



COURT REPORTING PROGRAM

2024 – 2025 STUDENT HANDBOOK

TRI-COMMUNITY ADULT EDUCATION

231 East Stephanie Drive
Covina, California 91722
(626) 974-6420

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ACADEMIC CALENDAR: 2024-2025

Summer Term 2024 (11-Week Term)

Term Starts	June 3, 2024
Holiday – Juneteenth	June 19, 2024
Holiday – 4 th of July	July 4, 2024
Term Ends	August 17, 2024

Fall Term 2024 (12-Week Term)

Term Starts	August 19, 2024
Holiday – Labor Day	September 2, 2024
Term Ends	November 9, 2024

Holiday – Veteran’s Day November 11, 2024

Winter Term 2025 (12-Week Term)

Term Starts	November 12, 2024
Thanksgiving Break	November 25 – November 30, 2024
Winter Break	December 23, 2024 – January 4, 2025
Holiday – MLK Day	January 20, 2025
Holiday – Local Holiday	February 10, 2025
Holiday – President’s Day	February 17, 2025
Term Ends	February 22, 2025

Spring Term 2025 (12-Week Term)

Term Starts	February 24, 2025
Holiday - Spring Break	April 7, 2025 – April 12, 2025
Term Ends	May 24, 2025

Summer Term 2025 (12-WeekTerm)

Holiday – Memorial Day	May 26, 2025
Term Starts	May 27, 2025
Holiday – Juneteenth	June 19, 2025
Holiday – 4 th of July	July 4, 2025
Term Ends	August 16, 2025

COVINA-VALLEY UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION

Maria E. Cruz..... President
Susan L. Maulucci..... Vice President
Maria M. Caceres..... Clerk
Rachel Robles..... Member
Simon Wright..... Member

ADMINISTRATION

Elizabeth Eminhizer, EdD Superintendent
Josie Paredes, EdD Assistant Superintendent, Educational Services
Michele Doll, EdD Assistant Superintendent, Personnel Services
Manuel Correa..... Chief Business Officer

TRI-COMMUNITY ADULT EDUCATION

ADMINISTRATION

Ryan Maddox..... Principal
Sita Rampershad..... Assistant Principal
Cindy Manke..... Business Supervisor
Alondra Gonzalez..... Counselor

TRI-COMMUNITY ADULT EDUCATION MISSION STATEMENT

Tri-Community Adult Education creates an innovative educational environment for a diverse community of adult learners, which promotes advancement of the academic, technological, and vocational skills necessary to be competitive in an ever-changing global society.

COURT REPORTING ONLINE PROGRAM'S MISSION STATEMENT

The mission of the Tri-Community Adult Education Court Reporting Program is to prepare our students to become effective and competent court reporters, as well as captioners and professionals in other related careers and to promote excellence in achieving the highest level of professional expertise.

OUR BELIEF SYSTEM AND FOUNDATION IS FOCUSED ON OUR STUDENT LEARNING OUTCOMES (SLOs):

Students who are prepared for college, career, and life-long learning:

- Set personal, educational, and professional goals
- Demonstrate effective work habits, ethics and critical thinking skills
- Foster self-directed and motivated learners
- Access community and government resources

Students who are effective communicators:

- Effectively use oral, written, and technology-based forms of communication
- Safely and effectively explore, create and collaborate with others
- Apply communication skills to professional, technical, and other real-world situations

Students who have acquired 21st century skills:

- Obtain academic, technology, and career skills for life-long learning and workforce readiness
- Advance to post-secondary education or training
- Apply knowledge and skills to professional, technical and other real-world situations

VISION STATEMENT

Tri-Community Adult Education will be recognized as the premier job-training center to offer students' programs in high demand careers leading to better jobs. Our academic programs will create a seamless transition to higher education and career opportunities for a better future. Our community classes will fulfill students' personal goals to enable a better life.

PROGRAM PHILOSOPHY

Tri-Community Adult Education desires that every student shall strive to achieve his or her personal best and fulfill the goal of becoming a highly respected and well-paid professional in the court reporting, captioning, and other related fields.

Since its inception, the Tri-Community Court Reporting Program has endeavored to offer its students the opportunity to obtain the finest in training. Students receive the combined efforts of each instructor in an atmosphere of motivation, encouragement, and support.

RECOGNITION

Tri-Community Adult Education is a Certified Shorthand Reporter (CSR) approved program, recognized by the Court Reporters Board of California. The CSR Program is operated in compliance with Section 8027 (b) (i) of the Business and Professions Code of the Certified Shorthand Reporters Law, Chapter 13 of Division 3. This section reads in part: "A court reporting school shall be primarily organized to train students for the practice of shorthand reporting, as defined in Sections 8016 and 8017. Its educational program shall be on the postsecondary or collegiate level. Its records shall indicate positive daily and clock-hour attendance of each student, apprenticeship and graduation reports, high school transcripts or the equivalent, transcripts of other education, and student progress to date."

In order for a student to qualify to take the State Licensing Examination, the candidate shall complete a program at a recognized school or 12 months of full-time work experience in making a verbatim record with documentation stating a minimum of 1400 hours were achieved or an RPR, CVR-S, or CVR certificate. For more information concerning eligibility requirements or the minimum requirements that a court reporting program must meet to be recognized, contact:

Department of Consumer Affairs
Court Reporters Board of California
2535 Capitol Oaks Dr., Suite 230
Sacramento, CA 95833
916-263-3660

ACCREDITATION

Tri-Community Adult Education is accredited by the Western Association of Schools and Colleges (WASC) and the Council for Occupational Education (COE).

TRI-COMMUNITY CAMPUS

The CSR Program office is located at Tri-Community Adult Education, 231 East Stephanie Drive, Covina, California 91722. The telephone number is 626-974-6420. All court reporting classes are held via Zoom at scheduled times.

DISCRIMINATION PROHIBITED

No person shall, on the basis of race, color, ancestry, national origin, sex, marital status, handicap, age, religion, or political beliefs be excluded from enrollment or participation in, be denied the benefits of or be subjected to discrimination in any education program or activity except as provided for use by law or regulation.

RIGHT TO PRIVACY

All students are protected by State and Federal laws regarding their right to privacy.

AHERA COMPLIANCE

All facilities of Tri-Community Adult Education have been inspected for asbestos-containing materials and management plans have been filed with the State of California in compliance with federal ASBESTOS HAZARD EMERGENCY RESPONSE ACT legislation. The plans are available to review at the Covina-Valley Unified School District Administrative Office.

ADMISSION AND REGISTRATION

ADMISSIONS POLICY

Tri-Community Adult Education may admit as regular students only persons who meet the age of compulsory attendance (18 years old in CA) and prohibits unlawful discrimination based on race, color, nationality or ethnic origin, sex, age, disability, religion, sexual orientation, gender identity, or any other characteristic protected by applicable law in the administration of all TCASE programs and activities.

Students receiving Title IV funding must also have in their possession and present to the financial aid office the following: A valid high school diploma or transcript from a Regional Accredited Institution (<http://ope.ed.gov/accreditation/>) or a State issued high school equivalency certificate (i.e., GED, HiSET, or TASC).

All foreign high school diplomas or transcripts will need to be evaluated. The nearest approved agency is the American Education Research Corporation (AERC) see (www.aerc-eval.com).

Students must meet all the admissions requirements to be accepted for a specific program and start date. Upon enrollment, all court reporting students are required to attend a New Student Orientation/Pep Rally to familiarize themselves with the school's rules and regulations.

STUDENT REGISTRATION

Students will register for classes in the upcoming term at specified days and times. These days and times will be posted on Canvas and emailed to all students via ASAP. Students must register during these time periods to attend classes for the upcoming term. If a student does not register during this time, the student will be dropped from the program and will need to register for the following term.

Tuition shall be due and payable at the time of registration. If a student is receiving financial aid funds, they will need to register with the student counselor or financial aid.

REGULAR ADMISSION

Students applying for regular admission to the Court Reporting Program must complete the following prior to enrollment:

- Provide high school transcript showing date of graduation or GED certificate.
- Provide a certificate with their first and last name reflecting certification of passing a 45 wpm net typing test.
- Electronically sign and date the document "Student Handbook Received."
- Electronically sign and date the document "Student Hour Calendar Received."
- Electronically sign and date the SIS Student Information Sheet.

TRANSFER STUDENT ADMISSION

Court Reporting students transferring from other Court Reporting Educational Programs must meet with the Program Coordinator and provide a transcript from the Court Reporting Program in which they wish to transfer classes in addition to the required documents listed under Regular Admission.

Credit for comparable Court Reporting courses at a Board-approved school may be considered. Tri-Community Adult Education reserves the right to determine equivalent proficiency in academic and other Court Reporting classes. An academic grade below 3.0 GPA ("B" letter grade) is not transferable.

CSR EXAMINEES ADMISSION

Students who have already qualified to take the Court Reporters Board certification examination and who request enrollment in the Court Reporting program must be approved by the Program Coordinator before enrolling in the Court Reporting courses.

CSR Examinees are admitted on a space-available basis after current students who qualified through Tri-Community Adult Education have been enrolled, and they are expected to follow the same course requirements as other students.

TUITION, EXPENSES, AND FINANCIAL AID

TUITION

Students must register in the Certified Court Reporting Program course and pay the tuition fee before any required courses are credited toward meeting the Court Reporters Board of California Course of Study requirements.

- ❖ Court Reporting Program tuition (per year): \$3,500
- ❖ Online academic classes (each class): \$210
- ❖ Graduate/CSR Examinees (per term): \$732.50

EXPENSES

Students registering for the *Machine Certified Court Reporting Program* are responsible for the following additional expenses:

- ❖ Personal headset for Zoom classes or practice - recommended, but optional.
- ❖ Flash drive/cloud storage for personal use (Google Drive is available with a Gmail address)
- ❖ Steno machine – Wave and Luminex are recommended. Other machines should be approved by Cindy Fallgren or Carrie Ravenscroft before the first day of school.
- ❖ Windows-based laptop or desktop with a web cam
- ❖ Latest version of Case CATalyst Student Software - Stenograph.com
- ❖ Students may be required to purchase additional textbooks and reference books as they progress through the Court Reporting Program and related academic courses.

Students registering for the *Voice Certified Court Reporting Program* are responsible for the following additional expenses:

- ❖ Personal headset for Zoom classes or practice - recommended, but optional.
- ❖ Flash drive/cloud storage for personal use (Google Drive is available with a Gmail address)
- ❖ Stenomask

- ❖ Windows-based laptop or desktop with a web cam
- ❖ Latest version of Case CATalyst Student Software - Stenograph.com
- ❖ Dragon Legal Software
- ❖ Sound Card
- ❖ Recorder
- ❖ Students may be required to purchase additional textbooks and reference books as they progress through the Court Reporting Program and related academic courses.

FINANCIAL AID

Tri-Community is approved for Pell Grants, and students can apply through FAFSA. Tri-Community Adult Education does not guarantee that loan deferments will be granted on previous loans. However, the school will assist students who have met the hour requirement of the program, in verifying current enrollment to lenders by signing deferment request forms and by providing accreditation and certification information about Tri-Community Adult Education and the Court Reporting Program.

DEFERMENTS

All deferments must be submitted to the Program Coordinator for approval and signature. All students will be required to adhere to our weekly full-time hourly requirement of 21 hours per week.

Graduate/CSR Examinees requesting a deferment, must meet the requirement of half-time attendance which is 10.5 hours per week.

REFUNDS

See Addendum A

RATE OF PROGRESSION

The Education Department recognizes Tri-Community as a nonterm, clock-hour, noncollege degree post-secondary institution. The Satisfactory Academic Progress (SAP) standards set forth for all Court Reporting students are measured in the following manner:

The maximum timeframe is 150% of the standard time frame for the program. The standard time frame for the program is 2960 hours (one to three years).

Academic Year (AY)	Required Achieved Speeds
AY 1	80 wpm
AY 2	160 wpm
AY 3	Qualifier Passed

CERTIFIED SHORTHAND REPORTER PROGRAM **COMPLETION REQUIREMENTS**

CERTIFIED SHORTHAND REPORTER PROGRAM

(2960 hours)

ACADEMIC COURSES

(660 Hours)

English

Basic English 1

Advanced English 2

Advanced English 3

(240 hours)

Legal

Legal Terminology 1 and Deposition Procedures

Legal Terminology 2 and Civil Procedures

Legal Terminology 3 and Criminal Procedures

(150 hours)

Medical

Medical Terminology and Anatomy 1

Medical Terminology and Anatomy 2

(120 hours)

Transcript Prep

Transcript Prep

(25 hours)

Technology

Beginning Case CATalyst

Advanced Case CATalyst

(60 hours)

Resource Materials

Material covered in all Legal Terminology/Procedures

Live Dictation classes

(5 hours)

Apprenticeship Training

(60 hours)

Keyboarding

45 net words per minute (Must show proof prior to enrollment.)

DICTATION AND TRANSCRIPTION**Dictation Speeds and Requirements**

CSR 60 wpm	Lit	40 wpm	97.5%	Not Required for Voice Students
	JC	60 wpm	97.5%	Not Required for Voice Students
	QA	60 wpm	97.5%	Not Required for Voice Students
CSR 80 wpm	Lit	60 wpm	97.5%	Not Required for Voice Students
	JC	80 wpm	97.5%	Not Required for Voice Students
	QA	80 wpm	97.5%	Not Required for Voice Students
CSR 100 wpm	Realtime	60 wpm	95%	Not Required for Voice Students
	Lit	80 wpm	97.5%	
	JC	100 wpm	97.5%	
	QA	100 wpm	97.5%	
CSR 120 wpm	Realtime	80 wpm	95%	Not Required for Voice Students
	Lit	100 wpm	97.5%	
	JC	120 wpm	97.5%	
	QA	120 wpm	97.5%	

CSR 140 wpm	Realtime	100 wpm	95%	
	Lit	120 wpm	97.5%	
	JC	140 wpm	97.5%	
	QA	140 wpm	97.5%	
	MV	140 wpm	97.5%	
CSR 160 wpm	Realtime	120 wpm	95%	
	Lit	140 wpm	97.5%	
	JC	160 wpm	97.5%	
	QA	160 wpm	97.5%	
	MV	160 wpm	97.5%	
CSR 180 wpm	Realtime	140 wpm	95%	
	Lit	160 wpm	97.5%	
	JC	180 wpm	97.5%	
	QA	180 wpm	97.5%	
	MV	180 wpm	97.5%	
CSR 200 wpm	Realtime	160 wpm	95%	
	Lit	180 wpm	97.5%	
	JC	200 wpm	97.5%	
	QA	200 wpm	97.5%	
	MV	200 wpm	97.5%	
RPR/CVR	Lit	180 wpm	95%	
	JC	200 wpm	95%	
	QA	225 wpm	95%	
Qualifier	MV	200 wpm (10 minutes + 3 minute lead-in)	97.5%	

Realtime Testing consists of a five-minute test of either Literary, JC, or QA. The test is a realtime test and, therefore, no editing is to be completed on the test. The realtime test is graded at 95%.

APPRENTICESHIP TRAINING

(60 hours)

Court Observation (Theory to 120 wpm)

(5 hours)

Court Observation (120 – 180 wpm)

(5 hours)

Sit in and report with a Certified CSR

(40 hours)

Minimum of 10 hours in each – deposition and court

A maximum of 10 hours of this training may be gained in reporting mock proceedings sponsored by a law firm or by a law school.

Deposition Transcript

(20-page minimum)

Court Proceeding Transcript

(20-page minimum)

CSR Test Preparation

(10 hours)

COURT REPORTING TRAINING PROGRAM

GENERAL DESCRIPTION

Court Reporting is associated with careers in freelance deposition reporting, reporting in court, and CART/captioning. Beyond its use in the traditional court reporting settings, court reporters have also launched careers reporting government meetings, conventions and seminars, public hearings, church services, interviews, audiotape transcription, and medical transcription. The Americans with Disabilities Act (ADA) is providing increased opportunities and demand for reporters to provide improved access for the hearing impaired via offline and online captioning.

Employment in court reporting careers require good reading and writing skills, including knowledge of English grammar, spelling, and vocabulary. In addition to learning court reporting skills, other specialized training may be required to gain employment as a reporter in some fields.

Students seeking to become certified to work in California in this field will take the Court Reporting course of study as previously outlined. Satisfactory completion of the Court Reporting course of study is one of the required paths approved by the Court Reporters Board of California before students are permitted to take the state certification examination. Most students should expect to invest a two- to-three-year, full-time training commitment for machine shorthand and one- to two-year, full-time training commitment for voice writing. This is just an average and is based on how much time you invest in practicing. There is a direct correlation.

Machine students may also pursue the CVR-S national certification offered by NVRA or the RPR national certification offered by NCRA. Candidates who pass all four legs of the CVR-S or RPR

exam and hold the CVR-S license or RPR license will be allowed to take the California CSR exam as well.

Voice Students may pursue the CVR national certification offered by NVRA. Candidates who pass all four legs of the CVR exam and hold the CVR license will be allowed to take the California CSR exam as well.

COURSE SEQUENCE

The course sequence is designed to meet the training needs of students who are seeking to become Certified Shorthand Reporters (CSRs) or to achieve employment in other fields utilizing their court reporting skills. In all fields, attaining a high accuracy rate at each speed level enhances the employment options available.

**Academic Suggested Sequence
Voice Theory Students**

Year 1	1 st Academic Term	Basic English 1 Medical Terminology and Anatomy 1
	2 nd Academic Term	Advanced English 2 Medical Terminology and Anatomy 2 Legal Terminology 1 and Deposition Procedures
	3 rd Academic Term	Advanced English 3 Legal Terminology 2 and Civil Procedures Beginning Case CATalyst
	4 th Academic Term	Legal Terminology 3 and Criminal Procedures Advanced Case CATalyst Transcript Prep

Note: This is based on completing the Voice program in one year. It does not take into consideration if you are transferring in any classes or challenging any of the classes.

Students may elect to focus more time on speeds and reduce the number of academics enrolled in per term. In that case, the student shall meet with the Program Coordinator to map out a course of completion which is in line with the student’s expectations.

In addition to the academics listed above, students will also be responsible for fulfilling the Board requirement of 10 hours of observation and 40 hours of apprenticeship training, along with completion of required transcript production. More information can be found on Canvas.

**Academic Suggested Sequence
Machine Theory Students**

Year 1	1 st Academic Term	Machine Theory Only
	2 nd Academic Term	Machine Theory Only
	3 rd Academic Term	Basic English 1 Medical Terminology and Anatomy 1
	4 th Academic Term	Advanced English 2 Medical Terminology and Anatomy 2
Year 2	1 st Academic Term	Advanced English 3 Beginning Case CATalyst
	2 nd Academic Term	Legal Terminology 1 and Deposition Procedures 1 Advanced Case CATalyst
	3 rd Academic Term	Legal Terminology 2 and Civil Procedures Transcript Prep
	4 th Academic Term	Legal Terminology 3 and Criminal Procedures

Note: This is based on completing the Machine program in 2.5 years. It does not take into consideration if you are transferring in any classes or challenging any of the classes. Students may elect to focus more time on speeds and reduce the number of academics enrolled in per term. In that case, the student shall meet with the Program Coordinator to map out a course of completion which is in line with the student's expectations. In addition to the academics listed above, students will also be responsible for fulfilling the Board requirement of 10 hours of observation and 40 hours of apprenticeship training, along with completion of required transcript production. More information can be found on Canvas.

COURT REPORTING CLASS STANDARDS

ATTENDANCE

Consistent class attendance and practice is an important factor in skill development. Students must take personal responsibility for building their speed. In addition to attending "live" Zoom dictation classes, students must maintain a consistent personal practice program through My Realtime Coach to achieve steady progress. The combination of recorded practice time, tests taken, and live class attendance determines the number of hours achieved weekly. Students are required to achieve 21 hours weekly.

If a student does not meet the required 21 hours for a given week, they will be given one week to make up the missed hours plus the 21 hours required for that week. If the hourly requirement is not met by midnight on the Sunday of that week, the student may be dismissed from the program.

Students are expected to arrive to class on time with a five-minute grace period at the beginning of the hour. Students are required to use the computer and webcam for class.

Students whose attendance during a term does not meet the Satisfactory Academic Progress of 67% attendance will be placed on Academic Warning the following term. If the student continues not to meet the Satisfactory Academic Progress of 67%, the student will be placed on Academic Probation. While on Academic Probation, if the student does not meet the attendance requirement of 67%, the student will be dismissed from the program.

See Addendum B.

TRACKING TIME AND ATTENDANCE

Students should keep track of their time spent in class, Realtime Coach, and the number of tests taken and turned in to rtc@c-vusd.org on Sunday nights for credit. Realtime Tests WILL NOT be included in the Weekly Calculations. The RTC Calculations and Test Weekly Calculation Handouts are posted in Canvas to aid in calculating the number of hours given each week. This number can be compared to the weekly posting by the Coordinator of all students' hours for the week in Canvas. If there is a discrepancy, please notify the Coordinator by the end of that week.

REQUIRED VOICE AND MACHINE THEORY CLASS ATTENDANCE AND PARTICIPATION

Machine Theory Students: Students are required to attend a minimum of 80 percent of "live" class instruction on Zoom. If the term is 12 weeks, the student can miss 9 classes.

In addition, all Machine Theory students are required to submit assignments through My Realtime Coach or as directed by the instructor. If a student falls behind instruction by three

lessons, the student will be placed on academic probation. If a student falls more than five lessons behind instruction, the student will be dropped and required to restart Theory from the beginning in a subsequent term. Upon two attempts at taking Theory classes, the student will need permission from the Program Coordinator to reenroll. Class attendance and practice time is based on 21 hours a week.

Voice Theory Students: Students are required to attend a minimum of 80 percent or higher -- if the instructor mandates -- of "live" class instruction on Zoom.

In addition, All Voice Theory students are required to submit assignments as directed by the instructor as they are taught. If a student falls behind instruction by two classes, the student will be placed on academic probation. If a Voice Theory student falls more than three classes behind, the student will be dropped.

Students enrolled in voice theory are required to attend the entire duration of each class session. Voice writing instruction is conducted in two-hour increments. Each week students must participate in two separate two-hour class periods. These sessions are available during both day and evening times. Splitting the required hours into one-hour segments over four days is not permitted.

REQUIRED DICTATION CLASS ATTENDANCE

Students are required to invest 21 hours per week in classes, practicing and testing. This can be achieved through Zoom live dictation classes, recorded dictation classes, practicing exercises, test-taking on My Realtime Coach, and working on their software. Practicing should consist of practicing at current goal speed as well as a control speed and a push speed.

TEST TRANSCRIPTION REQUIREMENTS

Upon completion of Theory, students are encouraged to transcribe a minimum of three five-minute tests through My Realtime Coach each week.

Speed tests in the category of QA, JC, and Lit are considered a passing grade at 97.5% accuracy. Realtime tests are considered a pass at 95% accuracy.

Students are required to pass one test in each category: QA, JC, and Lit for each speed. Students will track their personal progress by accessing their Test Tracker in Google Drive. Students are not permitted to take tests in the next speed level without completing the level they are in according to their Test Tracker. The coordinator may make an exception.

Test Availability

Tests are available through My Realtime Coach.

MV (multivoice) Testing is dictated live at designated hours. See the schedule for days and times.

RTC and MV Test Submission Requirements:

Upon completion of a speed test, students will convert their note file to a pdf and upload it within two minutes to RTC. Students will be allotted one hour to edit their test and convert the text file to a pdf and upload it to RTC. Step-by-step directions are on Canvas.

MV tests will complete the same process as above but will send the notes and completed transcript to the instructor dictating the test. Students will also self-grade and submit to the instructor any MV test that is 95% or above for final grading.

RTC Grading

If a student receives a 95% or higher on a pregrade, please review the errors. Errors for drops or wrong words will not be considered reversible errors. Errors in proper noun spellings, contractions, and other similar errors are reversible. Count the number of errors keeping in mind those errors that are reversible and those that are not reversible. If you conclude that your test is a possible pass at 97.5% accuracy, then you will send an email to possiblepass16@gmail.com. The email shall include the following information: date of test; percentage; speed of test; JC, Lit, or QA, and whether or not the test is a Realtime Test.

Please make sure the test is a test that you are required to pass and not a test that you have already passed. Make sure you turn in only one test in that category, QA for instance, until you receive notification that the test was not a pass. At that time you may submit a second test in the same category. Otherwise, tests should be turned in immediately after you conclude that the test is a possible pass.

The grader will grade the test. After the test is graded, the grader will notify the student whether or not the test is a pass.

The tests are graded using the Merriam Webster's Collegiate Dictionary, 11th Edition, as the official dictionary for the grading of all tests. For errors in transcripts, the tests follow NCRA's "What is an Error?" guidelines and Margie Wakeman Wells' book *Bad Grammar/Good Punctuation*.

Upon receiving notice of a pass or no pass on a test, please review the test in RTC. Click on *Track* and then *My Test Grades*.

Students are highly encouraged to take ANY punctuation errors that are marked that you do not agree with or need clarification to any of the Test Review Labs. Instructors will work with students to guide them in the accurate punctuation of a test. If it is learned that the student was graded incorrectly, please email the test with a brief explanation to cravenscroft@c-vusd.org.

All tests should be paragraphed appropriately and punctuated. If a JC or Lit test is not paragraphed, the test will be disqualified. You are required to research proper spelling and common terminology.

The instructor/school reserves the right to fail a test based on multiple inaccuracies or missing outlines in the notes. Students are encouraged to take, transcribe, and submit at least three speed tests each week.

If you experience any technical difficulties, either a website connection issue, internet problem, or any other incident occurs during a test which does not allow you to complete the test, that test is invalid and cannot be accessed again. Once you click on a specific speed test link, it is considered an attempt to take the test. There is only one attempt per test, and the student is then locked out of that test.

Grounds for Automatic Disqualification

- Audio Recording Tests
- Case CATalyst notes or text file without timestamps
- Single-spaced tests
- No paragraphs
- Any font other than 12 Font Courier New
- Files not converted to a pdf before uploading in RTC.
- Only one file was uploaded. You must upload two pdf files: the text file and the notes file.
- Test containing an untranslated and/or steno outline.

Realtime Speed Tests:

Realtime tests are required for the speeds of 60 through 200 for machine writers and 140 through 200 for voice writers. Realtime tests are dictated at 40 words per minute below the goal speed and are graded at 95%.

Transcribing tests is an excellent way to improve and analyze speed, solve problems with transcript format, identification of speakers, problem outlines, hesitations, conflicts, et cetera. The more transcripts produced, the faster the progress. Additional information regarding assignments, testing, and transcription standards is provided in court reporting classes.

SPEEDBUILDING COURSE DESCRIPTIONS

CSR MACHINE THEORY

The Theory class will train students with the knowledge and technology skills necessary to become a realtime court reporter in the courts, deposition field, and/or related careers. This course will prepare students to take both the State and National certifications using voice-to-text and computer-aided transcription software.

CSR VOICE THEORY

The Theory class will train students with the knowledge and technology skills necessary to become a realtime court reporter in the courts, deposition field, and/or related careers. This course will prepare students to take both the State and National certifications using voice-to-text and computer-aided transcription software.

BRIDGE

This class is designed to “bridge” students from the Machine Theory class to the 60 wpm speedbuilding class. Daily dictation and drills consist of new words, briefs, and phrases, Theory reinforcement and introduction to multivoice and software instruction. Students are introduced to test taking at 40 wpm.

CSR 60 SPEEDBUILDING

60 wpm is a sequential course in the Court Reporting Program. It is a transition between Theory, Bridge and 60. Emphasis is placed on the mastery of basic phrases, numbers, states, vowel combinations, and consonant combinations. Basic 4-voice courtroom testimony and transcription are expanded.

CSR 80 SPEEDBUILDING

80 wpm is a sequential course in the Court Reporting Program. It is a transitional course between 60 and 80. Focus is placed on the continuation of 4-voice dictation. Daily read back is conducted in live Zoom classes. Students are encouraged to incorporate new briefs and phrases into their practice routines in order to gain speed. Slower dictation is given in class to solidify the student’s theory and with emphasis on accuracy.

CSR 100 SPEEDBUILDING

100 wpm is a sequential course in the Court Reporting Program. It is a transitional course between 80 and 100. Emphasis is placed on the mastery of increasingly difficult 4-voice

courtroom testimony, read back, and transcription. The identification for a second defense attorney is introduced, and simple deposition testimony is dictated to provide the student with an opportunity to build the student's skill in the writing of both courtroom and deposition testimony. Punctuation reinforcement is emphasized.

CSR 120 SPEEDBUILDING

120 wpm is a sequential course in the Court Reporting Program. It is a transitional course between 100 and 120 wpm. Emphasis is placed on the mastery of increasingly difficult 4-voice testimony, both courtroom and deposition testimony; read back and transcription of both courtroom and deposition testimony; increasingly difficult jury charge and literary material; read back of numbers, names, and retention drills; and punctuating quoted material. Reinforcement of briefs and phrases is provided.

CSR 140 SPEEDBUILDING

140 wpm is a sequential course in the Court Reporting Program. It is a transitional course between 120 and 140 wpm. Emphasis is placed on the mastery of colloquy, legal opinion and argument, Latin terms, hyphenation of compound words, jury charge, literary material, and current events, increasingly difficult vocabulary, and increasingly difficult 4-voice testimony. Read back of names and spellings, numbers, sentences with punctuation included, and testimony is also emphasized. Students will be held responsible for all punctuation errors in the 140 and above speed tests.

CSR 160 SPEEDBUILDING

160 wpm is a sequential course in the Court Reporting Program. It is a transitional course between 140 and 160. Emphasis is placed on the mastery of sustained 4-voice testimony and technical testimony at 160 words per minute. Increasingly difficult vocabulary, legal opinion, jury charge, fluent read back, accurate transcription, and current events are also emphasized. Reinforcement of punctuation is also emphasized, particularly as applied to jury charge, literary material, and legal citations. Terminology related to weapons, ammunition, narcotics, and prescription drugs is introduced. Effective paragraphing of jury charge and literary material is also addressed. Reinforcement of punctuation is an ongoing learning objective.

CSR 180 SPEEDBUILDING

180 wpm is a sequential course in the Court Reporting Program. It is a transitional course between 160 and 180. Emphasis is placed on the mastery of sustained 4-voice testimony and expert testimony at 180 words per minute, literary material, current events, jury charge, and testimony with a second prosecutor or attorney for the plaintiff. Fluent read back, accurate transcription, medical terms, and terminology related to narcotics and prescription drugs are also emphasized. Reinforcement of contractions, compound verbs, and compound nouns is provided.

CSR 200 SPEEDBUILDING

200 wpm is a sequential course in the Court Reporting Program. It is a transitional course between 180 and 200. Emphasis is placed on the mastery of expert testimony and sustained 4-voice testimony at 200 wpm, forensics, increasingly difficult vocabulary, jury charge, legal argument, fluent read back, and accurate transcription. Proficiency with numbers dictated from weather reports and stock quotations is also emphasized. Reinforcement of foundational hearings, pronouncement of judgment, and punctuating quotes within quotes is provided.

QUALIFYING

Qualifying is a sequential course in the Court Reporting Program. It is a transitional course between 200 and Qualification for the California Certified Shorthand Reporters Examination. Emphasis is placed on qualifying for the California Certified Shorthand Reporters examination. The Certified Shorthand Reporter (CSR) Examination is required for California State licensing. Live dictation from four speakers is presented at 200 wpm. Students transcribe their notes under circumstances that are similar to those they may expect at the State CSR Exam. Completion of the CVR, CVR-S, or RPR will meet the requirements of this course.

Students must complete all academic and school speed requirements in order to be enrolled in this class. These requirements are listed here in the handbook and in the student's Progress Report.

CSR 225 SPEEDBUILDING

This course prepares you for the Registered Professional Reporter or Certified Verbatim Reporter exam sponsored by NCRA and NVRA respectively. The requirements for this course are one 225 QA test; one 200 JC test; and one 180 Lit test each passed at 95% accuracy. This course is not currently required for state certification, but a means of qualifying to take the California Certified Shorthand Reporters Examination.

ACADEMIC COURSE DESCRIPTIONS

BASIC ENGLISH 1

The Basic English 1 course is designed to equip court reporting students with the necessary basic language skills to excel in their profession. The course will focus on enhancing grammar, vocabulary, punctuation, and comprehension abilities. Additionally, students will practice effective written and oral communication techniques required for accurate court reporting. This course shall cover English grammar, punctuation, and vocabulary including, but not limited to, subject-verb agreement, punctuation, capitalization, vocabulary word parts, as well as common abbreviations, and proper usage, spelling and pronunciation of vocabulary terms. In addition, the course shall help prepare the student with English grammar, punctuation, and vocabulary skills necessary in the business world.

Required Text

- *The Blue Book of Grammar and Punctuation*, 11th Edition by Jane Strauss. ISBN #978-1-118-78556-0.

Recommended Texts and Resources

- *Court Reporting: Bad Grammar/Good Punctuation* by Margie Wakeman Wells.
[Purchase Book Here](#) (optional for Basic English I)
- *The Gregg Reference Manual*, 10th Edition by William A. Sabin. ISBN #0-07-293653-3 (optional for Basic English I)
- *Merriam-Webster's Dictionary*, 11th Edition
- *Morson's English Guide for Court Reporters* by Lillian Morson (optional for Basic English 1)

ADVANCED ENGLISH 2

This Advanced English 2 course is designed to provide court reporting students with a comprehensive understanding of English grammar, vocabulary, and punctuation. The course aims to enhance their language skills and improve their accuracy in transcribing the spoken language and legal proceedings. Through a combination of theory, practical exercises, and hands-on practice, participants will develop the necessary linguistic competence required for their profession. Additionally, students will practice effective written and oral communication techniques required for accurate court reporting. This course shall cover advanced English grammar, punctuation, and vocabulary including, but not limited to, phrases and clauses, sentence structure (fragments and run-ons), sentence classification, essential/nonessential elements, and proper usage, spelling and pronunciation of vocabulary terms. In addition, the course shall help prepare the student with English grammar, punctuation, and vocabulary skills necessary in the business world. The information in this course meets the requirements of the CR board.

Required Text

- *Court Reporting: Bad Grammar/Good Punctuation* by Margie Wakeman Wells.
[Purchase Book Here](#)

Recommended Texts and Resources

- *Court Reporting: Bad Grammar/Good Punctuation* by Margie Wakeman Wells.
[Purchase Book Here](#) (optional for Advanced English 2)

ADVANCED ENGLISH 3

This Advanced English 3 course is designed to enhance the English language skills of court reporting students, focusing on advanced grammar, punctuation, and vocabulary. Through a combination of in-depth English fundamental reviews, practical exercises, and real-world scenarios, students will develop a strong foundation in using accurate English mechanics to

produce quality transcripts of legal proceedings and trials. Students will refine effective oral and written communication with precision in legal documentation editing. The course will cover advanced grammatical concepts, complex punctuation rules, specialized and challenging vocabulary, and techniques for improving writing/editing skills. This course shall present content to assist students in mastering English grammar, punctuation, and vocabulary skills including, but not limited to, punctuation marks in spoken and written forms, introductory elements, direct discourse and quotes, parentheticals, abbreviations, numbers, and formal transcripts. In addition, the course shall help prepare the student with English grammar, punctuation, and vocabulary skills necessary in the business world. The information in this course meets the requirements of the CR Board.

Required Text

- *Court Reporting: Bad Grammar/Good Punctuation* by Margie Wakeman Wells.
[Purchase Book Here](#)

Recommended Texts and Resources

- *The Gregg Reference Manual*, 10th Edition by William A. Sabin. ISBN #978-1881859598 (optional for Advanced English 3)

LEGAL TERMINOLOGY 1 AND DEPOSITION PROCEDURES

This course is designed to provide students with a comprehensive understanding of legal terminology commonly used in the legal field. Students will learn the fundamental legal terms, phrases, and concepts necessary to navigate legal documents, discussions, and processes. Through a combination of practical assignments, interactive exercises, and legal content students will develop their legal vocabulary and gain confidence in their ability to communicate as an official or freelance court reporter. The course will include fundamental terminology in the following areas of law: court systems, jurisdictions, criminal procedures, civil procedures, discovery methods, pretrials and jury trials, trial processes, legal ethics, constitutional law, and various crimes and defenses. This course shall help to prepare students for the Professional Practices portion of the California CSR exam. It also provides information that is useful for other related fields of law (e.g., paralegal, legal secretary, interpreter, etc.).

The deposition procedures portion of this class will focus on providing comprehensive knowledge and practical skills related to deposition procedures for court reporting professionals. Students will learn the fundamental techniques and best practices involved in conducting and preparing deposition transcripts. Emphasis is placed on the ethical responsibilities of court reporters in this process.

Required Text

- *Legal Terminology*, 6th Edition by Gordon Brown (7th Edition may be used with page monitoring.) ISBN #9780133766974

LEGAL TERMINOLOGY 2 AND CIVIL PROCEDURES

This course is designed to provide students with a comprehensive understanding of legal terminology commonly used in the legal field. Students will learn the fundamental legal terms, phrases, and concepts necessary to navigate legal documents, discussions, and processes. Through a combination of practical assignments, interactive exercises, and legal content, students will develop their legal vocabulary and gain confidence in their ability to communicate as an official or freelance court reporter. The course will include fundamental terminology in the following areas of law: crimes against property, crimes against persons, homicide, crimes against morality, torts, tortfeasors, negligence, product liability, contract law, personal property, bailment, intellectual property, and laws of agency. This course shall help to prepare students for the Professional Practices portion of the California CSR exam. It also provides information that is useful for other related fields of law (e.g., paralegal, legal secretary, interpreter, etc.).

The civil procedures portion of this class will focus on providing comprehensive knowledge and practical skills related to civil court procedures for court reporting professionals. Students will learn the essential skills and techniques necessary to accurately record and transcribe legal proceedings in a civil court setting. Through a combination of online handouts, video lectures, exercises, and practical application assignments, students will develop the necessary knowledge and proficiency to excel in the court reporting field. Emphasis is placed on the ethical responsibilities of court reporters in this process.

Required Text

- *Legal Terminology*, 6th Edition by Gordon Brown (7th Edition may be used with page monitoring.) ISBN #9780133766974

LEGAL TERMINOLOGY 3 AND CRIMINAL PROCEDURES

This course is designed to provide students with a comprehensive understanding of legal terminology commonly used in the legal field. Students will learn the fundamental legal terms, phrases, and concepts necessary to navigate legal documents, discussions, and processes. Through a combination of practical assignments, interactive exercises, and legal content, students will develop their legal vocabulary and gain confidence in their ability to communicate as an official or freelance court reporter. The course will include fundamental terminology in the following areas of law: marriage, dissolution, divorce proceedings, proprietorship, business, corporation, bankruptcy, real property, estates, deeds, mortgages, landlord/tenant law. This course shall help to prepare students for the Professional Practices portion of the California CSR exam. It also provides information that is useful for other related fields of law (e.g., paralegal, legal secretary, interpreter, etc.).

The criminal court procedures portion of the course is designed to provide court reporters with a comprehensive understanding of the criminal court system and the procedures involved in reporting criminal cases. Students will learn about the roles and responsibilities of court

reporters in criminal court proceedings, as well as the legal framework and specific protocols related to criminal cases. The course will cover various aspects of criminal court procedures, including pretrial, trial, and post-trial phases, as well as the documentation and transcription requirements for accurate court records.

Required Text

- *Legal Terminology*, 6th Edition by Gordon Brown (7th Edition may be used with page monitoring.) ISBN #9780133766974

MEDICAL TERMINOLOGY AND ANATOMY 1

This course shall cover medical terminology including, but not limited to, combining forms, word parts, as well as common abbreviations, and utilizing proper usage, spelling and pronunciation of the terminology. Clinical procedures, laboratory tests, operative reports, and case studies are presented in practical application formats. Anatomy and physiology of the human body systems include the digestive, urinary, female and male reproductive, and nervous system, as well as an introduction of the cardiovascular system. This course meets all CR Board requirements for CSR students and shall help prepare the student for a career in the medical field, covering major body systems structure and anatomy, physiology, and to introduce pharmacologic, pathologic, and radiographic terminology related to each body system.

Required Text (Either edition of *The Language of Medicine* is acceptable):

- *The Language of Medicine*, 11th Edition by Davi-Ellen Chabner. ISBN #978-0323370813
- *The Language of Medicine*, 12th Edition by Davi-Ellen Chabner. ISBN #978-0323551472

MEDICAL TERMINOLOGY AND ANATOMY 2

This course shall cover medical terminology including, but not limited to, combining forms, word parts, as well as common abbreviations, and utilizing proper usage, spelling and pronunciation of the terminology. Clinical procedures, laboratory tests, operative reports, and case studies are presented in practical application formats. Anatomy and physiology of the human body systems include the respiratory, circulator, lymphatic and immune, musculoskeletal, integumentary, and sense organs, as well as radiology, pharmacology, and psychiatry medicine. This course meets all CR Board requirements for CSR students and shall help prepare the student for a career in the medical field, covering major body systems structure and anatomy, physiology, and to introduce pharmacologic, pathologic, and radiographic terminology related to each body system.

Required Text (Either edition of *The Language of Medicine* is acceptable):

- *The Language of Medicine*, 11th Edition by Davi-Ellen Chabner. ISBN #978-0323370813
- *The Language of Medicine*, 12th Edition by Davi-Ellen Chabner. ISBN #978-0323551472

BEGINNING CASE CATALYST

This course will give court reporters and court reporting students an introduction to the use of Stenograph's Case CATalyst computer-aided transcription (CAT) software. Students will learn how to use Case CATalyst software while producing transcripts with emphasis on realtime. Upon completion of this course, students should have a basic knowledge of the use of Case CATalyst software.

Required Text

- None

Recommended Texts and Resources

- *Court Reporting: Bad Grammar/Good Punctuation* by Margie Wakeman Wells. [Purchase Book Here](#)

ADVANCED CASE CATALYST

Prerequisite: Beginning Case CATalyst

This course will give court reporters and court reporting students advanced instruction in the use of Stenograph's Case CATalyst computer-aided transcription (CAT) software. Students will learn advanced techniques in the production of transcripts with emphasis on realtime. This course is for advanced students who have already completed the beginning course or who have working knowledge of the software. Upon completion of this course, students should be able to produce a saleable transcript utilizing Case CATalyst software.

Required Text

- None

Recommended Texts and Resources

- *Court Reporting: Bad Grammar Good Punctuation* by Margie Wakeman Wells. [Purchase Book Here](#)

TRANSCRIPT PREP

Prerequisite: Completion of Theory, Beginning Case CATalyst, and Advanced Case CATalyst

Students receive current instruction in formatting a transcript and its component parts, including title page, appearance page, index, body of transcript, court reporter certificate, speaker identification, exhibits, direct, cross, redirect, recross, and voir dire examination of witnesses and a prospective jury panel. The course includes instruction in preparation of worksheets, rate sheets, computer terminology, and the use of a personal computer and computer aided transcription (CAT) software. Emphasis is placed on the development of proofreading skills in order to produce an accurate, verbatim transcript.

Required Text

- None

Recommended Texts and Resources

- *Court Reporting: Bad Grammar Good Punctuation* by Margie Wakeman Wells. [Purchase Book Here](#)

CSR APPRENTICESHIP TRAINING

Prerequisite: Completion of 180 wpm

Training includes at least 10 hours of court observation and 40 hours of sitting in and reporting with a Certified Shorthand Reporter in both court and deposition proceedings, with a minimum of 10 hours in court and a minimum of 10 hours in deposition proceedings. Students must transcribe transcripts in the prescribed manner, with a minimum of 20 pages in court and a minimum of 20 pages in deposition proceedings. Minimum Transcript Format Standards and all proper title pages, appearance pages, index pages, and cert pages are required in these transcripts.

CERTIFIED SHORTHAND REPORTER
EXAMINATION INFORMATION

APPLICATION PROCESS

Effective June 27, 2024, the Board will be transitioning over to a fully online licensing and renewal system. Applicants will be able to apply and pay for licensure and exams online, and licensees will be able to renew and change their address or name.

Department of Consumer Affairs
Court Reporters Board of California
[2535 Capitol Oaks Drive, Suite 230](#)
[Sacramento, CA 95833](#)
916-263-3660

The Court Reporters Board of California currently administers its certification examination three times a year: March, July, and November and is available for three weeks during those months. The CSR test is administered online through My Realtime Coach. In order to take the state examination, students must apply online to the Court Reporters Board at least 30 days before the date of the examination.

Upon the student's completion of the theory and speed classes, academic classes, and apprenticeship requirements, Tri-Community Adult Education will provide students with a letter verifying completion of the requirements which permit the students to take the State Board examination.

The Court Reporters Board of California requires the following:

1. Qualifying Method:
 - a. CRB-recognized court reporting school
 - b. Work Experience (1400 hours)
 - c. NCRA – possession of an RPR
 - d. NVRA – possession of a CVR Certificate
2. Live Scan fingerprints
3. Instructions for testing will be available on the CSR website and issued to the candidates upon approval for testing. Tests are given by a proctor through My Realtime Coach.

CSR COURSE STANDARDS

GRADING STANDARDS

Academic course grades are assigned according to the following scale:

A - Superior Achievement	90% - 100%
B - Good Achievement	80% - 89.9%

A "B" grade is the minimum acceptable academic grade in the Court Reporting Program.

An academic grade below a "B" is NOT acceptable for the Court Reporting Program. Students earning less than a "B" grade for a course and/or incomplete course work are required to repeat the course to meet the Tri-Community Court Reporting academic course requirement.

Grades for acceptable academic courses transferred from other court reporting schools must be "B" or higher.

ACADEMIC CLASS ATTENDANCE

Court Reporters Board of California regulations require Court Reporting students to complete a minimum number of hours in each academic subject to qualify to take the Board's certification examination.

Students are required to complete each weekly assignment to earn the required hours for an academic course. Students will be given one week to make up any missed work and to earn the required hours. If a student does not make up the missed work within the one-week period, the student will be dropped from the course.

FINAL EXAMINATIONS

Final make-up examinations are not permitted except in an extreme emergency. Such an emergency should be discussed with the instructor. However, the instructor is not obligated to schedule a make-up examination.

Final examinations are not administered to a student prior to the time it is available to the entire class.

TRANSFER CREDIT PRACTICES

With prior approval ONLY, Tri-Community students may take an academic course at another court reporting school and transfer it to Tri-Community. If, by mutual agreement, a student is permitted to take a course at another school, the student must earn a grade of "B" or higher.

COURSE CHALLENGES

To challenge a course (meet the requirement by examination), a student will contact Mary Rea at mrea@c-vusd.org to arrange a time to take the challenge exam.

A student is allowed to challenge a course one time only and must earn a grade of "B" or higher. A student who fails to earn a grade of "B" or higher on a challenge test must take the academic class in question.

COURSE AVAILABILITY

Course availability is subject to maintaining the required teacher/student ratio and the availability of an instructor. Therefore, Tri-Community Adult Education reserves the right to cancel, change, or offer academic classes as it deems necessary.

STUDENT POLICIES

CHANGE TO CONTACT INFORMATION

Students are required to complete the *Change to Contact Information* form in Canvas of any name, address, phone number, and/or email changes. This form shall be sent to the Program Coordinator.

STUDENT REGISTRATION

Students will register at the designated times posted on Canvas. Students who miss the registration dates will not be able to register which will result in lost access to Canvas, Realtime Coach, Recorded and Live Dictation Classes. Students may register for the following term.

Tuition shall be due and payable at the time of registration. If a student is receiving financial aid funds, they will register with the student counselor or financial aid.

GRIEVANCE PROCEDURE

If a student has concerns with the instructor, they should first be discussed with the instructor. If the concern cannot be resolved, it should be submitted to the school's Program Coordinator. A conference time may be scheduled with both the teacher and the student, as deemed necessary by the Program Coordinator.

LEAVE OF ABSENCE

Requests for a leave of absence from the Court Reporting Program must be made in writing to the Program Coordinator. Forms are available on Canvas. Satisfactory work, attendance, and progress in the Court Reporting Program are prerequisites for being granted a leave.

A leave of absence status will ensure a student in the Court Reporting Program will be able to return to their respective speed class upon return from the leave of absence. If a student in the Theory class requests a leave of absence, approval from the instructor and the Program Coordinator will be required. Students in the Theory class will need to retake the class, but that will be determined at the time of the request.

If a student does not return from their leave of absence, they will be terminated from the program.

After being terminated, a returning student must register in the program before going back to class. Reinstatement in the program is subject to approval of the Program Coordinator and space availability.

LIABILITY

Tri-Community Adult Education is not responsible for loss or damage to students' personal property.

MATRICULATION BREAK

The requirements and guidelines stated in the Student Handbook are in effect for the current school year. A student who incurs a break in program enrollment or is enrolled longer than scheduled to complete the program, must meet any new requirements and guidelines in effect at the time of reenrollment.

STUDENT CONDUCT

Students are expected to conduct themselves in a manner consistent with the profession that students expect to enter when they complete the program. Minimally, students must:

- Arrive at class on time. Students must be ready for class at the scheduled starting time and remain in class until break or dismissal time. There is a five-minute grace period only. After that, you will not be allowed to enter for that period.
- Attend all classes with their equipment set up. If applicable, be prepared to read back. Video cameras should be on unless instructed otherwise.
- Avoid entering or leaving a class while the instructor is giving dictation.
- Refer to test-taking procedures on My Realtime Coach and/or Canvas.
- If a student is caught cheating, it will invalidate the test and cause dismissal from the program.

FACULTY

Cynthia Fallgren - BA, Court Reporting Instructor - cfallgren@c-vusd.org

Stephen Matthews – MA, Court Reporting Instructor - smatthews@c-vusd.org

Carrie Ravenscroft - BA, Court Reporting Coordinator/Instructor - cravenscroft@c-vusd.org

Mary Rea - CRI, Court Reporting Instructor - mrea@c-vusd.org

ADDENDUM

A

REFUND & WITHDRAWAL POLICY

We realize that outside circumstances may sometimes impact a student's ability to complete the program of study. When a student stops attending **all** of his or her classes, depending on the circumstances, it may be classified as a "withdrawal," or "dismissal" from the institution. For the purpose of charges assessed and financial aid eligibility listed below, a dismissal will be handled the same as a withdrawal from the Institution.

Students who do not complete at least 60% of the hours of each pay period must repay the unearned portion of all awarded aid. This unearned portion is based on the total number of hours scheduled to be completed and divided by the total hours in the pay period (Title IV Refund Process below). Students must repay the amount received as an overpayment. Students who owe repayments or overpayments are ineligible for additional Federal and/or State Aid. When learning of an over-award, Tri-Community Adult Education (TCAE) Student Services Advisors will report the over-award to the funding source.

REFUND PROCESS

I. GENERAL

Federal Law regulations require that schools compute a student withdrawal refund calculation to determine the federal student aid & state aid earned by the student when he or she withdraws from a school either officially, or unofficially.

A. Official Withdrawal after commencement of classes

1. The date the student notifies TCAE of withdrawal or
2. The date of withdrawal, whichever is earlier.

B. Unofficial Withdrawals after commencement of classes

1. The beginning date of any start date, in which a student fails to start classes,
2. The first business day following 10 consecutive class days of absences or
3. The date when the school terminates the student's enrollment.

C. Cancellations - Applicants not accepted by TCAE, or who cancel within 3 to 5 business days are entitled to a refund of all monies paid. Minus a \$25 dollar registration fee.

II. INITIATING WITHDRAWAL PROCESS/TIMELINES

Schools are required to withdraw students from school within the guidelines indicated above in section (B) or as soon as the school determines that the student will not be returning. Withdrawal calculation are processed by the Financial Aid Counselor and sent to the Student Accounts office within 7 days of notification or withdrawal.

A. The withdrawal is initiated for any of the following occurrence:

1. Student's failure to maintain satisfactory progress.
2. Student's failure to follow attendance policy guidelines.
3. Student notifies school that they are withdrawing.
4. Student is dismissed from the program.

B. The individual at the campus who is responsible for updating the schools computer system must change the student's status to withdrawn. The following dates must match:

1. The effective date of change on the Student Status Change Form.
2. The date the student signs and dates the Student Status Change Form (if Applicable).
3. The computer system termination or drop date.
4. The date of determination for return of Title IV calculations. (This date must reflect the date the student was not eligible to continue, or the date the student notified the school they would not be returning).

C. The person/department responsible for initiating the drop completes the effective date of change on the Student Status Change Form. Copies of all Student Status Change Forms are given Student Accounts and Student Services Office. Both departments continue the paper work. The Academic office department has 7 consecutive days from the date of determining the withdrawal to communicate to Student Services and Student Accounts department by paper.

III. FINANCIAL AID WITHDRAWAL PROCESS (RETURN OF TITLE IV FUNDS (R2T4) POLICY)

The Financial Aid Counselor is responsible for handling all student status change forms received by the academic department. TCAE uses the Department of Education Template R2T4 form "Treatment of Title IV Funds When a Student Withdraws". TCAE certificate programs are measured in clock hours.

A **Review** - The Financial Aid Counselor reviews the following Data on the Status Change Form for accuracy:

1. The number of clock hours the student has completed verses what's on the computer system.
2. Verifies the student funding source (Federal, Institutional, etc.)

B. **RT24 Completion** - The Financial Aid Counselor completes the Refund

Calculation form for all Title IV recipients. The R2T4 form is completed steps 1-10 according to the directions of the form and ensures that the following is completed correctly:

1. The net amount of Title IV funds disbursed, and what could have been disbursed for the payment period is multiplied by the percentage of the payment period completed. The result is the amount of "unearned" Title IV.
2. The earned aid is subtracted from the aid that was actually disbursed to or on behalf of the student.
3. If the amount of Title IV aid earned by the student is **greater** than the total Title IV aid disbursed for the payment period; a Post-withdrawal disbursement to the student will be made within 45 days from the date the school determined the student withdrew.
4. If the amount of Title IV aid earned is **less than** the amount of Title IV aid disbursed for the payment period, a calculation for Title IV aid to be returned will be made. A school must return any unearned Title IV funds it is responsible for within 45 days of the date the school determined the student withdrew.
5. If the amount of Title IV aid earned and the amount of Title IV aid disbursed is **equal** to the payment period, no further action will be taken.
6. The Institution will return the lesser of the total earned aid or the unearned institutional charges for the payment period.
7. If the R2T4 form requires a Title IV refund due by the school under "Step 6" of the RT24 form the Financial Aid Counselor completes award adjustments in the database system and exports the refund to **COD**.
8. Student Accounts, ensures that all refunds due are refunded to G-5 account.
9. The Financial Aid Counselor is responsible for providing copies of the R2T4 forms for all title IV recipients to the Student Accounts department within 7 calendar days from the first day of receiving the status change form.

C. Post Withdrawal Disbursements - A Student who withdraws, or otherwise ceases attendance, has lost Federal Student Aid eligibility and generally may not receive further disbursements for the enrollment period. A post-withdrawal disbursement distinguishes payments made after a student loses eligibility, whereas Post-withdrawal disbursements is aid a student has "earned" based solely on the period of enrollment calculated on the Return of Title IV Funds Calculation (RT24) and must be disbursed within 90 days of the date of determination (withdrawal date). If the student is eligible to receive a post-withdrawal disbursement for the period of enrollment for which an R2T4 calculation was determined, the Financial Aid Counselor may only approve a post withdrawal disbursement for amounts indicated in the completed R2T4 calculation. Any credit balance on student's account must be dispersed as soon as possible and no later than 14 days after the calculation of R2T4. To ensure the correct amounts are approved and disbursed, the Financial Aid Counselor provides copies to student accounts of the R2T4 post-withdrawal disbursement information with the disbursement Batch roster request.

Under this policy, the student and school each may have some responsibility to return funds to the U.S. Department of Education. If the student does not return amount owed within 45 days, the amount of overpayment will be reported to the U.S. Department of Education (DOE) via the National Student Loan Database (NSLDS) and the student will be referred to the DOE for resolution of debt.

IV. STUDENT ACCOUNTS WITHDRAWAL PROCESS

Institutional Drop Calculation - Student Accounts completes an Institutional drop calculation for all students, regardless of their funding. Identification is made if the student withdrew prior to the 60% point or after the 60% point of the program.

To determine the percentage of the payment period completed, the number of days* attended in the payment period is divided by the total days*in the payment period.

**Days=calendar days for purposes of this formula, and therefore include weekends and holidays. Only scheduled breaks of 5 days or more and approved leave of absences are excluded.*

The percentage of federal student aid will be returned as "unearned" by the student if the withdrawal is prior to completing over 60% of their program. The portion of Title IV federal student aid earned by the student as of the withdrawal date is calculated on a pro rata basis by comparing the total program hours to the total number of hours of class and lab time attended, or scheduled to have been attended prior to withdrawal. Federal Regulations state that the amount of the Title IV refund is based on the percentage of Title IV funds earned by the student at the time of withdrawal. In order to determine whether Title IV funds must be returned, the school must calculate the following:

- A. **Refunds of Unearned Aid** - Student Accounts is responsible to complete all refunds of unearned aid back to the funding source in the following order as specified by law:
 1. Pell Grant
 2. Other sources.

- B. **Recording Refunds** - Student Accounts Staff is responsible for the completion of the all necessary refunds and record the refunds to the student account ledger indicating the source and the refund amounts.

- C. The total Title IV funds earned may not be enough to cover the institutional charges for the period of enrollment. When this occurs, the student is responsible for any outstanding charges not paid to the school through the student's Title IV funds.

V. 45 DAY OR LESS TIMEFRAME

It is TCAE's policy that the timeframe from withdrawal date, to receipt of drop calculation at the student accounts department, be no longer than 15 days from the date of determination that the student withdrew. Adherence to this policy ensures refunds are processed in a timely manner. This is critical to the success of the school, as late refunds are the most serious audit finding by the U.S. Department of Education, and can cause serious liabilities for the school. Therefore, drops must be fully processed at the student accounts office by: 15 days from the date of determination that the student withdrew. The 15-day timeframe will allow student accounts to meet the 45-day timeframe policy per the U.S Department of Education. An Institution must return the amount of Title IV funds for which it is responsible as soon as possible, but no later than 45 days after it determines, or should have determined that the student withdrew.

ADDENDUM

B

Satisfactory Academic Progress

The U.S. Department of Education requires all schools to establish and apply standards of Satisfactory Academic Progress (SAP) for eligible students to receive financial aid under the programs authorized by Title IV of the Higher Education Act (HEA). As with any area of Title IV, it is critical to understand that students must meet all SAP requirements within the context of all existing federal and institutional regulations. Thus, students must meet all Title IV and institutional requirements and regulations in order to be eligible to receive federal financial aid. Federal regulations require that all recipients of student financial aid make Satisfactory Academic Progress (SAP) towards an eligible certificate program. The Federal Pell Grant Award is proportional to a student's attendance (full or part time) and required satisfactory progress under the institution's standards and practices.

SAP helps monitor whether students are moving toward successful completion of a certificate program in a timely manner. In order to be meeting SAP requirements, students must maintain a specified grade point average (GPA) (Qualitative) and attendance marks (Quantitative), and proceed through the program at a pace leading toward completion in a specified time frame. Tri-Community Adult Education measures progress in clock hours. Rules are applied uniformly to all students whether or not aid has been previously received. Students SAP will be monitored at the end of each payment period.

Qualitative Requirement

Students must maintain a cumulative grade point average (GPA) of 2.0 or better on a 4.0 scale. For any program more than two academic years in length, students must have a minimum of a 2.0 GPA at the end of the second academic year. For the purpose of this policy, grades of "A", "B", "C" and "D" are considered making satisfactory academic progress. Grades of "F," and "I" are considered not making academic progress. An incomplete grade is considered the same as an "F" when evaluating SAP.

Quantitative Requirement

Students need to maintain a cumulative attendance record of 67% or higher to finish the program in the maximum time frame.

Maximum Time Frame

Students may receive financial aid for up to 150% of the published clock hour length of their declared program. Students must, regardless of whether or not financial aid has been previously received, finish their program within the maximum time frame.

Evaluation Points/Payment Periods

Program Name: Court Reporter

Payment Periods:

Court Reporter – 4600 Clock Hours

*Court Reporter – 2960 Clock Hours

0 - 540

0 - 493

541 - 1080

494 - 987

1081 - 1620

988 - 1479

1621 - 2160

1480 - 1972

2161 - 2700

1973 - 2466

2701 - 3240

2467 - 2960

3241 - 3780

3781 - 4320

4321 - 4600

*Students who enroll after 7/1/2024 will be enrolled in Court Reporter – 2960 Clock Hours

Evaluation Points:

541 Clock Hours

494 Clock Hours

1081 Clock Hours

988 Clock Hours

1621 Clock Hours

1480 Clock Hours

2161 Clock Hours

1973 Clock Hours

2701 Clock Hours

2467 Clock Hours

3241 Clock Hours

3781 Clock Hours

4321 Clock Hours

Administrative Withdrawal:

A student on probation who fails to attain satisfactory academic progress (SAP) or earn a GPA of 2.0 or higher at the end of the payment period or period of enrollment for which they were placed on probation will be administratively withdrawn from Tri-Community Adult Education (TCAE).

A student may also be Administratively Withdrawn from TCAE for any of the following acts:

- Cheating on exams/test or assignments
- Disruptive behavior in class or on campus
- Behavior which jeopardizes the physical or emotional well-being of students, instructors or others.
- Plagiarism or claiming that another person's work or ideas were yours without giving them proper credit
- Knowingly providing false information, verbally or on paperwork

- Using, selling, and/or possessing illegal drugs or legal drugs without a valid prescription
- Carrying and/or using a gun, knife, or other weapons on campus
- Drinking alcohol on campus
- Other Criminal offenses both on- or off-campus, including but not limited to the following:
 - public indecency
 - sexual offenses/ sexual assault
 - Stealing
 - Destruction of school property or another student's property
 - Harassment, bullying, threats, intimidation or repeated disrespect toward students, instructors, or school staff.
 - Fighting (physical altercation)

Students receiving Title IV funds who are Administratively Withdrawn from TCAE will have all future financial aid payments canceled. R2T4 will be performed and a calculation of student earned Title IV funds will be determined. Any unearned Title IV funds must be returned to the Federal Student Aid programs. If Title IV funds have already been paid out to the student for the payment period, the student was Administratively Withdrawn, the student will need to return the funds received. An Overpayment will also be reported to the National Student Loan Data System (NSLDS) until the student has returned the unearned portion of Title IV funds received. It is important to note: the total Title IV funds earned may not be enough to cover the institutional charges for the period of enrollment. When this occurs, the student is responsible for any outstanding charges not paid to the school through the student's Title IV funds.

Financial Aid (FA) Warning:

A student who is receiving Title IV Funds who begins to have difficulty meeting either the Qualitative and/or Quantitative standards set forth by the school's SAP policy will receive the statement "Financial Aid Warning" (FA Warning) on their student enrollment record for the payment period or period of enrollment in which the FA Warning is issued.

The Financial Aid Counselor submits a form indicating the reason or reasons why a student has been given an FA Warning. The Counselor will notify both the financial aid office and program coordinator by providing each with a copy of the FA Warning. The school counselor or the financial aid office may initiate a meeting with the student or contact the class instructor to determine if the FA Warning has been resolved.

To resolve the FA Warning a student must do the following:

- Meet with their class instructor to review or resolve whatever concerns caused the student to be given an FA Warning.
- Complete the payment period or enrollment period successfully, which is defined as meeting Satisfactory Academic Progress (SAP).

4) Appeals:

Students who are found to be out of compliance with the standards for satisfactory academic progress (SAP) and placed on academic suspension may appeal such a decision. A written appeal must be submitted to the School Principal outlining the basis of the appeal along with supporting documentation for the appeal. The appeal must be submitted within 10 business days of the academic suspension. The Principal will rule on the student's appeal and inform the student in writing of the decision.

Students reinstated upon appeal will be placed on Academic Probation until SAP is met or the student meets the minimum conditions and/or requirements set forth by their Student Academic Plan.

Course Repetition

If a student repeats a failed or previously passed class, it will replace the grade to recalculate into the new cumulative GPA. The units will still count toward the completion rate and maximum time frame. Students who passed a class and choose to repeat for a higher grade are not eligible to receive financial aid for the repeated class. Students may receive financial aid for a failed class that they repeat until they pass (as long as they are meeting all of the other SAP requirements).

Transfer Students

Prior to the awarding of financial aid for students who attended other colleges, submission by the student of all academic transcripts is required regardless if the student received financial aid at their previous college.

Credit hours from another institution that are accepted towards the student's education program must count as both attempted and completed hours. Students who have below a cumulative 2.0 grade point average at their last college are placed on probationary status for their first term of enrollment at Tri-Community Adult Education. Students in probationary status are not eligible to receive financial aid unless an SAP appeal is submitted and approved by Financial Aid Counselor. If at the conclusion of that first term of enrollment the transfer student is not meeting the requirements of SAP the student is deemed ineligible for Financial Aid for that term.