



**North Orange Continuing Education
Curriculum Committee Meeting
Official Minutes
September 9, 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. The meeting was called to order by the Curriculum Chair Jennifer Oo, at 3:33 p.m.
- II. Roll Call: Carolina Hernandez, Dr. Karen Bautista, Dr. Carlos Diaz, Megan Ly, Shelia Moore-Farmer, Jennifer Oo, Dr. Megan Reeves, Corrina Lopez, Dr. Erin Sherard and Dr. Martha Turner.
- III. Guest Present: Doreen Doherty, Danielle Carlson, Marcela Valle, Alli Stanojkovic and David Soto.
- IV. Approval of the Agenda: It was moved by Corrina Lopez to approve the agenda and seconded by Megan Reeves. The motion passed unanimously.
- V. Approval of May 22, 2025, Minutes: It was moved by Erin Sherard and seconded by Karen Bautista to approve the minutes for the meeting of May 22, 2025. The motion passed unanimously.
- VI. Announcements or Public Comments (2-minute max): No public comments.
- VII. Report of the Curriculum Chair: Jennifer Oo introduced Carolina Hernandez as the Interim Curriculum Specialist for NOCE. She also reported a delay in the implementation of the new CourseDog software, noting that the transition is pending further direction from the new Vice Chancellor of Educational Services and Institutional Effectiveness, Dr. Jennifer Vega La Serna, who recently assumed the role.
- VIII. New Business
 - a. New Course, Action - Jennifer Oo (see attached)
 - b. Revised Course, Action – Jennifer Oo (see attached)
 - c. Program Review, First Read (15 minutes) – Jennifer Oo
 - d. Curriculum Committee ByLaws, First Read (15 minutes) – Jennifer Oo

It is the intention of North Orange Continuing Education to comply with the Americans with Disabilities Acts (ADA) in all respects. If, as an attendee or a participant at this meeting, you will need special assistance, North Orange Continuing Education will attempt to accommodate you in every reasonable manner. Please contact Jennifer Oo, Curriculum Committee Chair, at joo@noce.edu at least 48 hours prior to the meeting to inform us of your particular needs so that accommodations may be made.

IX. Adjournment: The committee adjourned at 4:52 p.m.

New Courses							
Course ID	Title	Hours	Course Description	TOP Code CB 03 SAM Code CB 09	Eff Date	Originator	Justification
DSSS 311	WISE: WISE Fundamentals	270	This class is designed to teach adults with developmental and intellectual disabilities how to safely engage in their community in order to live more independently. It is a part of our WISE program.	4930.31 Living Skills, Handicapped E-Non-Occupational	2026 Fall	Megan Reeves	This course is designed to help restructure the WISE curriculum and be better reflective of the curriculum and content that is covered in the WISE program.
ESLA 1208	ESL for Work: Communicating with Clients and Customers	108-162	Intermediate to advanced ESL students taking this course will gain necessary skills to communicate with customers and clients in the U.S. Students will learn how to build connections, research, and communicate about products and services; respond to inquiries; and resolve conflicts and complaints in various customer service situations.	4931.00 Vocational ESL D-Possibly Occupational	2026 Summer	Danielle Carlson	Developing communication skills needed to succeed in customer-facing jobs can be difficult for English language learners, who face additional cultural and linguistic barriers. Immigrant and refugee students need support in learning how to build confidence, improving job readiness, and expanding access to better employment opportunities. This course supports Vision 2030 by teaching underrepresented populations essential communication skills to increase equitable access to employment in the U.S.
ESLA 1209	ESL for Work: Communicating with Coworkers and Managers	108-162	Intermediate to advanced ESL students taking this course will gain necessary skills for communicating with coworkers and managers. Students will learn about U.S. workplace communication styles and expectations. They will learn workplace skills, such as changing formality, making requests, giving directions, communicating with technology at work, and navigating uncomfortable situations.	4930.12 Job Seeking/Changing Skills D-Possibly Occupational	2026 Summer	Danielle Carlson	This course serves English learners seeking employment, or to improve their workplace skills, by increasing their employability and ability to earn a living wage. Communication is a key skill in any workplace, and this course will aid students in successfully navigating internal workplace communication both laterally and upward. The goal is to support student needs and Vision 2030 by promoting cultural awareness and introducing U.S. workplace communication skills.
ESLA 1210	ESL for Work: Group Communication in a Diverse Workplace	108-162	Intermediate to advanced ESL students will practice effective group communication in U.S. workplaces. Students will participate in meetings, contribute ideas during team tasks, and clarify information. They will do this while applying strategies for clear, inclusive, respectful interaction aimed at navigating cultural differences to succeed in diverse, multicultural professional environments.	4930.12 Job Seeking/Changing Skills D-Possibly Occupational	2026 Summer	Danielle Carlson	Navigating workplace communication is challenging, especially for English language learners who must adapt to US norms for teamwork and collaboration. Immigrant and refugee students need support participating in meetings, contributing ideas, and communicating effectively in group tasks. This course supports Vision 2030 by helping underrepresented communities gain employment and succeed in team-based work environments
ESLA 1211	ESL for Work: Workplace Public Speaking	108-162	Intermediate to advanced ESL students taking this course will develop public speaking skills necessary for working	4931.00 Vocational ESL	2026 Summer	Danielle Carlson	Effective verbal communication is vital in the workplace. Immigrant and refugee ESL students face

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			in the USA. Students will learn 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.	D-Possibly Occupational			challenges in participating in meetings, giving presentations, and engaging with clients due to linguistic and cultural barriers. This course supports Vision 2030 by equipping underrepresented populations with public speaking skills to succeed in English-speaking jobs and workplaces.
ESLA 1212	ESL for Work: Workplace Conflict Management	108-162	Intermediate to Advanced ESL students who complete this course will improve their language skills to manage workplace situations such as solving problems, resolving conflicts, getting along with coworkers, working with a team, and exercising leadership skills. Language skills and “soft” skills practice is based on authentic workplace situations	4931.00 Vocational ESL D-Possibly Occupational	2026 Summer	Danielle Carlson	English language learners are underutilized in the American workforce because linguistic limitations and culture distort their abilities. This limits their participation in the U.S. workplace and advancement in professional growth. This course supports Vision 2030 by teaching English language skills that enable ESL students to communicate emotional intelligence and conflict resolution skills and to demonstrate the professionalism, leadership potential and productivity valued by U.S. employers.
ESLA 1213	ESL for Work: Negotiation and Persuasion	108-162	Intermediate to advanced students taking this course will learn important persuasion and negotiation skills for the workplace. Students will learn skills like negotiating higher salaries, finding compromises in negotiation, negotiating disagreements, persuading others to agree with ideas, making sales through persuasion, and speaking English with confidence when negotiating or persuading.	4931.00 Vocational ESL D-Possibly Occupational	2026 Summer	Danielle Carlson	The ability to negotiate, persuade and advocate is increasingly essential in many employment sectors. This course addresses a critical skill gap among intermediate and advanced ESL learners by providing targeted instruction in professional communication which is a key skill identified in major workforce frameworks. It also supports college readiness by strengthening argumentation, rhetorical control, and critical thinking in English.
ESLA 1214	ESL for Work: Workplace Thinking Skills	108-162	Intermediate to Advanced ESL students taking this course will 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.	4931.00 Vocational ESL D-Possibly Occupational	2026 Summer	Danielle Carlson	English language learners are underutilized in the US workforce because linguistic limitations and culture limit their professional growth. This course supports Vision 2030 by teaching the English language skills that allow students to express a high-level ability to think critically, analyze and solve problems, and organize, plan and generate new ideas. They will be able to demonstrate professionalism, leadership potential and productivity that is valued by U.S. employers.
ESLA 1215	ESL for Work: U.S. Employee Rights and Self Advocacy	108-162	Intermediate to advanced students taking this course will learn how to use English to advocate for themselves and their rights in the U.S. workplace.	4931.00 Vocational ESL D-Possibly Occupational	2026 Summer	Danielle Carlson	English language learners are a vulnerable population in the United States, and we have the duty to our students to make sure they are not

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			Students will learn about labor laws and self-advocacy skills such as reading and understanding their rights, recognizing unfair conditions, and acting when workers' rights are violated.				only aware of their rights but also know how to advocate for themselves when they enter the U.S. workforce. The information in this course is not intuitively known to immigrants and refugees and is essential to informing and empowering students to advocate for themselves and others in the U.S. workplace.

New Courses							
Course ID	Title	Hours	Course Description	TOP Code CB 03 SAM Code CB 09	Eff Date	Originator	Justification
ESLA 1302	ESL for I-BEST: English for Office Assistants	324-486	Intermediate high to advanced ESL students will learn important language skills for office assistants. Students will learn about U.S. workplace expectations, culture, and etiquette. Students will also learn office assistant language skills such as writing emails and business letters, customer service, using English with artificial intelligence, and telephone communication strategies.	4931.00 Vocational ESL D-Possibly Occupational	2026 Summer	Danielle Carlson	Office assistant positions are widely available in Orange County and across the state, which means many English language learners may become or are already employed in these or similar positions. This course supports Vision 2030 by providing students with valuable skills that are transferable across multiple industries, allowing students to be culturally and linguistically prepared for office jobs and other careers.
ESLA 1304	ESL for I-BEST: English for Personal Care Aides	324-486	Intermediate high to advanced ESL students will gain necessary skills to communicate effectively with clients and families, medical professionals, social services agencies and employers while employed as a Personal Care Aide. Students will also learn how to conduct job searches, complete applications, write professional resumes, and communicate with potential employers.	4931.00 Vocational ESL D-Possibly Occupational	2026 Summer	Danielle Carlson	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. 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.
ESLA 1306	ESL for I-BEST: English for Starting a Business	324-486	Intermediate to advanced ESL students taking this course will develop the English skills needed to start and grow a business. They will learn how to understand U.S. business culture and skills such as reading market data, writing a business plan, using persuasive English in business, giving business presentations, writing advertising.	4931.00 Vocational ESL D-Possibly Occupational	2026 Summer	Danielle Carlson	English as a second language (ESL) for entrepreneurs is the most requested ESL course at our institution. Many English language learners move to the U.S. and want to start their own businesses. This course guides them in the basic tenets of being a business owner in the U.S., which supports Vision 2030 by helping students gain greater economic mobility and agency.

ESLA 816	ESL for Computers and Technology, Beginning	72-126	This course introduces ESL students to English vocabulary for basic computer use and internet safety. Students will improve beginning English reading, writing, listening, and speaking skills while performing simple digital tasks and creating documents using word processing programs and learning management systems.	4930.87 English as a Second Language – Integrated E-Non-Occupational	2026 Summer	Corinna Lopez	The ESL department currently offers ESLA 801. However, the existing course is dated and lacks an emphasis on language skills. This new course emphasizes language skills for using technology and expanded digital tasks appropriate for the beginning level relevant to current digital proficiency needed in higher education and the workplace.
ESLA 817	ESL for Computers and Technology, Intermediate to Advanced	72-126	course helps intermediate-advanced ESL students improve English reading, writing, listening, and speaking skills using computers and digital tools. Through real-life tasks like writing emails, researching topics, and participating in online discussions, students develop language for academic, workplace, and community online and digital communication.	4930.87 English as a Second Language – Integrated E-Non-Occupational	2026 Summer	Corinna Lopez	The ESL department currently offers ESLA 815. However, the existing course is dated and lacks an emphasis on language skills. This new course emphasizes language skills for using technology and expanded digital tasks appropriate for the intermediate to advanced level relevant to current digital proficiency needed in higher education and the workplace.

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Course ID	Title	Hours	Course Description	TOP Code CB 03 SAM Code CB 09	Eff Date	Originator	Justification
PARN 355	Navigating Loss: Supporting Families Through Grief and Change	72	This course looks at ways in which grief and loss can appear in the lives of parents and children. We will provide strategies on how to support ourselves and those we care for as we navigate common changes and challenges that occur throughout parenthood.	1305.60 Parenting and Family Education D- Possibly Occupational	2026 Spring	Jamie De La Mora	This course is a part of the Building Trauma Informed Communities/Communal Parenting track. This course brings awareness on grief in our lives and teaches parents and caregivers tools for coping with change and loss.
WFPR 400	Career Development: Foundational Communication Skills	180	A course designed to assist students in learning foundational communication skills with an emphasis on employment. This course will focus on professional communication that will assist students in gaining and retaining employment. It will explore verbal, nonverbal, written, and visual communication.	4930.12 Job Seeking/Changing Skills D- Possibly Occupational	2026 Fall	Megan Reeves	This course expands our offerings in line with CDCP objectives, offering a pathway to vocational training and preparation for employment. It equips students with foundational communication skills needed, bridging academic learning with real-world applications. This enhances our curriculum, responding to industry demand and serving as a steppingstone for students.
WFPR 401	Career Development: Professional Communication	180	This course is designed to equip students with the communication skills needed to successfully navigate the workplace, including appropriate interactions and relationships. This course will also explore potential workplace conflicts, and the conflict management and resolution skills needed to successfully navigate those potential conflicts.	4930.12 Job Seeking/Changing Skills D- Possibly Occupational	2026 Fall	Megan Reeves	This course expands our offerings in line with CDCP objectives, offering a pathway to vocational training and preparation for employment. It equips students with the knowledge of the communication skills needed to obtain and maintain employment, bridging academic learning with real-world applications. This enhances our curriculum, responding to industry demand and

							serving as a steppingstone for students.
WFPR 405	Career Development: Foundational Social Skills	180	This course is designed to help students with disabilities develop vital social and communication skills. Through interactive activities and role-playing, students build confidence, self-advocacy, and practical relationship skills essential for success in college and the workplace.	4930.12 Job Seeking/Changing Skills D- Possibly Occupational	2026 Fall	Megan Reeves	This course expands our offerings in line with CDCP objectives, offering a pathway to vocational training and preparation for employment. It equips students with foundational social skills needed, bridging academic learning with real-world applications. This enhances our curriculum, responding to industry demand and serving as a steppingstone for students.
WFPR 406	Career Development: Professional Social Skills	180	This course helps students with disabilities improve their social and communication skills for college and work. Students will practice staying calm, solving problems, using polite online behavior, and speaking up for themselves. Through fun activities and group work, they will build confidence, independence, and teamwork in real-life situations.	4930.12 Job Seeking/Changing Skills D- Possibly Occupational	2026 Fall	Megan Reeves	This course expands our offerings in line with CDCP objectives, offering a pathway to vocational training and preparation for employment. It equips students with the professional social skills needed, bridging academic learning with real-world applications. This enhances our curriculum, responding to industry demand and serving as a steppingstone for students.

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Course ID	Title	Hours	Course Description	TOP Code CB 03 SAM Code CB 09	Eff Date	Originator	Justification
WFPR 410	Career Development: Self-Advocacy Fundamentals	180	This course teaches students with disabilities how to speak up for themselves in school, work, and daily life. Through role-playing, discussions, and goal setting, students build confidence, learn about their rights, and practice asking for help, communicating clearly, and making informed decisions to support their success.	4930.12 Job Seeking/Changing Skills D- Possibly Occupational	2026 Fall	Megan Reeves	This course expands our offerings in line with CDCP objectives, offering a pathway to vocational training and preparation for employment. It equips students with foundational self-advocacy skills needed, bridging academic learning with real-world applications. This enhances our curriculum, responding to industry demand and serving as a steppingstone for students.
WFPR 411	Career Development: Self-Advocacy Implementation	180	This course helps students with disabilities apply self-advocacy skills in real-life situations. Students practice speaking up in job interviews, college settings, and the community. Through role-playing, goal setting, and teamwork, they build confidence, independence, and the ability to request support, solve problems, and navigate new challenges.	4930.12 Job Seeking/Changing Skills D- Possibly Occupational	2026 Fall	Megan Reeves	This course expands our offerings in line with CDCP objectives, offering a pathway to vocational training and preparation for employment. It equips students with the knowledge and skills needed to implement their self-advocacy skills, bridging academic learning with real-world applications. This enhances our curriculum, responding to industry demand and

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WFPR 415	Career Development: Professional Relationships	180	This course supports students in building healthy relationship skills through self-awareness, communication, and real-world practice. Students explore boundaries, consent, Title IX rights, emotional regulation, and workplace scenarios. Emphasis is placed on self-advocacy, respectful behavior, and navigating both digital and in-person interactions safely and confidently.	4930.12 Job Seeking/Changing Skills D- Possibly Occupational	2026 Fall	Megan Reeves	This course expands our offerings in line with CDCP objectives, offering a pathway to vocational training and preparation for employment. It equips students with foundational knowledge of Title IX and appropriate workplace relationships, bridging academic learning with real-world applications. This enhances our curriculum, responding to industry demand and serving as a steppingstone for students.
WFPR 416	Career Development: Professional Boundaries	180	This course supports students in enhancing advanced workplace communication, relationship skills, and professional conduct. Topics include emotional intelligence, conflict resolution, teamwork, assertiveness, handling feedback, and workplace advocacy. Activities emphasize practical application, emotional regulation, and inclusive, respectful interactions in diverse professional settings.	4930.12 Job Seeking/Changing Skills D- Possibly Occupational	2026 Fall	Megan Reeves	This course expands our offerings in line with CDCP objectives, offering a pathway to vocational training and preparation for employment. It equips students with foundational knowledge of Title IX and appropriate professional boundaries, bridging academic learning with real-world applications. This enhances our curriculum, responding to industry demand and serving as a steppingstone for students.

It was moved by Carlos Diaz and seconded by Megan Reeves to approve DSSS 311. The motion passed unanimously.

It was moved by Erin Sherard and seconded by Corrina Lopez to discuss the ESLA courses. After discussion, a vote was taken for the approval of the courses. The motion passed unanimously.

It was moved by Megan Reeves and seconded by Alli Stanojkovic for discussion. After discussion, a vote was taken for the approval of PARN 355 with the condition of modifying the effective date to Summer 2026. The motion passed unanimously.

It was moved by Carlos Diaz and seconded by Corrina Lopez to discuss the WFPR courses. After discussion, a vote was taken for approval with the condition of revising the course description of WFPR 405 and WFPR 406. The motion passed unanimously.

Revised Courses							
Course ID	Title	Hours	Course Description	TOP Code CB 03 SAM Code CB 09	Eff Date	Originator	Justification
ESLA 1200	ESL for Work: Job Searches and Resume Writing	108-162	Intermediate to advanced ESL students taking this course will gain necessary skills to search and prepare for English-speaking employment in the USA. Students will learn how to determine a career path, conduct job searches, complete applications, write a professional resume, and communicate with potential employers.	4931.00 Vocational ESL D-Possibly Occupational	2026 Summer	Danielle Carlson	The course needs edits to the advisory, objectives, and content.

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Course ID	Title	Hours	Course Description	TOP Code CB 03 SAM Code CB 09	Eff Date	Originator	Justification
ESLA 1202	ESL for Work: Interview Preparation	108-162	Intermediate to advanced ESL students taking this course will learn about and practice interviewing for U.S. jobs. Students will learn how to prepare for the interview, question-answering strategies, strategies for speaking a second language when nervous, U.S. interview culture and etiquette, and how to impress U.S. employers in an interview.	4931.00 Vocational ESL D-Possibly Occupational	2026 Summer	Danielle Carlson	The course needs edits to the advisory, objectives, and content.
ESLA 1204	ESL for Work: U.S. Workplace Culture and Etiquette	108-162	Intermediate to advanced ESL students taking this course will be introduced to workplace etiquette and professional behavior in USA workplace culture. Students will learn about expected behaviors, fixing misunderstandings, better understand the behavior of their coworkers, work life balance in the U.S., cultural trends in the U.S. workplace, and more.	4931.00 Vocational ESL D-Possibly Occupational	2026 Summer	Danielle Carlson	The course needs edits to the advisory, objectives, and content.
ESLA 1205	ESL for Work: U.S. Workplace Operations and Financial Literacy	108-162	This course will teach intermediate to advanced students about U.S. workplace operations and employment financial literacy. Students will learn about topics such as employment contracts, completing the onboarding process, employee rights, predatory employers, interpreting paystubs, and retirement planning. Students will be prepared to enter employment as confident and informed employees.	4931.00 Vocational ESL D-Possibly Occupational	2026 Summer	Danielle Carlson	The course needs edits to the advisory, objectives, and content.
PARN 260	Developmental Movement (Ages 1 - 2)	72-144	Parents and children are introduced to developmental movement and music for one- and two-year-olds. Emphasis is on identifying milestone-appropriate large motor skills, coordinated body movements and introductory behaviors associated with demonstrations of self-esteem for this age range.	1305.60 Parenting and Family Education D- Possibly Occupational	2026 Spring	Erin Sherard	Increasing course hours and making course hybrid to include asynchronous hours for students to collaborate and participate in lecture/course content without simultaneously managing children.
PARN 262	Developmental Movement (Ages 3 - 5)	72-144	Parents and children are introduced to developmental movement, and music for three- to four-and-a-half-year-olds. Emphasis is on continued tracking of milestone-appropriate large motor skills, coordinated body movements and psychological behaviors associated with demonstrations of self-esteem for this age range.	1305.60 Parenting and Family Education D- Possibly Occupational	2026 Spring	Erin Sherard	Increasing course hours and making course hybrid to include asynchronous hours for students to collaborate and participate in lecture/course content without simultaneously managing children.

Revised Courses							
Course ID	Title	Hours	Course Description	TOP Code CB 03 SAM Code CB 09	Eff Date	Originator	Justification
<p>It was moved by Megan Reeves and seconded by Carrina Lopez for discussion. After discussion, a vote was taken for the approval of the ESLA Revised courses with the modifications of hours. The motion passed unanimously.</p> <p>After discussion, a vote was taken for the revised PARN 260 and PARN 262 courses with the modifications of hours and effective date of Summer 2026. The motion passed unanimously.</p>							