



2019-2020
Annual Department Review

Dual and Concurrent Enrollment Programs
(Credits for College and Early College High School (ECHS))

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Dual and Concurrent Enrollment Programs

Section 1: Department Planning

Internal Analysis

In 2018-19, Coastline offered 8 sections of concurrent and dual enrollment at three K-12 Districts. These programs allowed local high school students to earn college credit for either zero cost or very low cost. For 2019-20, the programs will grow. In total, Coastline will offer 16 sections.

Review of 2018-19:

Concurrent Enrollment

1. Coastline offered eight classes on the high school campuses of Newport-Mesa Unified School District and Santa Ana Unified School District.
 - a. The NMUSD schools are Corona del Mar, Costa Mesa, Estancia, and Newport-Harbor.
 - i. This program at NMUSD is called Credits for College.
 - b. The sole school from SAUSD is Santa Ana High School.
2. Coastline courses are in the afternoon or evening on the respective campuses.
3. Even though courses are at the high school, they are open to any college student.
4. In addition to earning CSU/UC- transferable credits, students also earn:
 - a. The Seal of Excellence awarded by NMUSD via Credits for College
 - i. Historically, the courses address instruction in Visual/Performing Arts, Social Sciences, and Business.
 - b. CTE Pathways credits awarded by SAUSD
5. Planning of 2018-19 concurrent enrollment:
 - a. Credits for College was under the Dean of Instruction at the Westminster Le-Jao Center.
 - b. SAUSD classes were under the Dean of Instruction at the Garden Grove Center.
6. Prior to Spring 2019, a new position of Concurrent & Dual Enrollment Project Director was created. This Project Director moving forward will be responsible for the planning and operations of Concurrent and Dual Enrollment programs, with the final authority provided by the Deans of Instruction.

Dual Enrollment

1. Coastline offered two classes at La Quinta High School of GGUSD.
 - a. Both are in the bell schedule at LQHS and are protected, i.e., open only to students from La Quinta HS.
 - b. Students earn credits to fulfill GGUSD graduation requirements and earn Cybersecurity pathway credits, in addition to earning transferable credits to CSU.
 - i. The courses address instruction in Computer Services Technology.
2. Planning of 2018-19 dual enrollment was conducted by the Dean and Associate Dean of Instruction at the Garden Grove Center.
 - b. As mentioned previously, the new Concurrent & Dual Enrollment Project Director will be responsible for planning this program, with the final authority provided by the Deans of Instruction.

The table below displays course offerings from 2018-19.

CAMPUS	FALL COURSE	ENROLLMENTS & SUCCESS RATES	SPRING COURSE	ENROLLMENTS & SUCCESS RATES
Corona del Mar	BUS C112	24 / 96%	MUS C139	28 / 79%
Costa Mesa	PSYC C116	9 / 77%	PHIL C100	Cancelled
Estancia	MUS C139	Cancelled	SOC C100	Cancelled
La Quinta	CST 128	14 / 100%	CST 230	14 / 100%
Newport Harbor	MUS C100	Cancelled	PSYC C116	14 / 100%
Santa Ana	CST C117	37 / 43%	CST C116	10 / 60%

Survey Results

A survey has not been created to students participating in Concurrent or Dual Enrollment Programs. However, one will be created and distributed for Fall 2019.

Service Area Outcome(s)

SAO Table

SAO	Measures/Targets
<p>Build awareness of best practices among high school counselors through ongoing curriculum dialog, recruitment, enrollment, and retention strategies.</p>	<p>Each semester a target is set to enroll a minimum of 15 students in each of the Credit for College courses. When this enrollment number is achieved, it is usually due to the counselor understanding student interest on his/her particular campus.</p> <p>Furthermore, minimum enrollment being reached highlights the counselor and the campus committing strong recruitment and enrollment support for the program.</p> <p>Counselors are invited to request any course offered in the Coastline catalog; discipline deans and department chairs can (and do) provide direction in selecting the best course for high school students.</p>
<p>Build awareness of and increase engagement with support services for students taking classes in the program</p>	<p>80% of students surveyed will report gaining access to Coastline support services.</p> <p>80% of students surveyed will report having a satisfactory experience when engaging Coastline support services.</p>

Progress on Initiative(s)

Table 1. Progress on Forward Strategy Initiatives

Initiative(s)	Status	Progress Status Description	Outcome(s)
Credits for College: Increase course enrollment and successful completion of course offerings	Ongoing	2018-19: CCC worked in tandem with high school counselors to examine the college partnership and define a new direction for Credits for College.	Increased enrollment and rates of success.
Dual Enrollment: Increase total number of course offerings.	Ongoing	2018-19: CCC was the first college in the District to offer dual enrollment classes to GGUSD.	14 students participated in both semesters at LQHS, and each semester saw a success rate of 100%.
Identify high school faculty at partner districts (GGUSD and NMUSD) who have credentials to teach college courses.	Ongoing	2018-19: Worked with K-12 District administrators to identify qualified high school instructors.	2018-19: NHHS faculty taught 1 section. GGUSD faculty taught 2 sections. 2019-20: CDMHS faculty will teach 2 sections. GGUSD faculty will teach 8 sections.
Provide Leadership and oversight to Concurrent and Dual Enrollment programs	Complete	Spring 2018: Researched dual enrollment programs statewide on successful and scalable planning.	Resolved apportionment collection question regarding HS faculty teaching Coastline courses during the regular HS day. Centralized the duties and efforts related to the operations of concurrent and dual enrollment programs under the Project Director.
Create quality informational support to help students matriculate in and understand the policies of their college courses.	Complete	Spring 2018: Created a new dual enrollment registration guide for students.	Students have a new guide that lays walks through the procedures from admission to enrollment.
Identify areas of increased partnership based on the 10 state priorities in the Local Control of Accountability Plan (LCAP) for K-12 educational agencies.	Not Started	Need to work with NMUSD and GGUSD administrators to identify LCAP areas where Coastline can be of support.	

Response to Program/Department Committee Recommendation(s)

Table 1. Progress on Recommendations

Recommendation(s)	Status	Response Summary
1. Review the SAOs for the upcoming year and make modifications, which would best gauge operational performance assessment.	In Progress	
2. Conduct annual surveys on student support services to help gauge the effectiveness of the services offered.	In Progress	Planned for December implementation
3. Provide the options for courses to provide material and support via CANVAS	Not started	Need to identify what level support is needed for C/DE students. Need to identify what material can respond to students' needs via CANVAS.
4. Consider doing another comprehensive review in two years.	In Progress	Will complete another comprehensive review in 2020-21.
5. Define the role and responsibilities of the instructional facilitator.	Complete	New Instructional Administrator started in Jan '19. Assumes responsibility over planning and implementation of concurrent & dual enrollment operations.
6. Provide additional data when developing new initiatives.	In Progress	

Department Planning and Communication Strategies

Most of the communication and interaction is conducted via email. In addition, the Project Director communicates with Instructional Deans, high school faculty and counselors, and high school/K-12 District administrators through regular check-ins which include in-person meetings and site visits.

The Dean and Project Director continue to meet quarterly with Credits for College high school counselors and administrators to identify strategies for program assessment and growth. This has resulted in adding new courses for 2019-20 based on identifying the curricular needs of specific populations at GGUSD and NMUSD sites.

Coastline Pathways

The Dean and Project Director have both participated in Coastline Pathway events, including serving on design teams.

The department sees dual enrollment as a vital point in engaging students and pathing them towards their future. Students taking college classes in high school can make earlier, better-informed decisions regarding the program of study and career fields that will be available to them.

Implications of Change

Local high school districts are looking to grow their programs and see early college access and career pathways as an important avenue in helping students succeed. Likewise, when community colleges experience softening enrollments, dual enrollment programs are looked at as a crucial way to boost FTES. The combination of these two factors occurring at present day has opened the conversation to expand college course offerings at local high schools.

Dual Enrollment

Garden Grove Unified School District is a great example of an institution with clearly laid plans for dual enrollment. The administrators there examine existing, in-house CTE pathways and look for articulation paths with local community colleges. They also identify their own faculty who have the qualities that make for a good dual enrollment teacher: strong-performing program, rapport with students, credentials to teach a college class. Dual enrollment programs will continue to grow at GGUSD.

Credits for College

Estancia HS may look to permanently move their classes from the evenings to afternoons, right after the final period of the bell schedule. In Summer 2019, Estancia decided to try a Hybrid class that started at 3:30pm. 20 students completed the class and there were 19 As and one B. In Fall 2019, Estancia will run a class at 2:15pm.

Corona del Mar HS and Newport Harbor HS have both expressed interest in Coastline's CST and CIS programs. New to CDMHS for 2019-20 will be a Hardware class in the Fall (CST 116), followed by a Software class in the Spring (CST 117).

Coastline will continue to gauge NMUSD's interest in a dual enrollment Agreement. This allows for the expansion of academic opportunities for students who may not already be college-bound or are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping students achieve college and career readiness.

Section 2: Human Capital Planning

Staffing

Table X Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2018-19	Dean of Instruction WLJC/Project Director Concurrent & Dual Enrollment		8 P/T faculty teaching courses in program	Instructional Facilitator	
Current year 2019-20	Dean of Instruction WLJC/Project Director Concurrent & Dual Enrollment		11 (7 from high school districts)		
1 year 2020-21	Dean of Instruction WLJC/Project Director Concurrent & Dual Enrollment	Proposing 2 FT faculty to teach	8-10		Student Assistant/FWS
2 years 2021-22	Dean of Instruction WLJC/Project Director Concurrent & Dual Enrollment	Proposing 3 FT faculty to teach	8-10		Student Assistant/FWS
3 years 2022-23	Dean of Instruction WLJC/Project Director Concurrent & Dual Enrollment	Proposing 3 FT faculty to teach	10+		Student Assistant/FWS

- Tell the annual story of staffing
- What positions will be needed to implement your ideas

Professional Development

Table X Professional Development

Name (Title)	Professional Development	Outcome
Don Bui (Project Director)	CA Coalition for Early & Middle Colleges (CCEMC) Spring Regional Meeting	Connected with statewide dual enrollment coaches. Adopted operational practices to help scale Coastline's program.
Don Bui (Project Director) and Dana Emerson (Dean)	Annual Conference on the First Year Experience Programs.	Learned needs of the first- year college student and strategies to support them in instruction and student services.

Section 3: Facilities Planning

Facility Assessment

All facilities planning are managed and handled by the partner K-12 sites.

The program is centralized at the WLJC, but as the operations are at the high school locations, there is no dedicated space for the program at Coastline aside from workspace. Coastline occupies classrooms at the high schools mentioned in this report. Each classroom is furnished with desks, chairs, computer and projector. Some classrooms are full computer labs. All equipment and furniture are solely provided for by the respective districts.

Section 4: Technology Planning

Technology Assessment

Technology equipment is managed and handled by the school districts.

COASTLINE
COLLEGE



Early College High School

Section 1: Department Planning

Internal Analysis

Early College High School Overview

1. 17 classes are offered at Early College HS, and they are aligned with the requirements for the certification in the Intersegmental General Educational Transfer Curriculum (IGETC). Students can also take additional summer courses at Coastline's Newport Beach Center, as not all courses required for IGETC are offered at ECHS. Students graduate from ECHS and can attend university as a freshman admit or attend a community college as a transfer student.
2. 12th grade students receive a Fifth-Year Plan, done with the CCC Counselor who works out of ECHS. The Fifth-Year Plan is a custom educational plan that lays out the students' remaining IGETC courses to be completed after high school as a Coastline first-year college student. The plan can also include classes that go towards the transfer goals of that student.
3. For 2018-19, the Fifth-Year Plan was packaged with the Coastline Promise to give ECHS students a continuation of the zero-cost education that they've had since high school.
4. In June 2018, 8 students graduated from ECHS with the full IGETC, and 1 with partial IGETC. In total, 48 seniors graduated from ECHS that year, and each student completed an average of 11 classes from Coastline over their four years of high school.
5. All courses are taught by CCC adjunct faculty except for 1 full-time instructor. In 2019-20, there are two full-time instructors.
6. ECHS has a block schedule that allows for college classes to meet just twice a week. ECHS also lines up their calendar with Coastline, and thus has a different calendar than the rest of the NMUSD campuses.
7. See Coastline course list at ECHS (Appendix).

Service Area Outcome(s)

Table X Service Area Outcomes (SAOs)

SAO	Measures/Targets
<p>Ensure that students enroll in a minimum of 24 college units within a four year period throughout their high school careers.</p> <p>Provide counseling services and resources at convenient and accessible locations for students.</p> <p>Provide free preparation for college placement/assessment tests to encourage college level placement in English and math.</p> <p>Expand course offerings to include CTE area of focus.</p>	<p>80% of students who began taking college courses as 9th graders at ECHS will complete a minimum of 24 college units by the time they graduate from ECHS.</p> <p>80% of ECHS students will have met with the College counselor on campus prior to their Junior year at ECHS.</p> <p>This SAO may no longer be needed as the move towards Multiple Measures Placement (MMP) grows and is enacted at colleges and universities.</p> <p>At least one course from a CTE area will be offered at ECHS in the next year and at least 2 courses will be offered in the next 3 years.</p>

Progress on Initiative(s)

Table 1.X Progress on Forward Strategy Initiatives

Initiative(s)	Status	Progress Status Description	Outcome(s)
Create a CyberPatriot class and team	Complete	In 2018-19, an ECHS teacher taught CST 091 and 092 CyberPatriot classes.	Students took the class in Fall 2018 and competed in the tournament. In Spring 2019 students continued in the program by taking the next CyberPatriot classes in the sequence.
Expand course offerings to include more CTE and Performing Arts.	In-Progress	Add Hardware and Software classes from the CTE Division. Add an acting class.	Planned for Fall 2020: Complete. THEA 106 Acting Fundamentals now offered (Fall 2019).
Provide marketing materials to build awareness of Coastline Community College to current and future ECHS students, including annual awards of achievement and recognition for ECHS students.	Complete	Update flyers of the full course listing of CCC offerings at ECHS. Provide Coastline Promise Flyers to students and families and have them available in the front office. Provide brochures for specific	College participated in and provided awards and acknowledgements at the ECHS Awards Night in 2019. The 8 full IGETC certified graduates received a graduation stole from Coastline that indicates their status. Flyers are now

		academic departments to ECHS.	available in the CCC Counseling office at ECHS.
Provide Leadership and oversight to Concurrent and Dual Enrollment programs	In-Progress	Centralize operations under new Project Director of Concurrent and Dual Enrollment.	Project Director became new point of contact for ECHS, serving as liaison between the school's community and Coastline, providing academic and student service support, and working with CCC faculty as on-site administrator.
Improve student service for ECHS students.	In-Progress	Deliver matriculation and academic support.	Starting Fall 2019, Project Director has office hours at ECHS once a week. Both the Director and Coastline Counselor will have ability to reset MyCCC accounts and utilize Banner at ECHS.

Response to Program/Department Committee Recommendation(s)

Table 1.X Progress on Recommendations

Recommendation(s)	Status	Response Summary
1. Review the SAOs for the upcoming year and make modifications, which would best gauge operational performance assessment.	Not Started	
2. Conduct annual surveys on student support services to help gauge the effectiveness of the services offered.	Not Started	
3. Provide the options for courses to provide material and support via CANVAS	Not Started	
4. Consider doing another comprehensive review in two years.		
5. Define the role and responsibilities of the instructional facilitator.		
6. Provide additional data when developing new initiatives.		

Department Planning and Communication Strategies

The Dean of the program and Project Director meet with the ECHS principal and counselor each semester to plan. However, the Director is frequently in communication with the campus, and is on campus each week. Working along with the ECHS Principal, an orientation meeting for CCC faculty is held every August to prepare for the start of the school year. The orientation addresses expectations of teaching at the campus as well as policies and procedures of the NMUSD. At the orientation, faculty are encouraged to collaborate with each other and with the ECHS faculty toward contextualized learning. For example, the Mass Communications class has had shared assignments with the History of Cinema class. For 2019-20, there are plans for the Guitar class to work with the Acting class.

Coastline Pathways

The Dean and Project Director have both participated in Coastline Pathway events, including serving on design teams.

The department sees dual enrollment as a vital point in engaging students and pathing them towards their future. Students taking college classes in high school can make earlier, better-informed decisions regarding the program of study and career fields that will be available to them.

Implications of Change

Starting Fall 2019, the Project Director is at ECHS once a week. This is in addition to the Coastline counselor assigned to ECHS. The goal is to close gaps in student service and academic support available to ECHS students.

To increase awareness of the IGETC and Fifth-Year Plan, ECHS will encourage students to make appointments with the Coastline counselor. Students in Grades 9-10 will have an IGETC plan for high school, and 12th graders will have a Fifth-Year Plan.

As ECHS is looking for a signature academy, planning is underway to bring Cybersecurity Pathway to the school. At present, ECHS has Coastline's CyberPatriot classes in addition to its own Computer Engineering class. For 2020-21, the goal is to offer CST 116 Hardware+ and CST 117 Software+ in the Fall and Spring, respectively.

Coastline's Dean and Project Director continue to meet with the ECHS team to plan operations and improvements each year. The meetings address information in a timely manner that impacts ECHS and Coastline. Issues such as additional learning support, defining processes for students with 504 plans and IEPs are clarified during these meetings. Furthermore, tutoring and College Readiness Workshops are also planned during these meetings.

Section 2: Human Capital Planning

Staffing

Table X Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2018-19	Dean of Instruction WLJC/Project Director Concurrent & Dual Enrollment	1	1 counselor, 10 faculty	1 Facilitator 1 IA (College Readiness)	1 Tutor
Current year 2019-20	Dean of Instruction WLJC/Project Director Concurrent & Dual Enrollment	2	1 counselor and faculty, 9 faculty	1 IA (College Readiness)	1 Tutor
1 year 2020-21	Dean of Instruction WLJC/Project Director Concurrent & Dual Enrollment	2	1 counselor, 9 faculty		1 Tutor 1 Student Assistant/FWS
2 years 2021-22	Dean of Instruction WLJC/Project Director Concurrent & Dual Enrollment	2	1 counselor, 9 faculty		2 Tutors 1 Student Assistant/FWS
3 years 2022-23	Dean of Instruction WLJC/Project Director Concurrent & Dual Enrollment	2	1 counselor, 9 faculty		2 Tutors 1 Student Assistant/FWS

Professional Development

Table X Professional Development

Name (Title)	Professional Development	Outcome
Don Bui (Project Director)	CA Coalition for Early & Middle Colleges (CCEMC) Spring Regional Meeting	Connected with statewide dual enrollment coaches. Learned best practice from at- scale Early/Middle College high schools such as Reedley College and Reedley Middle College HS.

Section 3: Facilities Planning

Facility Assessment

All facilities planning are managed and handled by ECHS and NMUSD.

The program is centralized at the WLJC, but as the operations are at ECHS, there is no dedicated space for the program at Coastline aside from workspace. Coastline occupies classrooms at ECHS. Each classroom is furnished with desks, chairs, computer and projector. Some classrooms are full computer labs, and for the theater class there is one multiple purpose room that serves as an auditorium. All equipment and furniture are solely provided for by ECHS and NMUSD.

Section 4: Technology Planning

Technology Assessment

Technology equipment is managed and handled by ECHS and NMUSD. Some classes have software and Coastline shares the responsibility to purchase these materials for students.

Section 5: New Initiatives

Initiative: Increase total number of dual enrollment course offerings at local high schools.

Describe how the initiative supports the college mission:

This will expand college and career pathways access by delivering opportunities to students from local high schools. The majority of dual enrollment classes are in the CTE disciplines and the partner high schools recruit student populations that are underrepresented in colleges.

What college goal does the initiative support? Select one

Student Success, Completion, and Achievement

Instructional and Programmatic Excellence

Access and Student Support

Student Retention and Persistence

Culture of Evidence, Planning, Innovation, and Change

Partnerships and Community Engagement

Fiscal Stewardship, Scalability, and Sustainability

What Educational Master Plan objective does the initiative support? Select all that apply

Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.

Provide universal access to student service and support programs.

Strengthen post-Coastline outcomes (e.g., transfer, job placement).

Explore and enter new fields of study (e.g., new programs, bachelor's degrees).

Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.

Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).

Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

How does this initiative play a part in Coastline Pathways?

Dual Enrollment engages students into opportunities to discover their college and career plans early. They are then also connected to the college and its staff prior to becoming a first-time college student.

What evidence supports this initiative? Select all that apply

Service Area Outcome (SAO) assessment

Internal Research (Student achievement, department performance)

External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

Research on dual enrollment shows that it has tremendous potential to impact students who are historically and typically underrepresented in higher education. Furthermore, dual enrollment reaches students who are in the middle of the academic performance curve (2.0 to 3.0 gpa) and makes college more accessible for them.

Recommended resource(s) needed for initiative achievement:

New Project Director started in January 2019. Funding.

What is the anticipated outcome of completing the initiative?

Increased support of K-12 partnerships, scheduling, and addressing faculty and student needs to promote success.

Provide a timeline and timeframe from initiative inception to completion.

Fall 2018: Project Director position filled

Winter 2019: Director started

Spring 2019: Project Director worked with area deans and partner districts to increase the number of sections of dual enrollment and Credits for College. In 2018-19 Coastline offered two, in 2019-20 there will be eight.

Fall 2019: see appendix for total list of courses.

Section 6: Prioritization

List and prioritize resource requests based on the requests from the initiatives

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Concurrent and Dual Enrollment	Increase total number of dual enrollment course offerings at local high schools.		Ongoing	No	External Research	Student Success, Completion, and Achievement; Partnerships and Community Engagement	2020-21	1

Prioritization Glossary

- Initiative: Provide a short description of the plan
- Resource(s): Describe the resource(s) needed to support the completion of the initiative
- Est. Cost: Estimated financial cost of the resource(s)
- Funding Type: Specify if the resource request is one-time or ongoing
- Health, Safety Compliance: Specify if the request relates to health or safety compliance issue(s)
- Evidence: Specify what data type(s) supported the initiative (Internal research, external research, or service outcomes)
- College Goal: Specify what College goal the initiative aligns with
- To be completed by: Specify year of anticipated completion
- Priority: Specify a numerical rank to the initiative

Appendix 1 – 2019-20 CCC Courses at ECHS

ANTH C100 – Cultural Anthropology (3 Units)	Fall CRN: 80579	Spring CRN: 92945
This course offers an introductory study of the structure and process of culture. It focuses on the major features of culture and the methods of anthropological research and theoretical orientations with examples of culture variations in both traditional and modern societies.		
CMST C110 – Public Speaking (3 Units)	Fall CRN: 80763	Spring CRN: 92939
Principles of public speaking, including planning, preparing, and delivering an effective oral presentation. Consideration of and practice in problem solving, information, persuasion, and communication techniques. Emphasis on developing self-confidence and skill in communicating to and with groups.		
COUN C104 – Career/Life Planning (3 Units)	Fall CRN: 80862	Spring CRN: 93460
This is an introductory career and life planning course that includes an exploration of interests, skills, values, personality traits, past experiences, and life stages. Students will develop a career/life plan using gathered self-information, decision-making strategies and an awareness of psychological, sociological, and physiological factors related to career/life satisfaction. Topics will include labor market trends, major choices, cover letter and resume creation, interviewing skills, and job search strategies.		
CST C091, C092, C093, C094 – CyberPatriot I, II, III, IV (4 Units)	Spring CRN: TBA (Offered Spring Only)	
This course prepares students for participation in the CyberPatriot cyber defense competition. It covers topics in the major areas of ethical and legal issues of cybersecurity vulnerabilities, countermeasures, routing and switching protocols, IOS security, networking techniques and best practices, and development of practice competitions for other teams. Students will participate in practice competitions using virtual machines to develop the ability to work and strategize as a team. Students will learn practical techniques for securing a network and sensitive data through business scenarios. Emphasis on hands-on training.		
HLTH C100 – Personal Health (3 Units)	Fall CRN: 80570	Spring CRN: 92949
Examines personal, community, and global health issues and problems. Provides basic information for healthful living, stressing positive health behavior, models of behavior change, and personal responsibility. Areas of emphasis include life cycle changes, emotional and sexual adjustment, disease prevention and control, personal fitness, nutrition, stress, substance use and abuse, environmental and consumer health.		
HUM C135 – History/Appreciation of Cinema (3 Units)	Fall CRN: 80961	Spring CRN: 92937
This course explores the world of cinema. Content includes film theory, appreciation and criticism, narrative devices and techniques, the movie-making industry, and film's influence on culture. Among other genres, the rom-com, musical, gangster, western, action, epic, foreign, independent, animated, and documentary will be critiqued. Students also learn the terminology of cinematography.		
MATH C120 – Trigonometry (3 Units)	Fall CRN: 81098 (Offered Fall Only)	
Circular functions, trigonometric identities and graphs, inverse functions, triangles, vectors, applications, and imaginary and complex numbers.		
MATH C170 – Precalculus (5 Units)	Spring CRN: 93420 (Offered Spring Only)	
Topics include algebra review, complex numbers, sequences and series, polynomial, rational, exponential, logarithmic, and trigonometric and inverse functions, vectors, analytic geometry, linear systems, matrices, elementary theory of equations, and polar coordinates. This course is designed for those students planning to study calculus.		
MATH C160 – Introduction to Statistics (4 Units)	Fall CRN: 81099	Spring CRN: 93424
Statistical topics covered include collecting of data, sampling, probability, hypothesis testing, analyzing of variance, correlation and regression, nonparametric testing, and correlating for application in the natural sciences, social sciences, business, and management. Use of statistical technology will be introduced.		
MCOM C100 – Intro to Mass Communications (3 Units)	Fall CRN: 80941	Spring CRN: 93308

MCOM C100 – Intro to Mass Communications (3 Units)	Fall CRN: 80941	Spring CRN: 93308
A study and analysis of the major media – newspapers, magazines, radio, and television – covering how they function and affect society.		
MUS C130 – Beginning Guitar (2 Units)	Fall CRN: 80943 (Offered Fall Only)	
For the beginning player or a player with no prior professional instruction. Studies include basic chord forms, scales, and music theory. Focus is on styles of the last 40 years and is very "rock" oriented. Students learn songs of their choice as part of the curriculum. Student must provide own acoustic or electric guitar.		
MUS C131 – Intermediate Guitar (2 Units)	Spring CRN: 93299 (Offered Spring Only)	
Continuation of Music 130. Studies include advanced chord forms, modes, diatonic music theory, improvisation, and song analysis. Focus is on music styles of the last 40 years and is very "rock" oriented. Students learn songs of their choice as part of the curriculum. Student must provide own acoustic or electric guitar. Daily practice is necessary for satisfactory progress.		
MUS C139 – History of Rock Music (3 Units)	Fall CRN: 80945	Spring CRN: 93296
An overview of the social and musical characteristics of music in the Rock and Roll era. 1950's through the present, with emphasis on its impact on American culture today.		
PSYC C100 – Intro to Psychology (3 Units).	Fall CRN: 80568	Spring CRN: 92943
Fundamentals of human psychology. Using a scientific approach to the study of human behavior, this course examines and integrates physiological, intrapsychic and social/behavioral perspectives on human thought and behavior. Major units include biological bases of behavior, sensation, perception, motivation, learning and memory, maturation and development, personality, and social psychology.		
SPAN C180 – Elementary Spanish 1 (5 Units)	CRN: 80957 (Two-Semester Course)	
This course is designed to develop the student's fundamental ability both to comprehend and converse in daily spoken Spanish. Early reading and writing skills are introduced as well as the customs and culture of the Spanish-speaking world.		
SPAN C185 – Elementary Spanish 2 (5 Units)	CRN: 80949, 80951 – Spanish Speakers	
ADVISORY: C185 is equivalent to Year 3 of a high school Spanish course.	(Two-Semester Course)	
This course is designed to further the student's ability to comprehend and converse in daily spoken Spanish at the second semester level. Reading and writing skills are expanded. Introduction to various cultural and philosophical aspects of the Spanish-speaking world will continue with authentic reading materials and selected literary works.		
SPAN C280 – Intermediate Spanish 1 (4 Units)	CRN: 80953 (Two-Semester Course)	
This course is a continuation of SPAN C185 or C185B and is designed to further develop the student's ability to comprehend and converse in daily spoken Spanish at the intermediate level. Reading and writing skills are increasingly stressed. The cultural notes, authentic reading materials, literary selections, and grammar component present new concepts to expand vocabulary and communicative competency. The cultural and philosophical aspects of the Spanish-speaking world continue to be discussed.		
THEA C106 – Acting Fundamentals (3 Units)	Fall CRN: 81494	Spring CRN: TBA
Fundamentals of human psychology. Using a scientific approach to the study of human behavior, this course examines and integrates physiological, intrapsychic and social/behavioral perspectives on human thought and behavior. Major units include biological bases of behavior, sensation, perception, motivation, learning and memory, maturation and development, personality, and social psychology.		

Appendix 2 – Fall 2019 Concurrent & Dual Enrollment Courses



Newport-Mesa
Unified School District



Fall 2019 Concurrent & Dual Enrollment Course Information

LOCATION	COURSE NAME	CRN	HS CREDITS	CLASS DAYS	CLASS TIME
Newport-Mesa Unified School District					
Corona del Mar Rm 240	BUS 112 – Legal Aspect/Entrepreneurship	81095	Elective – 5	9/23 to 12/9 Monday & Online	6:30 – 8:40pm
Corona del Mar LRC	CST 116 – Hardware+	81514	Elective – 5	9/23 to 12/9 Monday & Online	5:30 – 8:00pm
Estancia Rm 227	MUS 139 – History of Rock Music	80709	Elective – 5	9/23 to 12/12 Tu & Th	2:15 – 4:25pm
Newport Harbor Rm 266	PSYC 116 – Child Growth & Development	81073	Elective – 5	9/23 to 12/12 T & Th	6:00 – 8:10pm
Garden Grove Unified School District					
Los Amigos Rm 302	DGA 116A – Photoshop	81513	Graduation – 5 (Grph Arts 3)	8/28 to 12/13 M, W, F	11:09 – 12:10pm
La Quinta Rm 602	CST 128 – Network +	81500	Area “g” – 5 Cybersecurity	8/29 to 1/10 M, T, Th, F	6:46 – 7:55am
La Quinta Rm 602	CST 091 – CyberPatriot I	TBD	TBD	9/18 to 12/11 Wednesday	3:00 – 5:00pm
Santa Ana Unified School District					
Santa Ana HS Rm 6032	CST 116 – Hardware+	81529	CTE – 5 Computer Tech	9/16 to 12/14 M & W	3:30 – 5:30pm