP TO COLLEGE PROGRAMS

1. **THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM:** **Yes**

- a. If yes, the course will be a **program requirement** portion of the “approved program” listed on the State Chancellor’s Inventory of Approved Programs (approved programs can be found on the State Chancellor’s Office website at <http://www.laccd.edu/curriculum/resources/proginv.htm>)

Required course for AA, Business Administration (Program ID 02860)

NOTE: In order for a course to be approved as a requirement for an associate degree or certificate program, the program must be listed on the State Chancellor’s Office *Inventory of Approved Programs* AND the course must be listed in the college catalog as either a requirement or an elective for the program. If course is not part of an approved program at the college adopting the course, it will be considered to be a “stand-alone” course, and is subject to the State Chancellor’s approval criteria. The college must complete and submit the Chancellor’s Office “APPLICATION FOR APPROVAL OF CREDIT” form. Certain courses are granted “blanket approval” by the State Chancellor’s Office and do not require separate approval. See the Chancellor’s Office *Program and Course Approval Handbook* for details. LACCD Skills **Certificates are not State approved programs** and are not listed on the Chancellor’s Office *Inventory of Approved Programs*.

2. **GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:**

- a. Area requested: **b(2) Social Science** **Approval** date: before 1980

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas – *Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education* -- contained in Board Rule 6201.14 -General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

- a. 2nd Area requested: **None** **Approval** date:

If applicable, provide an explanation of how the course meets General Education parameters for an additional general education area – *Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education* -- contained in Board Rule 6201.14 - General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:

- a. Transferable to the University of California: **Yes** c. Transferable to the California State University: **Yes**
 b. UC **approval** date: before 1990 d. College **approval** date: before 1974

2. GENERAL EDUCATION FOR TRANSFER:

IGETC Certification: **Yes**

- a. Area requested: **4: Social Behavioral Sciences**
 b. Date requested: 12/1990
 c. IGETC **approval** date: Fall 1991

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

CSU Certification: **Yes**

- a. Area requested:
D: Social, Political, Economic Institutions
 b. Date requested: before 1990
 c. CSU **approval** date: before 1990

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

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- a. 2nd Area requested: **None**
 b. Date requested:
 c. IGETC **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

- a. 2nd Area requested: **None**
 b. Date requested:
 c. CSU **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

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3. MAJOR REQUIREMENT FOR TRANSFER – Will this course be articulated to meet lower division major requirements? **NO** List college/university and the majors:

College/University	Major(s)

CAN NUMBER: **CAN SEQUENCE NUMBER:**
 CAN Approval -- Date requested: Date approved:

Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPARTMENT/DIVISION NAME:** **Business**

2. **DEPARTMENT/DIVISION CODE:** **3**

3. **SUBJECT CODE** -- 3 characters, assigned by District Office: 293 (existing subject codes are available on the LACCD web site at <http://www.laccd.edu/curriculum/directory-programs-courses/index.htm>)

4. **SUBJECT ABBREVIATION** -- 7 characters, assigned by District Office: ECON

5. **SPC CODE** -- 3 characters, assigned by District Office:

6. **ABBREVIATION FOR TRANSCRIPTS** -- 20 characters, assigned by District Office: PRIN OF ECONOMICS 2

7. **DEGREE CREDIT:** Indicate whether the course meet the "standards for approval" for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level :
This courses is **Degree Applicable**

8. **CREDIT/NO CREDIT GRADING:** **No**

9. **REPETITIONS** -- Number of times course may be repeated for credit (three maximum): **0**

How does the repetition of this course meet Title 5, section 58161 requirements? A course may be repeatable when, "course content differs each time it is offered, and that the student who repeats it is gaining an expanded educational experience for one of the following reasons: (A) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or (B) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained."

10. **PRIOR TO TRANSFERABLE LEVEL** – This course attribute applies to **English, writing, ESL, reading** and **mathematics** courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: **Not applicable**

11. **CREDIT BASIC SKILLS** -- Title 5, section 55502(d) defines basic skills as "courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b)." **No** If Yes, course must be non-degree applicable.

12. **CROSS REFERENCE** -- Is this course listed as equivalent in content to existing College/District courses in another discipline? **No**

If Yes, list courses (documentation of cross-discipline agreement must be provided):

13. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS WITH DISABILITIES** -- Title 5, section 56029 allows a course to be repeatble when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an "approved special class" for students with disabilities? **No**

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029.

14. COOPERATIVE EDUCATION STATUS -- Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education -- i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program? **No**

15. COURSE CLASSIFICATION: **Liberal Arts Sciences**

Note: A course's Classification, TOP Code and SAM code must be aligned – e.g., Courses with an "Occupational" Course Classification must have an "Occupational" TOP Code **and** a SAM Code of A, B, C, or D; courses that do not have an "Occupational" Course Classification cannot have an Occupational TOP Code **and** must have an "E" SAM Code. Courses coded as "basic skills" in #11 should be coded "Adult and Secondary Basic Skills."

16. TOP CODE – (6 digits XXXX.XX) 2204.00

Course content should match discipline description in Taxonomy of Programs found at www.cccco.edu/cccco/esed/curric/curriculum.htm.

17. SAM CODE (Student Accountability Model): **E - Non-Occupational**

SAM Codes (see CCC Chancellor's Office *Student Accountability Model Operations Manual*, 1984) should be assigned as follows:

Priority "A" – Apprenticeship: Courses designed for an indentured apprentice must have the approval of the State of California, Department of Industrial Relations Department, Division of Apprenticeship Standards.

Priority "B" – Advanced Occupational: Courses taken by students in the advanced stages of their occupational programs. Courses should be offered in one specific occupational area only. Priority letter "B" should be assigned sparingly; in most cases, no more than two courses in any one program should be labeled "B." "B"-level courses must have Priority "C" prerequisites in the same program area.

Priority "C" – Clearly Occupational: Courses generally taken by students in the middle stages of their programs should have a difficulty level sufficient to detract "drop-ins." Courses may be offered in several occupational programs within a broad area. The "C" priority, however, should also be used for courses within a specific program area when the criteria for "B" classification are not met. A "C"-level course should provide the student with entry-level job skills.

Priority "D" -- Possibly Occupational: "D" courses are those taken by students in the beginning stages of their occupational programs. The "D" priority can also be used for service (or survey) courses for other occupational programs.

Priority "E" – Non-occupational.

SECTION VI: APPROVAL STATUS

1. APPROVAL STATUS:

- | | | |
|--|----------------------------------|-----------------------|
| a. <input type="checkbox"/> New Course | . Board Approval Date: | . Effective Semester: |
| b. <input type="checkbox"/> Addition of Existing District Course | . College Approval Date: | . Effective Semester: |
| c. <input type="checkbox"/> Course Change* | . College Approval Date: | . Effective Semester: |
| d. <input checked="" type="checkbox"/> Outline Update | . College Approval Date: 2/17/09 | |

- Changes to a course require the completion of a "Course Change Request" form and approval by the college's Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3© for details.

SECTION VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(complete in consultation with Department Chair and the appropriate Academic Administrator)

N/A – Existing Course

Section VII: Needed only if New Funds or Equipment are Necessary

1. ORIGINATOR:

2. DEPARTMENT:

3. IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:

- By additional funds. Describe:

- By deleting courses from the college catalog and course database. List specific courses to be deleted:

- By deleting sections of existing courses. List courses and number of sections to be deleted:

First year: Second year: Third year:

- By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

4. IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus?

No (If yes, briefly explain how)

5. METHOD OF SUPPORT -- Indicate how the college plans to support the proposed course:

Additional staff -- List additional staff needed:

Classroom -- List classroom type needed:

Equipment -- List new equipment needed and indicate funding source for any new equipment:

Supplies- List supplies and indicate dollar value:

Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library, book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

6. **APPROPRIATENESS TO MISSION**—Describe how the objectives of the proposed course are consistent with the mission of the community colleges as established by the Legislature in the Education Code. The course should also be congruent with the mission statement of the local college and district.

7. **NEED**—Demonstrate the need for the course that meets the stated objectives, at this time, and in the region.

**LOS ANGELES COMMUNITY COLLEGE DISTRICT
COURSE STANDARDS AND CRITERIA**

Subject: **ECON**

Number: **2**

Course Title: **Principles of Economics II**

Using the Official Course Outline, please determine whether or not the above listed credit course meets the following standards and criteria required in Title V, Part VI of the California Administrative Code, and which has been designated as appropriate to the Associate Degree. Place a (X) in the appropriate box.

CRITERIA AND STANDARDS

RATING CRITERION

Section 55002

MET NOT MET

	MET	NOT MET
<u>Grading Policy:</u> The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.	X	
<u>Units:</u> The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended term, laboratory and/or activity courses.	X	
<u>Intensity:</u> The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.	X	
<u>Prerequisites and Corequisites:</u> When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article.	X	
<u>Basic Skills Requirements:</u> If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.	X	
<u>Difficulty:</u> The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.	X	
<u>Level:</u> The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.	X	
<u>Course Outline of Record:</u> The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.	X	
<u>Conduct of Course:</u> Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.	X	
<u>Repetition:</u> Repeated enrollment is allowed only in accordance with provisions of sections 51002, 55040-55043 and 58161.	X	

CERTIFICATION AND RECOMMENDATION

This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate of Arts Degree.

This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

We certify that the information and answers above properly represent this course.

JoAnn Mrava

Originator

02/19/2009

Date

Nouha Toure

Department/Cluster Chairperson

02/11/2009

Date

Linda Larson Singer

Articulation Officer

02/17/2009

Date

Shelley Werts

Librarian

02/24/2009

Date

Elmer Bugg

Dean (if applicable)

02/24/2009

Date

Linda Larson-Singer

Curriculum Committee Chairperson

02/17/2009

Date

Alfred Reed

Academic Senate President

02/11/2009

Date

Leige Doffoney

Vice President, Academic Affairs

02/24/2009

Date

Jack E. Daniels, III

College President

03/18/2009

Date