



COURT REPORTING PROGRAM

2025 – 2026 STUDENT HANDBOOK

TRI-COMMUNITY ADULT EDUCATION

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

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ACADEMIC CALENDAR: 2025-2026

Summer Term 2025 (12-Week Term)

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

Fall Term 2025 (12-Week Term)

Term Starts	August 18, 2025
Holiday – Labor Day	September 1, 2025
Term Ends	November 8, 2025

Winter Term 2026 (12-Week Term)

Term Starts	November 10, 2025
Holiday – Veterans Day	November 11, 2025
Thanksgiving Break	November 24 – November 29, 2025
Winter Break	December 22, 2025 – January 3, 2026
Holiday – MLK Day	January 19, 2026
Holiday – Local Holiday	February 9, 2026
Holiday – President's Day	February 16, 2026
Term Ends	February 21, 2026

Spring Term 2026 (12-Week Term)

Term Starts	February 23, 2026
Holiday - Spring Break	April 6, 2026 – April 11, 2026
Term Ends	May 23, 2026

Summer Term 2026 (12-Week Term)

Holiday – Memorial Day	May 25, 2026
Term Starts	May 26, 2026
Holiday – Juneteenth	June 19, 2026
Holiday – Independence Day	July 4, 2026
Term Ends	August 16, 2026

COVINA-VALLEY UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION

Simon Wright.....	President
Maria Caceres.....	Vice President
Rachel Robles.....	Clerk
Maria Cruz.....	Member
Sue Maulucci.....	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

TRI-COMMUNITY ADULT EDUCATION MISSION STATEMENT

Tri-Community Adult Education creates an innovative educational environment for a diverse community of adult learners, which promotes the 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 will be required to take and pass a school-administered entrance exam.

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 must register for classes during the designated registration periods for each upcoming term. These registration dates and times will be posted on Canvas and communicated to all students via the ASAP system. It is the student's responsibility to register during these specified times in order to remain enrolled in the program.

Failure to register within the posted registration window will result in the student being dropped from the program.

Tuition is due and payable at the time of registration. Students receiving financial aid must complete registration through the Financial Aid Counselor to ensure proper processing of their funds.

REGULAR ADMISSION

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

- Create a Gmail account using your *first and last name only* (numbers may be added at the end, if necessary).
- Submit a high school transcript showing the date of graduation or provide a GED certificate.
- Provide a certificate of typing proficiency showing successful completion of a 45 words-per-minute net typing test, with your *first and last name* clearly displayed.
- Electronically sign and date the document titled "*Student Handbook Received.*"
- Electronically sign and date the document titled "*Student Hour Calendar Received.*"
- Electronically sign and date the *SIS Student Information Sheet*.

All required documents must be submitted and verified before registration will be permitted.

TRANSFER STUDENT ADMISSION

Court Reporting students transferring from another Court Reporting educational program must:

- Meet with the Program Coordinator for an official review.
- Provide a transcript from the Court Reporting Program where credit is being requested.
- Submit all documents required under the Regular Admission process.

Transfer Credit Policy:

- Credit may be considered for comparable Court Reporting courses taken at a Board-approved school.
- Tri-Community Adult Education reserves the right to evaluate and determine course equivalency and proficiency in both academic and skill-based classes.
- Courses with an academic grade below a 3.0 GPA (equivalent to a "B" letter grade) will not be accepted for transfer credit.

CSR EXAMINEES ADMISSION

Students who have already qualified to take the Court Reporters Board (CSR) certification examination and who are seeking enrollment in the Court Reporting Program must receive prior approval from the Program Coordinator before enrolling in any Court Reporting courses.

CSR examinees are admitted on a space-available basis — only after currently enrolled Tri-Community Adult Education students have registered.

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):	\$3,495
❖ Online academic classes (each class):	\$210
❖ Graduate/CSR Examinees (per term):	\$495

EXPENSES

Students enrolling in the Machine Certified Court Reporting Program are responsible for the following additional expenses and equipment:

Please Note: *All required equipment and materials must be obtained and in your possession before the first day of class in order to remain enrolled in the program.* Failure to have the required items on time may result in being dropped from the program.

- ❖ **Personal headset** for Zoom classes or practice sessions – *Recommended but optional.*

- ❖ **Flash drive or cloud storage** for saving work – *Google Drive is available with a Gmail address.*
- ❖ **Steno machine** – *Wave and Luminex models are recommended. All other models must be **preapproved** by **Cindy Fallgren** or **Carrie Ravenscroft** prior to the first day of school.*
- ❖ **Windows-based laptop or desktop** equipped with a **webcam**.
- ❖ Latest version of Case CATalyst Student Software – Available at Stenograph.com
- ❖ **Additional textbooks and reference materials** may be required as students advance through the Court Reporting Program and academic coursework.

Students are expected to ensure that all required equipment is functional and available for use throughout their time in the program.

Students enrolling in the Voice Certified Court Reporting Program are responsible for the following additional expenses and equipment:

Please Note: All required equipment and materials must be obtained and in your possession before the first day of class to remain enrolled in the program. Failure to have the required items on time may result in being dropped from the program.

- ❖ Personal headset for Zoom classes or practice – *Recommended but optional*
- ❖ Flash drive or cloud storage – *Google Drive is available with a Gmail address*
- ❖ Stenomask
- ❖ Windows-based laptop or desktop with a webcam
- ❖ Latest version of Case CATalyst Student Software – Available at Stenograph.com
- ❖ Dragon Legal Software
- ❖ External sound card
- ❖ Digital recorder
- ❖ *Students may be required to purchase additional textbooks and reference materials as they progress through the Court Reporting Program and related academic coursework.*

All equipment must be functional and maintained throughout the program to ensure full participation in both skills and academic instruction.

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.

Students applying for financial assistance will not be able to start the program unless financial aid is approved.

DEFERMENTS

All deferments must be submitted to the Program Coordinator for approval and signature.

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:

Progression shows that students can complete the Voice program in one year.

The maximum timeframe is 150% of the standard time frame for the program. The standard time frame for the program is 4600 hours (one to three years).

Machine Rate of Progression

Academic Year (AY)	Required Achieved Speeds
Term 1	Machine Theory
Term 2	Bridge
Term 3	60
Term 4	80
Year 2	End of first year 100 wpm
Term 1	120
Term 2	140
Term 3	160
Term 4	180
Year 3	End of second year 180 wpm
Term 1	180
Term 2	200
Term 3	200
Term 4	Qualifier Passed
	End of third year CSR

Voice Rate of Progression

Academic Year (AY)	Required Achieved Speeds
Term 1	Theory
Term 2	140
Term 3	180
Term 4	Qualifier

CERTIFIED SHORTHAND REPORTER PROGRAM COMPLETION REQUIREMENTS

CERTIFIED SHORTHAND REPORTER PROGRAM

(4600 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%	Not required but suggested
	JC	200 wpm	95%	Not required but suggested
	QA	225 wpm	95%	Not required but suggested
Qualifier	MV	200 wpm (10 minutes + 3 minute lead-in)	97.5%	

A **Realtime Test** in court reporting is a **five-minute, unedited skills test** in one of the following categories: **Literary (Lit)**, **Jury Charge (JC)**, or **Question and Answer (Q&A)**. This is a **true realtime evaluation**, meaning that **no editing** is permitted after the dictation.

Students are expected to demonstrate accuracy in **basic punctuation**, including **obvious ending punctuation and appropriate comma use**.

The test is graded on a strict **95% accuracy requirement**, reflecting professional-level realtime standards.

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 5 remote hours

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

The Court Reporting Program prepares students for careers in freelance deposition reporting, official court reporting, and CART/captioning. In addition to traditional roles, court reporters have found rewarding work in a variety of settings including:

- Government meetings
- Conventions and seminars
- Public hearings
- Church services
- Interviews
- Audiotape transcription
- Medical transcription

With the implementation of the Americans with Disabilities Act (ADA), there is growing demand for court reporters to provide offline and online captioning services to improve access for the hearing impaired.

Successful careers in court reporting require strong reading and writing skills, including a solid foundation in English grammar, spelling, and vocabulary. While the program focuses on building court reporting skills, some fields may also require additional specialized training to meet employment qualifications.

Students aiming for certification to work in California must complete the Court Reporting course of study as outlined in the program curriculum. Satisfactory completion of this course of study is one of the pathways approved by the Court Reporters Board of California and is required before a candidate may take the California Certified Shorthand Reporter (CSR) examination.

The average training commitment for certification is:

- Machine Shorthand: 2 to 3 years
- Voice Writing: 1 year

Individual progress may vary based on the time and effort students dedicate to practice. There is a direct correlation between consistent practice and successful completion of the program.

Students may also pursue national certification, including:

- CVR or CVR-S through the National Verbatim Reporters Association (NVRA)
- RPR through the National Court Reporters Association (NCRA)

Candidates who pass all four sections of the CVR, CVR-S, or RPR exams and hold the corresponding license may also qualify to sit for the California CSR exam.

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 Sequence Voice Theory Students

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

The academic courses are set up to be taken sequentially by subject. Classes may not be taken out of order without the written permission of the Court Reporting Coordinator.

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

Academic 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 3 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, 40 hours of apprenticeship training, along with completion of required transcript production, and 10 hours of CSR Prep. More information can be found on Canvas.

COURT REPORTING CLASS STANDARDS

ATTENDANCE

Consistent class attendance and practice are essential to developing the skills required for success in court reporting. Students must take personal responsibility for building their speed and proficiency.

In addition to attending live Zoom dictation classes, students are expected to maintain a consistent and structured personal practice routine through *My Realtime Coach*. Steady progress is achieved through a combination of recorded practice time, tests taken, participation in outside workshops and events, and regular class attendance.

Students are required to meet a minimum of **25 hours per week** of total engagement, with the exception of holidays. This includes all forms of practice, coursework, and participation in program activities. Failure to meet this requirement may affect a student's standing in the program.

If a student does not meet the required 25 hours in each week, they will be permitted to make up the missing hours during the remainder of the term. However, students may not bank or accumulate hours in advance of a potential absence.

Failure to meet the attendance requirement will result in the student being placed on **academic warning** at the end of the term.

Punctuality is required for all scheduled classes. A **five-minute grace period** is allowed at the start of each hour. Students arriving after this grace period will be marked absent for that hour.

All students are required to attend class using a **PC (not a tablet or phone)** and must have their **webcam turned on** and remain visibly present for the duration of the class. Active participation and a professional learning environment are essential to success in the program. Failure to comply with these requirements may result in being marked absent and may affect a student's standing in the program.

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 dismissed from the program.

See Addendum B.

TRACKING TIME AND ATTENDANCE

Students are responsible for keeping accurate records of their time spent in class, on *Realtime Coach*, tests taken, and supplemental hours at outside events. Tests taken and Supplemental Hours must be submitted each week using the **Weekly Test Log** and/or **Supplemental Resources Log** which is due **every Sunday night** at 11:59 p.m. to receive credit for that week.

Please note: **Realtime tests WILL NOT be included in weekly hour calculations.**

To assist with accurate tracking, the **RTC Calculations** and **Test Weekly Calculation** handouts are available in Canvas. These tools should be used to determine the number of hours earned each week.

Each week, a summary of all students' submitted hours will be posted in Canvas. If you notice a discrepancy in your reported time, you must notify the program's instructional aide **within one week** of the posting to request a correction. Discrepancies reported after this window may not be adjusted.

REQUIRED VOICE AND MACHINE THEORY CLASS ATTENDANCE AND PARTICIPATION

Machine Theory Students

- Students are required to have their machine, tripod, Case CAT software, and all necessary equipment on the first day of class and every day thereafter.
- Students must attend a minimum of 80% of live class instruction on Zoom. Classes meet four times per week for 12 weeks.
- Students are allotted 8 absences per term. Students will be dropped from Machine Theory on the 9th absence.

Assignment Requirements:

- All Machine Theory students must submit assignments through My Realtime Coach or as directed by the instructor, according to the schedule as material is taught.
- If a student falls 3 lessons behind, they will receive a warning and meet with the instructor.
- If a student falls more than 5 lessons/assignments behind, the student may be dropped and required to restart Theory from the beginning in a subsequent term.
- After two attempts at completing Machine Theory, the student will need permission from the Program Coordinator to reenroll.

Voice Theory Students

- Students are required to have all necessary equipment on the first day of class, including the voice mask, PC computer, sound card, Dragon software, and Case CAT software.
- Students must attend a minimum of 80% of live class instruction on Zoom. Classes meet twice per week for 12 weeks.
- Students are allotted 4 absences per term. Students will be dropped from Theory on the 5th absence.

Assignment and Progression Requirements:

- All Voice Theory students must submit assignments as directed by the instructor.
- Students must meet all benchmarks outlined in the Voice Theory Rubric, including successful completion of individual end-of-term meetings with the instructor.
- Students must pass Voice Theory to progress to Speedbuilding.
- If a student falls more than 2 classes or assessments behind, they will receive a warning.
- If a student falls more than 4 classes behind, they may be dropped from Voice Theory and required to restart Voice Theory from the beginning in a subsequent term.
- After two attempts at completing Voice Theory, the student will need permission from the Program Coordinator to reenroll.

Additional Attendance Notes for Voice Theory:

- Students are required to attend the entire duration of each class session.
- Voice Theory instruction is delivered in two-hour increments, with students attending two two-hour class periods per week.
- Splitting required class time into shorter sessions over more days is not permitted.

REQUIRED DICTATION CLASS ATTENDANCE

Students are required to invest 25 hours per week practicing and testing. This can be achieved through Zoom live dictation classes, recorded dictation classes, practicing exercises, test-taking, supplemental outside events, 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 Voice Theory or Machine Bridge, students are required to transcribe a minimum of three five-minute tests through My Realtime Coach or Live Multivoice 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.

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 are required to follow the submission process outlined below:

- RTC Tests:

- Convert your note file to a PDF and upload it to *Realtime Coach* within two minutes of finishing the test.
 - You will then have one hour to edit your test, convert the transcript to a PDF, and upload it to *Realtime Coach*.
 - MV Tests:
 - Convert your note file to a PDF and log in to the MV Test log in Canvas.
 - You will then have one hour to edit your test, convert it to a PDF, and again submit your completed test to the MV Test Log in Canvas.
-

MV Test Grading

MV Tests will be self-graded. The recording of each MV test will be available in the program's Google Drive within 24 hours of the test being taken down. Students may begin grading their test at that time.

- Tests scoring 95% or higher and considered a possible pass must be recorded on the MV Test Log.
- All MV tests that have been self-graded will also be added to the Weekly Test Log for credit toward the three required tests per week.

Grading Rules and Test Submission Policy

To maintain consistent and fair grading practices across all tests, the following guidelines apply:

Pregrade Review and Possible Pass Submission

- If a student receives a **95% or higher** on a pregraded MV or RTC test, they must **review all marked errors carefully**.
- **Nonreversible errors** (such as dropped words or incorrect word substitutions) will remain counted as errors.
- **Reversible errors** (such as minor misspellings of proper nouns not given before the test, contraction usage, or punctuation issues) may be corrected after review.
- If, after considering reversible errors, the student determines the test meets **97.5% accuracy**, the test should be logged on the **Possible Pass Log** and/or on the **MV Test Log** in Canvas.

Important Reminders:

- Submit only **one test per category** (e.g., MV, QA, JC, Lit) at a time.
- Wait for a "**No Pass**" notification before submitting a second test in the same category. This includes MV tests taken with two different instructors.
- Tests must be **submitted immediately** upon determining the test is a possible pass.
- Ensure the test submitted is one you **have not previously passed**.

Grading Process

- The test will be graded by an assigned grader.
- Upon completion, the grader will notify the student of the **pass or no pass** status.
- **All tests (MV and RTC)** are graded using:
 - *Merriam-Webster's Collegiate Dictionary, 11th Edition* as the official reference.
 - NCRA's "*What is an Error?*" guidelines.
 - *Bad Grammar/Good Punctuation* by Margie Wakeman Wells for punctuation standards.

Reviewing Graded Tests

- **RTC Tests:** Students can review their test results by selecting **Track > My Test Grades** in Realtime Coach.
- **MV Tests:** Students will receive graded tests via email, with errors marked and the total number of errors noted.

Test Review and Disputes

- Students are asked to wait until the possible pass test results are received via email before discussing possible grading errors before they attend a **Test Review Lab**.
 - Students are **encouraged to attend a Test Review Lab** if they disagree with any marked punctuation error or need clarification.
 - If it is determined an error was marked incorrectly, students may **resubmit the test** with a brief written explanation to cravenscroft@c-vusd.org.
-

Formatting and Accuracy Standards

- **MV tests with formatting errors will be disqualified.**
- All tests (MV, JC, Lit, QA, etc.) must be **properly paragraphed and punctuated** to be considered for passing.
- **JC and Lit tests not paragraphed** will be automatically disqualified.
- Students are expected to **research terminology and spelling** thoroughly prior to submission.

The **instructor and/or school** reserves the right to fail any test based on:

- Multiple inaccuracies
 - Missing outlines in notes
 - Improper formatting or other violations of test standards
-

Testing Attempt Policy

- Students are required to **submit a minimum of three speed tests per week.**
- Each speed test link can only be accessed once. **There is only one attempt per test.**
- If a student experiences **technical difficulties** (e.g., website or internet failure) that prevent test completion, the test is considered **invalid** and **may not be restarted or accessed again.**

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 Test Policy:

Realtime tests are a required component of the Court Reporting Program and are designed to help students build transcription accuracy and realtime writing skills.

- **Machine Writers:** Realtime tests are required for speeds ranging from **60 to 200 words per minute**.
- **Voice Writers:** Realtime tests are required for speeds ranging from **140 to 200 words per minute**.

Test Format:

- Each Realtime test is dictated at **40 words per minute below the goal speed** (e.g., a 160 WPM test will be dictated at 120 WPM).
- Tests are graded on a **95% accuracy standard**.

Purpose and Benefits:

Transcribing realtime tests is an essential tool for skill development. It helps students:

- Improve transcription speed and accuracy.
- Identify and correct issues with formatting, speaker identification, conflicts, hesitations, and difficult outlines.
- Build confidence and consistency in producing clean transcripts.

Transcription and Skill Development:

The more transcripts a student produces, the faster they develop both skill and confidence. Regular transcription of tests promotes critical analysis, self-correction, and mastery of court reporting fundamentals.

Note: Detailed guidance regarding assignments, testing requirements, and transcription standards is provided through your court reporting classes and the Canvas platform.

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. Please see the course syllabus for class attendance expectations.

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.

ACADEMIC COURSE CHALLENGE POLICY

Students are given one opportunity each term to test out of an academic class through a course challenge exam. This opportunity is intended for students who have had prior experience in the subject area and/or have completed higher education coursework in the same subject.

An official email will be sent out each term with the dates, times, and contact information for the challenge exams. These are the only times challenge exams will be administered. If a student misses the scheduled exam window, they must wait until the following term to attempt the challenge.

Students may challenge a course only once and must earn a minimum grade of “B” or higher to receive credit. If a student does not meet this requirement, they will be required to enroll in and complete the academic course.

Important Note:

The following course pairings cannot be challenged under any circumstances:

- Legal Terminology 1 and Deposition Procedures
- Legal Terminology 2 and Civil Procedures
- Legal Terminology 3 and Criminal Procedures

To receive credit for these courses, students must have completed both sections at a prior court reporting school or must take the full course sequence at Tri-Community Court Reporting.

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 be notified of registration dates and times via email. Registration is only conducted during the specified registration window. It is the student's responsibility to register during this time.

Failure to register during the designated period, may result in the loss of the student's place in the Court Reporting Program. In such cases, the student may be required to wait and register for the following term.

Students who do not complete registration by the deadline will lose access to essential program resources, including:

- Canvas
- Realtime Coach
- Recorded and Live Dictation Classes

Tuition is due at the time of registration.

Students receiving financial aid must schedule a meeting with the financial aid counselor to review submitted documents and confirm that their funding has been approved and will be disbursed in time to cover educational expenses.

GRIEVANCE PROCEDURE

If a student has a concern regarding an instructor, the first step is to address the issue directly with the instructor in a respectful and professional manner.

If the concern cannot be resolved through this initial discussion, the student should submit the concern in writing to the school's Program Coordinator.

At the discretion of the Program Coordinator, a conference may be scheduled involving both the student and the instructor to facilitate resolution.

LEAVE OF ABSENCE POLICY

Students requesting a leave of absence (LOA) must complete the LOA form available in Canvas and submit it to the Court Reporting Coordinator. Approval of a leave is contingent upon satisfactory work performance, attendance, and progress in the program. Leave of Absences will only be approved for emergencies, unforeseen circumstances, bereavement, or medical reasons with a doctor's note.

Voice or Machine Theory Students: For students enrolled in the Voice or Machine Theory class, a leave of absence requires approval from both the instructor, the Program Coordinator, and an administrator. Students taking Theory who request a leave may be required to retake the class, a determination that will be made at the time of the request.

Students who do not return from their leave of absence by the approved date will be withdrawn from the program.

Reinstatement to the program after a leave of absence is subject to the approval of the Program Coordinator and available space within the program.

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 professionalism required in the court reporting field they are preparing to enter upon program completion. Minimum expectations include:

- **Punctuality:** Students must arrive on time and be ready to begin class at the scheduled start time. There is a five-minute grace period only; after that, students will not be allowed to enter for that class period. Students must remain in class until scheduled breaks or dismissal.
- **Preparedness:** Students must attend all classes with their equipment set up and ready to use. When applicable, students should be prepared to read back their work. Video cameras should remain on during class unless the instructor provides other instructions.
- **Classroom Etiquette:** Students should avoid entering or leaving the classroom while the instructor is giving dictation.
- **Test-Taking Procedures:** Students must adhere to test-taking procedures outlined in My Realtime Coach and/or Canvas.
- **Academic Integrity:** Cheating on any test will result in the invalidation of the test and immediate 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 Policy

TCAE follows a fair and equitable refund policy for the refund of fees and other institutional charges as adopted by the Commission on Occupational Education. Refunds are given if the class is canceled. If the student requests a refund, it must be prior to the end of the second week of class meetings, whether attended or not. To receive a refund, students request a refund form from either office. Once the form is completed by the student and an explanation is provided, it must be approved by the Principal. Once approved, the refund request is processed. Refunds on credit cards will be returned to the card. All other refunds will be made by check. The process may take up to six weeks. No refunds will be given for missed classes, books, materials fee, equipment or kits.

Ryan Maddox
Principal
Tri-Community Adult Education
626-974-4205

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 hours attended in the payment period is divided by the total hours in the payment period.

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

To make satisfactory academic progress, students must maintain speed progression through each term (see pages 9 and 10), and 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: Welding - 1200 Clock Hours

Payment Periods: 1-450 Clock Hours 451-900 Clock Hours 901-1200 Clock Hours

Evaluation Points: 451 Clock Hours, 901 Clock Hours

Program Name: Court Reporter

Payment Periods:

Court Reporter – 4600 Clock Hours

0 - 540

541 - 1080

1081 - 1620

1621 - 2160

2161 - 2700

2701 - 3240

3241 - 3780

3781 - 4320

4321 - 4600

Evaluation Points:

541 Clock Hours

1081 Clock Hours

1621 Clock Hours

2161 Clock Hours

2701 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.