

9) Short-term Vocational*

Programs are designed for high employment potential that lead to a career-technical objective, or a certificate or award directly related to employment. Short-term vocational programs should be designed to: improve employability; provide job placement opportunities; or prepare students for college-level coursework or transfer to a four-year degree program. They shall also be mission appropriate (Ed. Code § 66010.4(a)(1)), meet a documented labor market demand, ensure there is no unnecessary duplication of other employment training programs in the region, demonstrate effectiveness as measured by the employment and completion success of students, and be reviewed in the institution's program review process every two years (Ed. Code, §§ 78015, 78016, and 84757(a)(6)).

10) Workforce Preparation*

Courses provide instruction for speaking, listening, reading, writing, mathematics, decision-making and problem-solving skills that are necessary to participate in job-specific technical training (Cal. Code Regs., tit. 5, § 55151).

In addition to the ten eligible areas, title 5, sections 58168-58172 authorize community colleges to claim apportionment for supervised tutoring and learning assistance under noncredit. Apportionment for supplemental learning assistance may be claimed for credit supplemental courses in support of primary/parent credit courses, or for noncredit supplemental courses (in any of the ten noncredit eligible areas outlined in Ed. Code, § 84757) in support of primary/parent noncredit courses. Only in limited circumstances, such as ESL and basic skills, may colleges offer noncredit supplemental learning assistance courses in support of credit courses. Also, in occupational areas, colleges may establish supplemental noncredit short-term vocational courses in support of credit occupational courses.

l) CDCP

For non-credit course proposals, faculty will select whether the course can be designated as CDCP (see Non-credit Category above)

m) Course Modifications

For modified course proposals, faculty will check the box of all modifications or updates to the COR.

n) No-Unit Value Lab Addendum

Faculty will complete a no unit value lab addendum, which details the activities and measurable objectives included in the no unit value lab.

o) Distance Education

The most important element of the DE section of your proposal is the element that specifies course interaction. ACCJC requires that we demonstrate that each online course will have the same level of interaction as a traditional in-class lecture course. If this course has more than one Contact Type, each Contact Type must be added individually. If the Curriculum Committee approved this course for DE at a previous date, all you need to enter here is "previously approved." You do not need to re-enter the data at this time.

p) Proposal General Ed