North Orange Continuing Education
Curriculum Committee Meeting
Agenda
October 14, 2025
3:30 p.m. – 5:00 p.m.

LOCATION:
Anaheim Campus, Room 1025, 10th Floor
1830 W. Romneya Drive
Anaheim, CA 92801

NOCE Cypress Center, Room 118, NOCE Bldg. 18.
9200 Valley View Street
Cypress, CA 90630

I.   Approval of the Agenda:

II.   Approval of September 23, 2025, Minutes

III. Announcements or Public Comments (2-minute max)

IV.   Report of the Curriculum Chair

V.   New Business

      a.   November 10th meeting (tentative), Action Item (15 minutes) – Jennifer Oo

      b.   New Course, Action - Jennifer Oo (see attached)

      c.   Revised Course, Action – Jennifer Oo (see attached)

VI.   Unfinished Business

      a.   Program Review, Second Read (15 minutes) – Jennifer Oo

      b.   Curriculum Committee ByLaws, Second Read (15 minutes) – Jennifer Oo

VII. Adjournment

Next Meeting: November (tentative), 2025

Course ID	Title	Hours	Course Description	TOP Code CB 03 SAM Code CB 09	Eff Date	Originator	Justification
				New Courses			
CIST 201	AI User – Foundations of Intelligent AI Use	48	This is the first of three courses program for Artificial Intelligence, this course introduces students to AI applications in daily life. Students will gain hands-on experience with AI tools for communication, productivity, and problem-solving while developing skills to evaluate outputs and practice ethical, responsible AI use.	0701.00 - Information Technology, General B - Advanced Occupational	2026 Fall	Sedrak, Afraim	This course enhances employability by equipping learners with the essential digital literacy skills needed for workplaces increasingly infused with artificial intelligence. Employers value professionals who can leverage AI tools to optimize communication, automate routine tasks, and manage information efficiently. By becoming confident AI users, students gain a competitive edge in virtually any industry, demonstrating adaptability, productivity, and ethical awareness in modern work environments.
CIST 205	AI Operator – Business Applications and Innovation	48	This is the second of three courses program for Artificial Intelligence, this course equips students with the skills to analyze business processes and implement AI-driven solutions. Students will explore real-world applications for marketing, operations, and customer service while ensuring responsible and ethical deployment.	0701.00 - Information Technology, General B - Advanced Occupational	2026 Fall	Sedrak, Afraim	Graduates of this course can analyze operations and design AI-driven solutions to improve efficiency and customer experiences. These skills align with workforce demands for professionals who can innovate, optimize workflows, and drive measurable organizational performance.
CIST 210	AI Developer – Designing and Develop AI Tools	48	This is the third of three courses program for Artificial Intelligence, this course empowers students to create customized AI tools and solutions using low-code and no-code platforms. Students will design AI-powered applications, chatbots, and workflows for real-world needs while applying principles of ethical design, usability, and scalability.	0701.00 - Information Technology, General B - Advanced Occupational	2026 Fall	Sedrak, Afraim	By using low-code platforms to create AI chatbots, workflows, and dashboards, students gain practical innovation skills without coding. Employers value such expertise for agile solutions in business, healthcare, and education, enhancing graduates' employability and leadership potential.
CIST 301	Foundation of Cloud Computing	48	This course is the first of a series that aims to prepare students for a role as an entry-level to Cloud Computing. Students will learn the foundational principles of cloud computing, exploring the advantages, economic models, global infrastructure, and security responsibilities that apply across major cloud platforms. Students will gain the ability to describe cloud concepts, evaluate costs, and identify security best practices.	0701.00 - Information Technology, General B - Advanced Occupational	2026 Fall	Sedrak, Afraim	This course equips students with essential cloud literacy, enabling them to understand key concepts, cost models, and security responsibilities. These foundational skills are highly valued by employers across industries, as cloud adoption is now a baseline competency in IT and business roles.

Course ID	Title	Hours	Course Description	TOP Code CB 03 / SAM Code CB 09	Eff Date	Originator	Justification
CIST 305	Core Cloud Services	48	This course is the second of a series that aims to prepare students for a role as an entry-level to Cloud Computing. Students will learn the essential technical building blocks of cloud computing: networking, virtual private cloud (VPC), compute services, and storage. Students will practice designing secure network environments, deploying virtual machines and serverless applications, and choosing appropriate storage models.	0701.00 - Information Technology, General B - Advanced Occupational	2026 Fall	Sedrak, Afraim	By developing practical skills in networking, compute, and storage, students gain the ability to design and manage core cloud infrastructures. These competencies are in demand for IT support, system administration, and junior cloud engineering roles, making graduates more employable in a wide range of organizations.
CIST 310	Advanced Cloud Solutions	48	This course is the third of a series that aims to prepare students for a role as an entry-level to Cloud Computing. Students will explores advanced services and design principles in cloud computing. Students will analyze database solutions, apply architectural best practices, and implement monitoring and auto-scaling to ensure efficiency, reliability, and cost optimization.	0701.00 - Information Technology, General B - Advanced Occupational	2026 Fall	Sedrak, Afraim	This course prepares students to design, monitor, and optimize advanced cloud architectures. Proficiency in databases, scaling, and observability aligns with workforce needs for cloud architects, DevOps engineers, and cybersecurity analysts, enabling students to pursue higher-level roles in the cloud job market.
ESLA 252	ESL and American Literature	54	In this advanced level English as a Second Language course, students will build English fluency in reading, writing, speaking and listening while learning about and reading original American literature texts. Students will read, discuss and write about this literature from a historical context.	4930.87 - English as a Second Language - Integrated E - Non-Occupational	2026 Summer	Lynch, Candace	Our higher level ESL learners want to continue developing their English fluency after or while finishing our ESL Advanced level. This course will allow students to continue building language fluency while reading, writing about and discussing American literature.
ESLA 270	ESL and Newsletter Writing	72	In this advanced level English as a Second Language course, students will build English fluency in reading, writing, speaking and listening while planning out and creating a school newsletter. Students will use software applications, digital devices and online tools to create, edit and revise newsletter material. Students will interact with the campus and campus community by visiting different parts of the campus.	4930.87 - English as a Second Language - Integrated E - Non-Occupational	2026 Summer	Lynch, Candace	Our higher level ESL learners want to continue developing their English fluency after or while finishing our ESL Advanced level. This course will allow students to continue building language fluency while learning to organize, write and publish a school newsletter.

**New Courses**

Course ID	Title	Hours	Course Description	TOP Code CB 03 SAM Code CB 09	Eff Date	Originator	Justification
ESLA 272	ESL for Memoir Writing	72	In this advanced level English as a Second Language course, students will build English fluency in reading, writing, speaking and listening while learning about and reading published memoir texts as well as planning out and writing personal memoir selections. Students will use word processing software to create documents in class and for class.	4930.84 - English as a Second Language - Writing E - Non-Occupational	2026 Summer	Lynch, Candace	Our higher level ESL learners want to continue developing their English fluency after or while finishing our ESL Advanced level. This course will allow students to continue building language fluency while learning to organize and compose memoir texts.
ESLA 273	ESL for Self Advocacy, Advanced	36	In this advanced level English as a Second Language course, students will practice developing English communication skills within the context self advocacy. The course will focus on rights, responsibilities and resources to help students gain experience navigating American culture and communicating needs and expectations for themselves and their families. Students will use technology to access resources for this course.	4930.87 - English as a Second Language - Integrated E - Non-Occupational	2026 Summer	Lynch, Candace	Our higher level ESL learners want to continue developing their English fluency after or while finishing our ESL Advanced level. This course will allow students to continue building language fluency while learning to advocate for self and family through exploring rights and responsibilities as well as navigating resources.
WFPR 246	Career Exploration: Hospitality, Apartment & Carpet Care Basics	90	Introduces students to entry-level careers in hospitality and apartment maintenance. Students gain job-ready skills in hospitality, basic skills, including carpet care, cleaning, and safety, while building soft skills and workplace competencies. Emphasis is on meeting industry expectations for hotels, resorts, and property management.	4930.12 - Job Seeking/Changing Skills D - Possibly Occupational	2026 Fall	Stanojkovic, Alli	This course is designed to address regional workforce needs by equipping students with essential soft skills that support both immediate employability and long-term career development. Informed by labor market data, employer feedback, and industry advisory input, they build workplace readiness in communication, adaptability, problem-solving, and professionalism, and provide a foundation for future training and career advancement.
WFPR 247	Career Preparation: Workplace Etiquette	90	Prepares students to communicate effectively, build professional relationships, and navigate diverse workplace environments. Students develop active listening, empathy, conflict resolution, and networking skills through hands-on activities, role-play, and simulations. Emphasis is placed on emotional intelligence and executive functioning strategies to support long-term workplace success.	4930.12 - Job Seeking/Changing Skills D - Possibly Occupational	2026 Fall	Stanojkovic, Alli	This course is designed to address regional workforce needs by equipping students with essential soft skills that support both immediate employability and long-term career development. Informed by labor market data, employer feedback, and industry advisory input, they build workplace readiness in communication, adaptability, problem-solving, and professionalism, and provide a foundation for future training and career advancement.

New Courses							
Course ID	Title	Hours	Course Description	TOP Code CB 03 SAM Code CB 09	Eff Date	Originator	Justification
WFPR 250	Career Preparation: Career Planning	90	Introduces workplace readiness through hands-on exploration of careers, industries, and employer expectations. Students practice soft skills, develop self-awareness, and build a personalized career exploration plan. Includes foundational communication, teamwork, and organizational strategies supported by executive functioning tools.	4930.12 - Job Seeking/Changing Skills D - Possibly Occupational	2026 Fall	Stanojkovic, Alli	This course is designed to address regional workforce needs by equipping students with essential soft skills that support both immediate employability and long-term career development. Informed by labor market data, employer feedback, and industry advisory input, they build workplace readiness in communication, adaptability, problem-solving, and professionalism, and provide a foundation for future training and career advancement.
WFPR 251	Career Preparation: Life & Career Management Skills	90	Develops practical life skills to manage personal, academic, and workplace responsibilities with confidence. Students learn time management, budgeting, stress coping, communication, and problem-solving strategies through hands-on projects and role-play, preparing them for greater independence, personal growth, and workforce readiness.	4930.12 - Job Seeking/Changing Skills D - Possibly Occupational	2026 Fall	Stanojkovic, Alli	This course is designed to address regional workforce needs by equipping students with essential soft skills that support both immediate employability and long-term career development. Informed by labor market data, employer feedback, and industry advisory input, they build workplace readiness in communication, adaptability, problem-solving, and professionalism, and provide a foundation for future training and career advancement.
WFPR 252	Career Preparation: Customer Service Foundational Skills	90-36	Introduces students to customer service careers while developing workplace communication, soft skills, and executive functioning strategies. Through role-play, simulations, and accessible technology tools, students build confidence in navigating customer-facing environments across industries, preparing for more advanced experiential learning in Spring.	4930.12 - Job Seeking/Changing Skills D - Possibly Occupational	2026 Fall	Stanojkovic, Alli	This course is designed to address regional workforce needs by equipping students with essential soft skills that support both immediate employability and long-term career development. Informed by labor market data, employer feedback, and industry advisory input, they build workplace readiness in communication, adaptability, problem-solving, and professionalism, and provide a foundation for future training and career advancement.
WFPR 253	Career Preparation: Customer Service Applied Practice	90	Applies foundational customer service skills through real-world practice. Students participate in field trips, job shadowing, advanced simulations, and digital portfolio development. Emphasizes workplace adaptability, problem-solving, and technology integration to prepare students for customer-facing careers across industries.	4930.12 - Job Seeking/Changing Skills D - Possibly Occupational	2026 Fall	Stanojkovic, Alli	This course is designed to address regional workforce needs by equipping students with essential soft skills that support both immediate employability and long-term career development. Informed by labor market data, employer feedback, and industry advisory input, they build workplace readiness in communication, adaptability, problem-solving, and professionalism, and provide a foundation for future training and career advancement.

New Courses							
Course ID	Title	Hours	Course Description	TOP Code CB 03 SAM Code CB 09	Eff Date	Originator	Justification
WFPR 254	Career Preparation: Foundational Conflict Resolution at Work	90	Introduces workplace conflict concepts, emotional regulation, and communication strategies for adults with disabilities. Students practice empathy, active listening, "I" statements, and basic de-escalation via role-play and simulations, with UDL supports and accessible technology to build confidence for applied experiences in spring.	4930.12 - Job Seeking/Changing Skills D - Possibly Occupational	2026 Fall	Stanojkovic, Alli	This course is designed to address regional workforce needs by equipping students with essential soft skills that support both immediate employability and long-term career development. Informed by labor market data, employer feedback, and industry advisory input, they build workplace readiness in communication, adaptability, problem-solving, and professionalism, and provide a foundation for future training and career advancement.
WFPR 255	Career Preparation: Conflict Resolution & Collaboration	90	Applies conflict-resolution skills in advanced simulations, customer-facing scenarios, and (when feasible) field-based observations/job-shadowing. Students practice de-escalation, feedback, and collaborative problem-solving, document skills in a toolkit/portfolio, and use accessible technologies to plan, script, and reflect.	4930.12 - Job Seeking/Changing Skills D - Possibly Occupational	2026 Fall	Stanojkovic, Alli	This course is designed to address regional workforce needs by equipping students with essential soft skills that support both immediate employability and long-term career development. Informed by labor market data, employer feedback, and industry advisory input, they build workplace readiness in communication, adaptability, problem-solving, and professionalism, and provide a foundation for future training and career advancement.
WFPR 256	Career Preparation: Foundational Employability Soft Skills	90	Introduces foundational, transferable, and work-readiness skills through soft skills and workplace competencies. Students practice job-ready skills, communication, problem-solving, teamwork, adaptability, and digital literacy. The course builds confidence and readiness for applying universally applicable skills for real-world environments.	4930.12 - Job Seeking/Changing Skills D - Possibly Occupational	2026 Fall	Stanojkovic, Alli	This course is designed to address regional workforce needs by equipping students with essential soft skills that support both immediate employability and long-term career development. Informed by labor market data, employer feedback, and industry advisory input, they build workplace readiness in communication, adaptability, problem-solving, and professionalism, and provide a foundation for future training and career advancement.
WFPR 257	Career Preparation: Job Readiness & Career Advancement	90	Applies foundational workplace skills to real-world employment scenarios, including completing job applications, writing resumes, and practicing interviews. Students explore workplace rights, financial planning, and advocacy strategies while connecting personal career goals to practical employment pathways.	4930.12 - Job Seeking/Changing Skills D - Possibly Occupational	2026 Fall	Stanojkovic, Alli	This course is designed to address regional workforce needs by equipping students with essential soft skills that support both immediate employability and long-term career development. Informed by labor market data, employer feedback, and industry advisory input, they build workplace readiness in communication, adaptability, problem-solving, and professionalism, and provide a foundation for future training and career advancement.

Course ID	Title	Hours	Course Description	TOP Code CB 03 SAM Code CB 09	Eff Date	Originator	Justification
				New Courses			
WFPR 258	Career Preparation: Independent Living Foundations	90	Introduces foundational independent living skills for greater autonomy at home, work, and in the community. Students practice budgeting, housing readiness, home management, and balancing personal and professional responsibilities using accessible tools, executive functioning strategies, and goal-setting frameworks.	4930.12 - Job Seeking/Changing Skills D - Possibly Occupational	2026 Fall	Stanojkovic, Alli	This course is designed to address regional workforce needs by equipping students with essential soft skills that support both immediate employability and long-term career development. Informed by labor market data, employer feedback, and industry advisory input, they build workplace readiness in communication, adaptability, problem-solving, and professionalism, and provide a foundation for future training and career advancement.
WFPR 259	Career Preparation: Independent Living in Practice	90	Applies independent living skills career and safety planning, health navigation, and community engagement. Students practice transportation planning, hazard prevention, and accessing healthcare and community resources, building confidence and readiness for increased independence.	4930.12 - Job Seeking/Changing Skills D - Possibly Occupational	2026 Fall	Stanojkovic, Alli	This course is designed to address regional workforce needs by equipping students with essential soft skills that support both immediate employability and long-term career development. Informed by labor market data, employer feedback, and industry advisory input, they build workplace readiness in communication, adaptability, problem-solving, and professionalism, and provide a foundation for future training and career advancement.
WFPR 260	Career Preparation: Professional Foundational Skills	90	"Introduces workforce readiness for students focusing on soft skills, self-management, digital literacy, and workplace expectations. Students explore personal strengths, set career goals, and build resumes while practicing professional communication and self-advocacy in preparation for success across diverse career paths.	4930.12 - Job Seeking/Changing Skills D - Possibly Occupational	2026 Fall	Stanojkovic, Alli	This course is designed to address regional workforce needs by equipping students with essential soft skills that support both immediate employability and long-term career development. Informed by labor market data, employer feedback, and industry advisory input, they build workplace readiness in communication, adaptability, problem-solving, and professionalism, and provide a foundation for future training and career advancement.
WFPR 261	Career Preparation: Professional Applied Skills	90	This course builds on foundational, transferable, and job-ready skills and self-awareness. Students strengthen workplace competencies, practice communication and problem-solving, develop digital portfolios, conduct mock interviews, and explore career pathways. Emphasis is placed on digital tools, workplace accommodations, and self-advocacy to support long-term employment success.	4930.12 - Job Seeking/Changing Skills D - Possibly Occupational	2026 Fall	Stanojkovic, Alli	This course is designed to address regional workforce needs by equipping students with essential soft skills that support both immediate employability and long-term career development. Informed by labor market data, employer feedback, and industry advisory input, they build workplace readiness in communication, adaptability, problem-solving, and professionalism, and provide a foundation for future training and career advancement.

Revised Courses							
Course ID	Title	Hours	Course Description	TOP Code CB 03 SAM Code CB 09	Eff Date	Originator	Justification
BUSA 100	Accounting Fundamentals for Bookkeepers	36	The first course in the series covers foundational topics such as basic principles, concepts, and assumptions of accounting, journal entries and adjusting journal entries, the general journal and general ledger, as well as the adjusted trial balance, closing procedures, and financial statements. Upon completion, students will have a solid understanding of accounting fundamentals in preparation for the bookkeeping certification exam.	0502.00 - Accounting C - Clearly Occupational	2026 Spring	Korniakov, Alexander	Updating outdated content
BUSA 101	Accounting Principles for Bookkeepers	36	The second course in the series builds upon the foundational accounting knowledge, offering a deeper focus on accounting for sales, receivables, cash receipts, purchases, payables, cash payments, property, plant, equipment, internal controls, and cash. Upon completion, students will have a more detailed understanding of these topics, further preparing them for the bookkeeping certification exam.	0502.00 - Accounting C - Clearly Occupational	2026 Spring	Korniakov, Alexander	Updating outdated content.
BUSA 102	Payroll Fundamentals for Bookkeepers	36	The course covers key payroll accounting topics such as calculating employee salaries and wages, payroll deductions and withholdings, and analyzing and recording payroll transactions. Upon completion, students will have a solid understanding of payroll fundamentals in preparation for the bookkeeping certification exam.	0502.00 - Accounting C - Clearly Occupational	2026 Spring	Korniakov, Alexander	Updating outdated content.
WFPR 225	Career Exploration: Retail Customer Experience Skills	90	This course deepens students' understanding of retail customer service, emphasizing customer interaction techniques and problem-solving in retail environments. It covers effective communication strategies, conflict resolution, and technology's role in enhancing customer service. The curriculum prepares students for a broad range of customer service roles, focusing on skill application in simulated scenarios to adapt to diverse retail settings. Students explore career advancement within the sector, building on foundational skills for further education or professional growth in retail services.	4930.12 - Job Seeking/Changing Skills E - Non-Occupational	2025 Spring	Stanojkovic, Alli	The course title has error, should be Customer not consumer

New Programs				
Program		Eff Date	Originator	Justification
ESL Workplace Communication Part A	ESL Workplace Communication Skills Part A is designed for Intermediate to Advanced ESL students who plan to enter the U.S. workforce. This program is the first step to employment by helping students gain necessary skills for assisting, supporting, and interacting with customers and clients in the U.S. and appropriate communication with coworkers and managers. ESL for Work: Communicating with Clients and Customers will teach students how to build connections with clients and customers, research and communicate about products and services, respond to inquiries, and resolve conflicts and complaints in various customer service situations. ESL for Work: Communicating with Coworkers and Managers teaches students about workplace communication in the U.S. Students will learn how to communicate orally and in writing with the people they work with and the people they work for. They will learn about topics such as formal and information communication, when and how to change formality, how to develop relationships, and the culture of communication at work.	2026 Summer	Carlson, Danielle	Norms related to workplace communication, customer service practices, and interpersonal interactions vary significantly across industries and cultures. ESL students from diverse backgrounds may feel unprepared to engage with clients and customers in professional settings in the U.S. They often require systematic language training to be adequately prepared for roles that demand effective communication, cultural competence, and the ability to respond to client and customer needs, inquiries, and complaints in an English-language working environment. ESL Workplace Communication Skills Part A is a first step designed to prepare intermediate to advanced English language learners to enter the U.S. workforce in English-speaking positions. It focuses on employment preparation in customer-facing roles by equipping students with the language and cultural skills needed to build connections, research, conduct product and service-related communication, and effectively resolve conflicts and complaints in various customer service situations. This program is immediately relevant to the needs of English language learners by supporting Vision 2030. This program advances Vision 2030 by teaching underrepresented populations essential skills to increase equitable access to employment in the U.S. That is where this program plays a vital role. By giving students the foundational skills and knowledge required to enter and succeed in the U.S. workforce at a basic level, students can sooner enter gainful employment. With the skills in this program being foundational, it opens the door for students to enter other ESL workforce programs in the future that focus on targeted skills (such as an IET program), which can in turn lead to future career advancement or even career changes into more lucrative industries. Ultimately, this program serves as the first steppingstone that students can use to enter the U.S. workforce. One of the most important workplace skills is communication. English language learners require education on workplace communication to be successful in attaining and maintaining employment in the U.S. This requires broad communication skills and knowledge of subtleties and nuances in U.S. workplaces. ESL Workplace Communication Part A intends to educate English language learners in both internal and external business communication in the U.S., so they are prepared to participate successfully in workplace communication. English language learners will become informed on topics such as workplace communication styles, changing register depending on who they are communicating with, U.S. culture and etiquette pertaining to workplace communication, customer service communication essentials, and communicating through technology for work. This program supports Vision 2030 by guiding students through broad and focused workplace communication skills, which allows for better employment outcomes.

Required Courses

		Hours
ESLA 1208	ESL for Work: Communicating with Clients and Customers	36 - 54
ESLA 1209	ESL for Work: Communicating with Coworkers and Managers	36 - 54
Total Hours		72 - 108

New Programs				
Program		Eff Date	Originator	Justification
ESL Workplace Communication Part B	ESL Workplace Communication Part B is designed for intermediate to advanced ESL students who want to succeed in diverse, team-based U.S. workplaces and learn public speaking skills for work. This program helps students gain the language and strategies needed to speak in front of groups of people, participate in group meetings and team projects, and work professionally in a diverse workplace. Students learn how to inform and persuade groups of people, share ideas, clarify information, and contribute to group tasks while addressing cultural differences that may affect workplace communication. ESL for Work: Group Communication in a Diverse Workplace teaches students how to communicate with groups of people at work, such as working in teams, and how to communicate with people of many different cultures effectively in the diverse U.S. workplace. ESL for Work: Workplace Public Speaking teaches students how to organize ideas, practice clear speech, and engage in formal and informal communication. Emphasis is placed on building confidence and fluency in public speaking for professional purposes. Students who complete this program will benefit from higher communication skills that employers value in workers.	2026 Summer	Carlson, Danielle	Workplace communication norms and expectations surrounding public speaking and working in teams differ across countries and cultures, and ESL students come to the US workforce with diverse backgrounds and experiences. Immigrants and refugees may arrive unfamiliar with how communication functions in US workplaces including giving presentations, contributing ideas to team projects, and addressing cultural differences professionally. ESL Workplace Communication Part B is designed to prepare intermediate to advanced ESL students to work effectively in diverse, team-based environments by practicing different types of public speaking, collaboration strategies, and professional language use. This program is immediately relevant to the needs of English language learners and supports Vision 2030 by strengthening vital workforce skills that lead to better economic mobility. Public speaking and collaborating with diverse teams are critical skills employers consistently identify as necessary for advancement in a wide range of industries. By giving students the strategies and language needed to inform and speak in front of groups of people, participate in group meetings and team projects, and work professionally in a diverse workplace, this program helps immigrant and refugee students secure and retain employment while building a foundation for future career advancement. ESL Workplace Communication Part B CDCP provides a foundation in workplace communication that will help students in a multitude of different jobs and industries.

Required Courses		
		Hours
ESLA 1210	ESL for Work: Group Communication in a Diverse Workplace	36 - 54
ESLA 1211	ESL for Work: Workplace Public Speaking	36 - 54
Total Hours		72 - 108

New Programs				
Program		Eff Date	Originator	Justification
ESL Workplace Reading and Writing Skills	The ESL Workplace Reading and Writing Skills program is designed for intermediate to advanced ESL students who are in or plan to enter the U.S. workforce. This program helps students gain necessary skills for reading common workplace texts and developing written workplace communication. ESL for Work: Workplace Reading Skills teaches students to understand, analyze, and respond to real-world job materials, including emails, manuals, forms, and reports while helping improve their reading comprehension skills, communication, and job readiness in the workplace. ESL for Work: Workplace Writing Skills teaches students how to produce effective written communication for customers, coworkers, and supervisors. It will also teach how to communicate in different formats, such as text and email, and adjust formality based on the focus of the written text.	2026 Summer	Carlson, Danielle	Workforce communication styles and expectations vary across the world. Because of this, ESL students may lack understanding of the expected form and register for many types of written workplace communication, leading to misunderstandings with customers, co-workers, and supervisors. ESL Workplace Reading and Writing Skills is designed to prepare intermediate to advanced English language learners to succeed in workplaces where English-language reading and writing is necessary. It focuses on reading skills by practicing with job-related texts, vocabulary, and documents, including emails, manuals, and reports. It focuses on writing for different situations, including those dealing with customers (providing an estimate, dealing with a complaint) and other employees (clarifying a misunderstanding, communicating with human resources). Additionally, students will learn how to adapt tone, language, and level of formality when using different modes of communication, such as texts, emails, or internal office forms. This program is immediately relevant to the needs of English language learners by supporting Vision 2030 by giving students the opportunity to gain and strengthen vital workforce skills to obtain better economic mobility in the U.S. Beyond gaining an understanding of useful workplace vocabulary, English language learners need to accrue the knowledge and skills necessary to be seen as well-informed, competent employees able to be self-sufficient when navigating different workplace situations. ESL Workplace Reading and Writing Skills gives students the foundational skills and knowledge needed to communicate effectively in English in the U.S. workforce, allowing them to advocate for themselves, work independently, and communicate with a range of workplace stakeholders. With the skills in this program being foundational, it opens the door for students to enter other ESL workforce programs in the future that focus on targeted skills (such as an IET program), which can in turn lead to future career advancement or even career changes into more lucrative industries. Ultimately, this program serves as a steppingstone that students can use to succeed in taking on employment in the U.S. workforce.

Required Courses

		Hours
ESLA 1206	ESL for Work: Workplace Reading Skills	36 - 54
ESLA 1207	ESL for Work: Workplace Writing Skills	36 - 54
Total Hours		72 - 108

New Programs				
Program		Eff Date	Originator	Justification
ESL Workplace Soft Skills Part A	Intermediate to Advanced ESL students who complete this program will improve their language skills and learn "soft skills" to manage workplace situations such as making decisions, solving problems, resolving conflicts, getting along with coworkers, working with a team, persuasive speaking and writing, sharing opinions and exercising leadership skills. Language skills and "soft" skills practice is based on authentic workplace situations and includes use of technology and communication tools currently used in the workplace. ESL for Work: Negotiation and Persuasion will teach students how to use persuasive speech to convince others to do something, such as make a purchase, agree to an idea, and complete a task. It will also teach negotiation skills that are helpful for workplace conversations, such as sales, negotiating a higher salary, and negotiating work schedules. ESL for Work: Workplace Conflict Management will teach students language skills to manage workplace situations such as solving problems, resolving conflicts, getting along with coworkers, working with a team, and exercising leadership skills. **Required Courses** 			**Hours**
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ESLA 1212	ESL for Work: Workplace Conflict Management	36 - 54
ESLA 1213	ESL for Work: Negotiation and Persuasion	36 - 54
Total Hours		72 - 108		2026 Summer	Carlson, Danielle	English language learners who have entered the U.S. workforce are frequently underutilized by their employers or face obstacles to their own upward mobility due to cultural practices that do not translate to a U.S. working environment or language limitations that do not allow them to adequately express their perspectives, insights, and ideas to reflect their abilities and prior training in their countries of origin. This program supports Vision 2030 by enabling English language learners to bring their abilities and talents to U.S. employers, have their value recognized and allow them further their own upward mobility by moving into positions of more responsibility and more financial reward. This program covers a wide array of soft skills required in the U.S. workplace in the depth required to serve the student. Each course provides focus on specific aspects of workplace soft skills, language structures and communicative strategies to the degree necessary for mastery and implementation. The program will enable English language learners to exercise language and interpersonal skills and cultural awareness to give opinions, suggest solutions, and persuade others, and understand when a colleague is using persuasive language, in workplace conversations both in person and online. English language learners will be able to use clear reasons and the right tone to support an idea, a change, or a solution. These skills will enable them to function in the U.S. workplace in a more productive way, facilitate a workplace project within a team, identify workplace problems and work collaboratively to solve them, adapt plans to unforeseen changes, onboard new employees and discern the reliability of information sources. Students will gain valuable skills that will make them more employable and able to gain better economic mobility with a wider range of vital workforce soft skills. The ability to persuade and negotiate in English, whether for sales, conflict management, or group communication, in the U.S. may take different skills than they are used to in their native countries. Also, the skills to manage conflict in the workplace can widely vary across cultures. Students need targeted instruction on these skills in order to be more successful in any business, whether that is a position in an office, working outdoors, or working online in groups.

New Programs				
Program		Eff Date	Originator	Justification
ESL Workplace Soft Skills Part B	ESL for Work: Workplace Thinking Skills teaches students to analyze what they read, see, and hear in the workplace, and utilize this to make decisions, solve problems, and generate new ideas. Further, they will be able to effectively communicate their ideas to others to fully participate in an English-speaking work environment. ESL for Work: U.S. Employee Rights and Self Advocacy prepares students to read and understand labor laws and their rights and to use methods of self-advocacy within the U.S. culture and workplace. They will understand what employers can and cannot do, know their rights as employees, and know what to do when an employer violates those rights. By completing ESL Workplace Soft Skills Part B, students will be prepared to read and understand labor laws and their rights, use methods of self-advocacy within the U.S. culture and workplace to protect themselves and others from predatory employer behaviors, and to use critical thinking and problem-solving skills at work and in self-advocacy scenarios.	2026 Summer	Carlson, Danielle	Many English language learners are new to the U.S. and unaware of labor laws that protect them as workers in this country. They may also be unaware of how or unprepared to advocate for themselves in our systems and within our workplaces. ESL Workplace Soft Skills Part B prepares English language learners to apply critical thinking and problem-solving principles to their jobs and to self-advocacy in the workplace. Students will learn about federal and state labor laws and worker's rights and how to advocate for themselves both within the business and through government entities when those are violated. They will learn to independently exercise critical thinking skills to solve problems, make decisions, and explain their thinking in English. They will demonstrate values of innovation and creativity, adaptability, growth, independence and initiative in the U.S. workplace, to participate fully and advance in their professions. ESL Workplace Soft Skills Part B will prepare English language learners to read and understand labor laws and their rights, use methods of self-advocacy within the U.S. culture and workplace, and to use critical thinking and problem-solving skills at work and in self-advocacy scenarios. This program supports Vision 2030 by informing English language learners of essential rights and equipping them with skills to advocate for those rights. This course supports Vision 2030 by teaching the English language skills that allow students to fully express a high-level ability to think critically, analyze and solve problems, organize and plan and generate new ideas. They will be able to demonstrate the professionalism, leadership potential and productivity that is valued by U.S. employers, advance professionally. These skills lead to workers who are not only more employable due to learned critical thinking and problem-solving skills, which are highly valued by employers, but also informed workers who can protect themselves and others in the workplace from predatory employer behavior.

Required Courses

		Hours
ESLA 1214	ESL for Work: Workplace Thinking Skills	36 - 54
ESLA 1215	ESL for Work: U.S. Employee Rights and Self Advocacy	36 - 54
Total Hours		72 - 108

New Programs				
Program		Eff Date	Originator	Justification
ESL for Entrepreneurs	ESL for Starting a Business is designed for intermediate high to advanced ESL students who want to become entrepreneurs in the U.S. Students who complete this program will learn vital English skills for starting their own business. ESL for Work: English for Starting a Business will teach students language and cultural skills for U.S. business, such as English for business plan and pitch writing, public speaking, and understanding U.S. business culture. The course will prepare students with foundational language skills for success in creating their own business. The program also includes 12 hours in the Student Success Center, which will give students extra support in business language skills, such as business plan drafting, pitch delivery, and interpreting business forms.	2026 Summer	Carlson, Danielle	Consistently, the most requested course by ESL students at North Orange Continuing Education is entrepreneurship. Our student population is keenly interested in developing their own businesses and desire to learn English skills necessary to achieve these goals. This program has been developed in direct response to student needs and requests. ESL for Starting a Business will teach students language and cultural skills for business, such as English for business plan and pitch writing, public speaking, and understanding U.S. business culture. Many immigrants travel to the U.S., seeing this country as the land of opportunity, wholly unprepared to navigate the business world here. While they may have business skill from their native country, those skills may not necessarily translate successfully to the U.S., especially if they don't have vital English skills for business. This program prepares students for business success by laying foundational language skills to support the pursuit of their dreams. ESL for Starting a Business also supports Vision 2030 by giving ESL students transferrable business skills that can be applied across multiple industries, leading to rapid employment or the beginning of business development. ESL for Starting a Business is intended to pair with a CTE certificate to create an Integrated Basic Education and Skills Training (I-BEST) program at North Orange Continuing Education, adding even more value to this program's offering. Paired with a CTE certificate, students will not only gain vital language skills but also vital business and digital literacy skills. Students will be guided by two instructors, one from ESL and another from CTE. This supports their technical knowledge and language skills, ensuring a wholistic learning program that addresses students' needs both from a technical and linguistic standpoint.

Required Course

		Hours
ESLA 1306	ESL for I-BEST: English for Starting a Business	108 - 162
ESLA 001	ESL Student Support Center	12
Total Hours		120 - 180

New Programs				
Program		Eff Date	Originator	Justification
ESL for Office Assistants	ESL for Office Assistants is designed for intermediate high to advanced ESL students who want to become office assistants in the U.S. This program prepares students with the language and cultural skills necessary to succeed in this entry level position across multiple industries (salons, hotels, law offices, and other businesses). ESL for Work: English for Office Assistants teaches students office assistant skills, such as writing emails and business letters, U.S. office culture and etiquette, how to speak clearly on the phone and understand people over the phone, and U.S. customer service skills. 12 hours in the Student Success Center will allow students to receive continuing support with work skills and their job search, such as interviewing practice and resume drafting.	2026 Summer	Carlson, Danielle	ESL for Office Assistants aims to teach students a variety of skills from enhancing digital literacy through language skills to communicative competence in English as an office assistant. Vision 2030 directs institutions to prepare students for employment, intending to aid students in developing a better economic future. According to the California Employment Development Department (EDD), office assistant positions in Orange County, CA are among the top occupations posted by employers. One of the most vulnerable populations of California residents are immigrants and refugees. ESL students come from a vast variety of countries and cultures. They may arrive unprepared to enter and succeed in the U.S. workforce, uninformed of concepts like our workplace culture, workplace operations, and communication norms. They may also have low digital literacy, which becomes a significant barrier to employment in this digital age, which is a barrier this program addresses by developing students' language skills for digital literacy. Its main goal is preparing immigrants and refugees for employment in the U.S. as office assistants by supplying them with necessary language and cultural skills for success in searching for, attaining, and excelling in a career as an office assistant in multiple industries. The skills this program teaches are not only relevant to office assistants but also transferrable to multiple industries and positions, equipping students with the ability to move up or laterally in their careers. ESL for Office Assistants is intended to pair with a CTE certificate to create an Integrated Basic Education and Skills Training (I-BEST) program at North Orange Continuing Education, adding even more value to this program's offering. Paired with a CTE certificate, students will not only gain vital language skills but also vital office and digital literacy skills. Students will be guided by two instructors, one from ESL and another from CTE. This supports their technical knowledge and language skills, ensuring a wholistic learning program that addresses students' needs both from a technical and linguistic standpoint.

Required Courses

		Hours
ESLA 1302	ESL for I-BEST: English for Office Assistants	108 - 162
ESLA 001	ESL Student Support Center	12
Total Hours		120 - 174

New Programs				
Program		Eff Date	Originator	Justification
ESL for Personal Care Aides	English Skills for Personal Care Aide is designed for intermediate high to advanced ESL students who want to work in the health care industry. This program prepares students with the language and cultural skills necessary to succeed in this entry level position within a care giving agency or working independently. ESL students will gain necessary skills to function successfully in the role of Personal Care Aide, such as; communicating effectively, verbally and electronically through email, with clients and families, medical professionals, social services agencies and employers. Students will also learn how to conduct job searches, complete applications, write professional resumes, and communicate with potential employers. **Required Courses** 			**Hours**
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ESLA 1304	ESL for I-BEST: English for Personal Care Aides	108 - 162
ESLA 001	ESL Student Support Center	12
Total Hours		120 - 174		2026 Summer	Carlson, Danielle	Immigrants and refugees face cultural and linguistic barriers to employment in medical services. Filling a health care role requires accuracy and clarity in communication with health care professionals, clients and their families. Immigrants may arrive unprepared to enter and succeed in the U.S. workforce, uninformed of concepts like our workplace culture, workplace operations, and communication norms. They may also have low digital literacy, which becomes a significant barrier to employment in this digital age. These limitations frequently misalign with a student's technical skill set, or their ability to train for technical skills. This course is designed to teach vital communicative skills that support an English language learner's technical ability in the health care position of Personal Care Aide. This course supports Vision 2030 by teaching underrepresented populations how to prepare and search for placement as a Personal Care Aide and succeed in an English-speaking environment. The U.S. is currently undergoing an expansion of the aging segment of the population, and the need for PCAs who serve these "baby boomers" is escalating. The English language learner and the surrounding North Orange County community will both benefit by filling the growing need for Personal Care Aides. English language learners will become ready to respond to current high employment demands for PCAs and meet the needs of the surrounding community. Additionally, they will be prepared to advance in their professional lives to other opportunities in the health care field. English Skills for Personal Care Aide is intended to pair with a CTE certificate to create an Integrated Basic Education and Skills Training (I-BEST) program at North Orange Continuing Education, adding even more value to this program's offering. Paired with a CTE certificate, students will not only gain vital language skills but also required care giving skills. Students will be guided by two instructors, one from ESL and another from CTE. This supports their technical knowledge and language skills, ensuring a wholistic learning program that addresses students' needs both from a technical and linguistic standpoint. This teaching modality employs contextualized instructional strategies that make acquisition of job skills and language elements such as professional discourse models, accurate grammar and verbal fluency more accessible and efficient than in stand-alone courses.

New Programs				
Program		Eff Date	Originator	Justification
Career Exploration: Essential Employment Skills	The Essential Employment Skills Certificate prepares students for success in today's workforce through a practical, skills-based sequence of noncredit courses. Students gain essential workplace skills while developing professional communication, teamwork, problem-solving, and executive functioning strategies. Hands-on activities, simulations, and portfolio projects support job search readiness and workplace confidence. Topics include financial literacy, customer service, workplace communication, digital tools, and conflict resolution. Students practice navigating real-world employment processes, such as completing job applications, preparing resumes, and participating in mock interviews. Throughout the program, students create a personal employment portfolio showcasing applied skills and career goals. This program meets California CDCP workforce-preparation standards and supports NOCE's mission to provide accessible, equitable education that prepares adult learners for employment, independence, and advancement opportunities.	2026 Fall	Stanojkovic, Alli	The Essential Employment Skills Certificate provides a structured sequence of noncredit workforce-preparation courses designed to: Develop practical, job-ready skills for entry-level employment across industries such as customer service, hospitality, office administration, and property management. Strengthen essential soft skills, executive functioning, and communication strategies that support success in professional environments. Build foundational life-navigation skills, including transportation planning, financial literacy, and community resource use, that improve employability and job retention. This program aligns with California's CDCP standards and supports NOCE's mission to deliver equitable, accessible education that builds student confidence, workplace readiness, and pathways to personal and professional growth.

Core Courses

		Hours
WFPR 257	Career Preparation: Job Readiness & Career Advancement	180
WFPR 400	Career Development: Foundational Communication Skills	180
WFPR 260	Career Preparation: Professional Foundational Skills	180
WFPR 240	Career Exploration: Workplace Technology and Professional Skills	180
WFPR 252	Career Preparation: Customer Service Foundational Skills	180
WFPR 254	Career Preparation: Foundational Conflict Resolution at Work	180
WFPR 258	Career Preparation: Independent Living Foundations	180
WFPR 259	Career Preparation: Independent Living in Practice	180
Total Hours		1440

Workforce Foundations Certificate	The Workforce Foundations Certificate prepares students for employment and independent living through a sequence of practical, skills-based courses. Students build workplace readiness and life-navigation skills while practicing communication, teamwork, problem-solving, and executive functioning. Hands-on labs, simulations, and community-based learning provide opportunities to apply these skills in real-world settings. Topics include customer service, digital literacy, financial planning, conflict resolution, professional social skills, health routines, transportation, and community resource navigation. Students complete a career portfolio with a resume, interview practice artifacts, and applied projects to demonstrate their readiness for work.	2026 Fall	Stanojkovic, Alli	Local labor market data from EDD and BLS show steady demand for entry-level jobs in hospitality, customer service, office support, and property management. Employers also report persistent soft-skills gaps, including communication, reliability, and problem-solving. Barriers such as transportation, financial planning, and resource access often prevent employees from staying in these roles. The Workforce Foundations Certificate addresses these challenges by offering CDCP-eligible courses that are sequenced, hands-on, and immediately applicable to the workplace. Developed in collaboration with regional partners, the program responds to employer feedback and meets the growing need for reliable, entry-level employees in key service sectors. Students gain life-navigation skills, strengthen workplace foundations, and apply what they learn through experiential fieldwork and projects. Courses focus on practical skills such as communication, customer service, financial and digital literacy, transportation planning, health routines, and using community resources. As a noncredit workforce-preparation program, the certificate reflects the faculty's commitment to helping adult learners gain immediately usable skills, remove barriers to employment, and create stackable pathways into jobs and further training. These goals guide the program's design and ensure it evolves to meet changing workforce needs.

Core Courses

		Hours
WFPR 245	Career Exploration: Survey to Career Fields	90 - 180
WFPR 240	Career Exploration: Workplace Technology and Professional Skills	90 - 180
WFPR 250	Career Preparation: Career Planning	90 - 180
WFPR 400	Career Development: Foundational Communication Skills	90 - 180
WFPR 241	Career Exploration: Technology Skills and Work Readiness	90 - 180
WFPR 251	Career Preparation: Life & Career Management Skills	90 - 180
WFPR 410	Career Development: Self-Advocacy Fundamentals	90 - 180
WFPR 252	Career Preparation: Customer Service Foundational Skills	90 - 180
WFPR 253	Career Preparation: Customer Service Applied Practice	90 - 180
WFPR 254	Career Preparation: Foundational Conflict Resolution at Work	90 - 180
WFPR 415	Career Development: Professional Relationships	90 - 180
WFPR 258	Career Preparation: Independent Living Foundations	90 - 180
WFPR 255	Career Preparation: Conflict Resolution & Collaboration	90 - 180
WFPR 401	Career Development: Professional Communication	90 - 180
WFPR 259	Career Preparation: Independent Living in Practice	90 - 180
WFPR 257	Career Preparation: Job Readiness & Career Advancement	90 - 180

Elective Courses

		Hours
WFPR 246	Career Exploration: Hospitality, Apartment & Carpet Care Basics	90 - 180
	or	

New Programs					
Program			Eff Date	Originator	Justification
	WFPR 244	Career Exploration: Orientation to College	90 - 180		
	Total Hours		1530 - 3060		

Modified Programs/Certificates					
Program			Eff Date	Originator	Justification
High School Diploma Program	The North Orange Continuing Education (NOCE) High School Diploma Program (HSDP) provides students opportunities to develop proficiency in English Language Arts, Mathematics, Science, and Social Science. Upon completion of the HSDP, students are prepared to successfully transition to advanced educational opportunities such as trade schools and institutions of higher education. Earning a NOCE High School Diploma equips students to achieve personal, family, and career goals and serve their communities. Total All Required Core High School Credits...........................110 Total All Electives High School Credits....................................... 50 **Total All Core and Elective High School Credits....................160** **(Please disregard "Hours" heading, High School Diploma Program is awarded in Credits)**		2025 Fall	Stackhouse, Daniel	Updates needed to reflect the current program offerings.

Required Core Courses (110 Credits)

		Hours

English - Core Courses
(Minimum Required Credits: 30)

		Hours
IHSS 100	High School English 1	1 - 10
IHSS 101	High School English 2	1 - 10
IHSS 102	High School English 3	1 - 10
IHSS 105	High School Writing Skills	1 - 10

Arts/Language/Career - Core Courses
(Minimum Required Credits: 10)

		Hours
IHSS 113	High School Mass Media	1 - 5
IHSS 173	High School Novels	1 - 10
IHSS 174	High School Literature	1 - 10
IHSS 181	High School Short Stories	1 - 5
IHSS 992	High School Art History - Artists and their Work	1 - 5
IHSS 993	High School Elements and Principles of Design.	1 - 5

Mathematics - Core Courses
(Minimum Required Credits: 20)

		Hours

Algebra I (Minimum Required Credits: 10)

IHSS 118	High School Algebra 1	1 - 10

Math (Minimum Required Credits: 10)

IHSS 116	High School General Math	1 - 10
IHSS 119	High School Geometry	1 - 10

Natural Science - Core Courses
(Minimum Required Credits: 20)

		Hours

Biological Sciences (Minimum Required Credits: 10)

IHSS 415	High School Biology A: Molecules to Organisms	2.5
IHSS 416	High School Biology B: Interaction, Energy, and Dynamics	2.5
IHSS 417	High School Biology C: Heredity and Inheritance	2.5
IHSS 418	High School Biology D: Unity and Diversity	2.5

Physical Sciences (Minimum Required Credits: 10)

IHSS 121	High School Earth Science	1 - 5
IHSS 122	High School Physical Science	1 - 5

Modified Programs/Certificates					
Program			Eff Date	Originator	Justification
	Social and Behavioral Sciences - Core Courses *(Minimum Required Credits: 30)*				
		Hours			
	Economics (min 5 Credits)				
	IHSS 305	High School Economics A	2.5		
	IHSS 306	High School Economics B	2.5		
	U.S. Government (min 5 Credits)				
	IHSS 310	High School US Government A	2.5		
	IHSS 311	High School US Government B	2.5		
	U.S. History (min 10 Credits)				
	IHSS 315	High School US History A	2.5		
	IHSS 316	High School US History B	2.5		
	IHSS 317	High School US History C	2.5		
	IHSS 318	High School US History D	2.5		
	World History (min 10 Credits)				
	IHSS 109	High School World History	1 - 10		
	Elective Courses (50 Credits)				
		Hours			
	English - Electives				
		Hours			
	IHSS 100	High School English 1	1 - 10		
	IHSS 101	High School English 2	1 - 10		
	IHSS 102	High School English 3	1 - 10		
	IHSS 105	High School Writing Skills	1 - 10		
	IHSS 163	High School Composition	1 - 10		
	IHSS 170	High School Grammar	1 - 10		
	IHSS 183	High School Vocabulary	1 - 10		
	Arts/Language/Career - Electives				
		Hours			
	IHSS 113	High School Mass Media	1 - 5		
	IHSS 173	High School Novels	1 - 10		
	IHSS 174	High School Literature	1 - 10		
	IHSS 181	High School Short Stories	1 - 5		
	IHSS 992	High School Art History - Artists and their Work	1 - 5		
	IHSS 993	High School Elements and Principles of Design.	1 - 5		
	Mathematics - Electives				
		Hours			
	IHSS 116	High School General Math	1 - 10		
	IHSS 119	High School Geometry	1 - 10		
	Natural Science - Electives				
		Hours			
	IHSS 153	High School General Science	1 - 10		
	IHSS 345	High School Health A: Human Development	2.5		
	IHSS 346	High School Health B: Sexual Health and Behavior	2.5		
	IHSS 347	High School Health C: Communication	2.5		
	IHSS 348	High School Health D: Physical, Mental, and Emotional Health	2.5		
	Social and Behavioral Sciences - Electives				
		Hours			
	IHSS 110	High School World Geography	1 - 10		
	IHSS 660	High School Psychology	1 - 5		
	Other - Electives				
		Hours			
	ABED 110	College Prep - Basic Math	5		
	ABED 115	College Prep Pre-Algebra	5		

Modified Programs/Certificates						
Program				Eff Date	Originator	Justification
	ABED 116	College Prep Elementary Algebra	5			
	ABED 117	College Prep Pre and Elementary Algebra (Accelerated)	5			
	ABED 150	College Prep English Reading and Writing	5			
	IHSS 154	High School Basic Financial Literacy	1 - 5			
	IHSS 300	Transitioning to College	1			
	IHSS 994	High School Academic Success	1 - 10			
	BUSA 100	Accounting Fundamentals for Bookkeepers	2.5			
	OTEC 091	Computer Basics	0.83			
	OTEC 092	Software Essentials	0.83			
	OTEC 105	Microsoft Outlook Fundamentals	0.83			
	CIST 100	Information Technology (IT) Technical Support Fundamentals	3.75			
	COMP 685	Computer Keyboarding, Beginning	2.5			
	ELET 178	OSHA Standards for Construction	2.22			
	ENTR 100	Entrepreneurship, Introduction	3.75			
	ENTR 105	Marketing, Introduction	3.13			
	ENTR 115	Business Law Essentials	3.13			
	HRMA 100	Human Resources, Introduction	5			
	HRMA 105	Employee Relations	5			
	BMGR 412	Management Skills I	1.25			
	BMGR 415	Written Communication-Business	1.25			
	BMGR 417	Effective Business Presentations	1.25			
	BMGR 423	Introduction to Employment Law	1.25			
	BMGR 431	Finance for the Non-Financial Manager	1.25			
	ESLA 1200	ESL for Work: Job Searches and Resume Writing	2.5			
	ESLA 1204	ESL for Work: U.S. Workplace Culture and Etiquette	2.5			
	Total of 50 credits combined from electives courses in either English, Humanities, Mathematic, Natural Sciences, Social and Behavioral Sciences and/or Other Electives.					
	Total Hours		160			
GED/HiSET Test Preparation	This program is designed to prepare the adult student to obtain a passing score on the official General Education Development (GED/HiSET) test. Upon successful completion of this program, the student will be prepared in all five areas of the GED/HiSET competency requirement. Acquisition of a GED/HiSET certificate will lead to improved employability and the skills mastered will apply to entry-level college preparation			2026 Fall	Carey, Jennifer	This is a revision updating the hours of the GED courses to 72 and including an additional elective (ABED 102) to the program.

Required Courses

		Hours
ABED 405	GED/HiSET: Mathematics	72
ABED 406	GED/HiSET: Reading	72
ABED 407	GED/HiSET: Science	72
ABED 408	GED/HiSET: Social Studies	72
ABED 409	GED/HiSET: Language Arts and Writing	72

Elective Courses

		Hours
ABED 102	Supervised Tutoring	36
ABED 105	NOCE Learning Center	36
ABED 106	Literacy and Basic Skills Beginning	36
ABED 107	Literacy & Basic Skills Intermediate	36
Total Hours		396