Proposal to the Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
Substantive Change Committee

Concerning the endorsement and approval of ongoing distance learning programs
at
Off-Campus Centers and through Distance Learning Delivery

prepared by
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reviewed by
Distance Education Committee
Academic Senate
Instructional Council
President's Cabinet
Accreditation Co-Liaison Officer

Shasta-Tehama-Trinity Joint Community College District
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P.O. Box 496006
Redding, CA  96049-6006

December 2007
Accrediting History Relative to Substantive Change

Shasta College has maintained its accreditation since 1952 having been reaffirmed most recently in 2005. The purpose of this “change” proposal is to gain authorization for Shasta College to continue offering degree and certificate programs using technology-mediated instruction and providing off-campus center operations to better serve the educational needs of the District. These changes had been previously reported to ACCJC in the Annual Report Form.

If future educational needs are identified that exceed the changes described herein, Shasta College would respond in a timelier manner.

The college website is www.shastacollege.edu
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Summary (2006-07)</td>
<td>5</td>
</tr>
<tr>
<td>Institutional Organizational Structure</td>
<td>6</td>
</tr>
<tr>
<td>Institutional Overview</td>
<td>7</td>
</tr>
<tr>
<td>A: Description of Changes</td>
<td>9</td>
</tr>
<tr>
<td>Change in Mode of Delivery</td>
<td>9</td>
</tr>
<tr>
<td>Asynchronous Internet-Based</td>
<td>10</td>
</tr>
<tr>
<td>Two-Way Interactive Television</td>
<td>13</td>
</tr>
<tr>
<td>Establishment of Off-Campus Centers/sites</td>
<td>16</td>
</tr>
<tr>
<td>Relationship to Institutional Mission</td>
<td>19</td>
</tr>
<tr>
<td>Rationale for the Change</td>
<td>20</td>
</tr>
<tr>
<td>B: New Educational Programs</td>
<td>23</td>
</tr>
<tr>
<td>C: Description of the Planning Process</td>
<td>25</td>
</tr>
<tr>
<td>Relationship to Institutional Mission</td>
<td>25</td>
</tr>
<tr>
<td>Assessment and Needs of Resources</td>
<td>26</td>
</tr>
<tr>
<td>Anticipated Effect on the Institution</td>
<td>28</td>
</tr>
<tr>
<td>Intended Improvements &amp; Preparation Process</td>
<td>28</td>
</tr>
<tr>
<td>D: Evidence of Institutional Resources</td>
<td>33</td>
</tr>
<tr>
<td>Qualified Faculty, Management, and Staff</td>
<td>33</td>
</tr>
<tr>
<td>Appropriate Equipment and Facilities</td>
<td>41</td>
</tr>
<tr>
<td>Fiscal Resources</td>
<td>44</td>
</tr>
<tr>
<td>Monitoring Plan</td>
<td>45</td>
</tr>
<tr>
<td>E. Evidence of Internal/External Approvals</td>
<td>47</td>
</tr>
<tr>
<td>F. Fulfillment of Eligibility Requirements</td>
<td>49</td>
</tr>
<tr>
<td>G. Fulfillment of Accreditation Standards</td>
<td>51</td>
</tr>
<tr>
<td>Appendices:</td>
<td></td>
</tr>
<tr>
<td>A: Summary of Qualifications, Extended Education Supervisory Personnel</td>
<td></td>
</tr>
<tr>
<td>B: Programs and Certificates Affected by Changes</td>
<td></td>
</tr>
<tr>
<td>B-1: Certificate Programs</td>
<td></td>
</tr>
<tr>
<td>B-2: Degree Programs</td>
<td></td>
</tr>
<tr>
<td>B-3: CSU General Education Courses</td>
<td></td>
</tr>
<tr>
<td>C: Excerpts from 2005 ACCJC Accreditation Evaluation Report</td>
<td></td>
</tr>
<tr>
<td>D: Distance Education Committee (DEC) Membership</td>
<td></td>
</tr>
<tr>
<td>E: Best Practices for Online Teaching</td>
<td></td>
</tr>
<tr>
<td>F: Curriculum Sign-Off Page</td>
<td></td>
</tr>
<tr>
<td>G: Online Student Resources Directory</td>
<td></td>
</tr>
<tr>
<td>H: Tentative ITV 2-year Sequence of Courses</td>
<td></td>
</tr>
</tbody>
</table>
I: Student ITV Guidelines
J: TPFT Initiative: Student Success Model for Distance Education
K: Catalog and Course Schedule Extracts
L: Center Lease Agreements
   L-1: Red Bluff Center
   L-2: Weaverville Center
   L-3: Intermountain Center
M: Shasta-Tehama-Trinity Joint Community College District Budget
N: Extended Education and Center Operating Budgets (2006-07)
O: Office of Information Technology Operating Budget (2006-07)
Institutional Summary

2006-07

Institution: Shasta College (Shasta-Tehama-Trinity Joint Community College District)
Superintendent/President: Gary A. Lewis

1. Year Founded: 1948
2. Calendar Plan: Semester
3. Degrees and Certificates Offered: Associate in Arts: 8
   Associate in Science: 28
   Certificates: 27
4. Enrollment:  
<table>
<thead>
<tr>
<th></th>
<th>Headcount</th>
<th>FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall:</td>
<td>9,664</td>
<td>3,542</td>
</tr>
<tr>
<td>Spring:</td>
<td>10,031</td>
<td>3,351</td>
</tr>
</tbody>
</table>
5. Faculty:  
   Headcount:  
   |               | Full-time | 137  |
   |               | Part-time | 327  |
6. Finances:  
   A. Campus Enrollment Fees (estimated actuals): $2,023,800
   B. Operating Expenditures: $38,764,400
   C. Percent of operating expenditures from tuition and fees: 6.35%
   D. Operating deficit(s) for past three years: Zero
   E. Current accumulated deficit: Zero
7. Governing Board:  
   A. Size: 8 (7 elected District residents, 1 Student Trustee)
   B. Meetings per year: 12
8. Off-Campus Extended Education Center Locations:  
   A. Number: 3 (Red Bluff, Intermountain, Weaverville)
   B. Current Off-campus sites supervised by Centers: 11 (Anderson, Corning, Los Molinos, Gerber, Palo Cedro, Shasta Lake, Hoopa, McArthur, Fall River Mills, Alturas, Cedarville)
   C. FTES: 155.15 (ITV) 828.31 (Live)
9. Asynchronous Internet-Based Offerings:  
   A. FTES: 731.90
10. Library (Learning Resources Center)  
    A. Number of Volumes: 74,000 (15,500 Ebooks)
    B. Number of Periodical Subscriptions: 17,415 (16,000+ electronic, full-text)
Institutional Organizational Structure

Shasta-Tehama-Trinity Joint Community College District Board of Trustees

Superintendent / President

Shasta College Foundation Board

Vice President

Student Services

Disabled Students
Programs & Services
EOPS/CARE
Financial Aid
GEAR UP/TRIO
Enrollment Services
  • Matriculation Services
    o Counseling
    o Assessment
    o Transfer, Career, and Employment
    o Orientation
    o Articulation
  • Admissions and Records
  • Student Outreach and Recruitment
Students and Support Programs
  • Health and Wellness
  • International Students
  • Residence Life
  • Student Conduct
  • Student Senate/Clubs/Activities

Vice President

Academic Affairs

Academic Divisions:
  Arts, Communications, and Social Science
  Business, Technology, Family & Consumer Sciences
  Health Sciences & University Programs
  Natural Resources, Industry and Public Safety
  Physical Education & Athletics
  Science, Language Arts and Math
  Economic & Workforce Development
  • SBDC
  • CalWORKS
  • Community Education
  Extended Education
  Learning Resources Center
  Catalog & Schedule
  Early Childhood Education Center

Vice President

Administrative Services

Business
  • Accounting
  • Payroll
Capital & Special Projects
Physical Plant Services
  • Transportation
  • Maintenance
  • Custodial
  • Grounds
  • Print Shop
Food Services
  Security and Parking Services
Auxiliary Contract Service
  • Bookstore
Institutional Overview

Originally authorized by the Board of Trustees of the Shasta Union High School District in 1947, Shasta College received approval from the State Board of Education as a public junior college within the Shasta Union High School District in 1948 and began formal operations in 1949. In 1967, the people of Shasta, Tehama and Trinity counties voted for an expanded, multi-county District that was later named the Shasta-Tehama-Trinity Joint Community College District, with Shasta College comprising the single college in the District. Shortly thereafter, the college began offering off-campus classes to serve Tehama and Trinity Counties, and to serve the eastern communities of Shasta County in the Intermountain region.

Shasta-Tehama-Trinity Joint Community College District covers a 10,500-square mile area in Northern California encompassing the three counties of Shasta, Tehama, and Trinity and portions of Humboldt, Lassen and Modoc Counties. The estimated population of the service area is 270,000 people. The average number of students served during each semester of 2006-07 was 9,848, with a full-time equivalent for the year of 7,317.

The main campus in Redding is comprised of 39 buildings including classroom and laboratory facilities, a student center and student center annex, dormitories, theater, museum, library, horticulture and agriculture facilities, automotive and welding facilities, fire station, gymnasium, swimming and diving pools, football stadium, track, baseball and softball fields, and tennis courts. The new Health Sciences & University Center located in downtown Redding opened for classes in Fall 2007.

As reported in previous Institutional Self-Study Reports in Support of Reaffirmation of Accreditation (most recently in 2005), the District has established off-campus center operations in Red Bluff, the
Intermountain region with a facility in Burney, and Weaverville. The District currently offers courses at eleven additional outreach sites. The college also provides extensive internet-based as well as two-way interactive televised course offerings. The college received reaffirmation of accreditation by ACCJC in January 2006.

Each of the three off-campus Centers (Red Bluff, Intermountain, and Weaverville) is a District-owned or leased facility. Each Center is also assigned coordination, supervision and support of instructional outreach sites in neighboring communities (as shown below for Fall 2007). The Dean of Extended Education is responsible for coordinating off-campus instructional and student service activities at each of these locations as well as those of the college’s interactive television network (ITV). Supervisory duties for both Center and site operations are assigned to a Center Supervisor or Dean of Extended Education. The organizational structure of Extended Education is indicated below. A summary of qualifications for Extended Education supervisory personnel is included in Appendix A.

Superintendent / President
Gary Lewis

Vice President of Academic Affairs
William W. Cochran, Ed.D.
Section A: Description of Changes

“The team commends the college for its outreach to off-campus sites. In particular, praise is deserved for its innovative pursuit of internet courses and other mediated instruction to serve distance populations.” *Evaluation Report of Shasta College, ACCJC, 2005.*

This comprehensive proposal is two-fold: to address the **Change in Mode of Delivery** which began in 1996-97 (asynchronous internet-based and two-way interactive synchronous television), and to address the **Establishment of Off-Campus Centers/sites** in three Centers (the first campus-owned Center officially opened for classes in Summer 1997) geographically removed from the main campus. Both the change in delivery of courses and the establishment of off-campus Centers/sites have allowed students the ability to complete more than 50% of an educational program exclusively through or in combination with either change. A complete listing of degree programs and certificates affected by the changes in mode of delivery and establishment of off-campus Centers/sites is listed in Appendix B.

Prior to surpassing the 50% threshold, many elements of the Extended Education off-campus Center/site operations and distance learning offerings were critically evaluated during each of the last two visitations by the Commission’s Accreditation Evaluation Team (1999 and 2005). During the most recent visit in 2005, the Evaluation Team visited the Red Bluff Center and reviewed many of the elements described herein. A synopsis of the relevant comments received in the 2005 Evaluation Report is included in Appendix C and incorporated throughout this proposal.

DESCRIPTION OF THE CHANGES

“The team commends the college for its entrepreneurship, and the use of a variety of techniques to provide learning activities to students in a variety of formats, timeframes, and locations.” *Evaluation Report of Shasta College, ACCJC, 1999.*

**Change in Mode of Delivery**

Since 1968, the college has attempted to serve the needs of what has often been described as both a culturally and geographically diverse District whether by offering ‘live’ classes in remote locations or by experimenting with various means of “technology-mediated” instruction. What began with live instruction and an occasional correspondence or independent study course migrated through an evolution of courses made available on audio-cassette tapes, video-telephone, VHS video, CD-ROM, MP3 audio, through the local television station KIXE, the internet, televised via ISDN, or a combination thereof. Over
time and through an evaluation of determining what worked well (both in effectiveness and associated costs) and what technology was best suited to accomplish learning outcomes as well as accommodate both current and future needs of the District, the college has chosen to focus on two distance education modes of technology-mediated instructional delivery: asynchronous internet-based and synchronous two-way interactive television. From both modes of delivery, hybrid versions have evolved as well.

Together with the establishment of off-campus Center/site operations, distance learning has become an integral part of the college offerings by serving students unable to attend the main campus in Redding. Only recently have students been able to complete more than 50% of any specific program of study through the change in mode of delivery, the establishment of off-campus Centers/sites, or a combination of both.

*Asynchronous Internet-Based*

Since Fall 1997 when the first course (Biology 11: Diversity of Life) was delivered to 28 students, internet-based instruction has proven to be a needed and viable educational alternative for many residents of the District. For those persons who, for one reason or another, are place-bound or fear the environment of a traditional classroom, it has provided a means for both personal and professional development and created an opportunity for lifelong learning. For those whose lives are complicated by the demands of employment or family, it has afforded the opportunity to pursue an education at a time or place more convenient to their schedule. Internet-based instruction represents approximately 10% of the college’s current total FTES.

As has been the case with many other institutions, the development of online offerings at Shasta College has been evolutionary. Whether the technology was appropriate to replicate the classroom environment, that faculty would ever embrace the idea that learning could take place in ‘cyberspace,’ or that sufficient demand truly existed were just a few of the initial concerns. Many institutions had no real basis for early decisions affecting their online offerings, and consequently much of what occurred was the result of a trial-and-error ‘planning’ process. In the absence of regional guidelines or regulations, faculty attempted to address the myriad of instructional issues while staff attempted to serve the unique needs of the new student, the distant learner. Effectiveness was often measured only in terms of the number of courses and the corresponding revenue generated from enrollments.

* For the purpose of this proposal, the definition of an off-campus Center is in accordance with CPEC guidelines as an “off-campus Center operation” which serves a local student population of less than 500 Fall-Term FTES at a single location.
From the earliest adopters of online course development, lessons were learned. For Shasta College, missing pieces gradually, and sometimes unexpectedly, fell into place. Yet several actions taken by the institution can be directly attributed to both the improvements as well as the growth.

Within a year from the first offering, the college recognized the value and need for an online course management system and WebCT was selected. Soon thereafter, the college hired a Computer Applications Trainer, reassigned an existing counselor to focus entirely on distance education, and dedicated an existing Systems Engineer to support both the maintenance and expansion of the offerings.

In 2000, the college received a Title III “Strengthening Institutions Program” grant for the “…development and testing of technology-assisted teaching/learning approaches…” and “…development of computer/media assisted instructional facilities…” This infusion of funding allowed the campus to expand physical resources and begin to address the array of services necessary to support both the instructor and the distant learner. The Distance Education Committee (DEC), formed in 2001, has been instrumental to the improvement of both.

Until the creation of the DEC, comprehensive institutional efforts to deal with the unique demands of an online environment hadn’t materialized. No ongoing assessment of the need, other than the continuing growth in enrollments, had been conducted. No comprehensive assessment of resources, other than the ones already committed, had been performed. And no centralized oversight or institutional coordination existed. Each academic Division was responsible for what occurred within their respective online offerings. With its creation, the structure was put in place to “review issues of concern and formulate recommendations affecting policy, budget, purchasing, staffing, and planning decisions.” (Constitution and Bylaws, Distance Education Committee of Shasta College, 2001) The composition of the DEC is listed in Appendix D. The DEC is co-Chaired by the Dean of Extended Education and chaired by an elected member of the faculty. Since its formation, the DEC has been actively involved in the assessment and review of online offerings and has forwarded several recommendations to the Academic Senate and Instructional Council for institutional consideration and adoption.

In October 2005, as part of an overall plan to create procedures for the development of online courses, the DEC developed a Course Content Review form to evaluate the structure of online offerings. The form was approved by the Academic Senate. An Online Course Development Timeline was later approved by the Senate (May 2006) as was the recommendation to assign a Peer Advisor to each new online instructor. Essentially, the timeline lays out the sequence or steps an instructor would take when developing an online course. A key component of the procedure is the Peer Advisor, an experienced online instructor with whom the new online instructor will work during the course development process. The Peer Advisor uses the Course Content Review form to review the navigability and design of the
course with the instructor. Once the course is deemed functional and approved by the college’s Curriculum Council, the respective academic Dean will add the course to the college offerings.

The DEC also created a Best Practices for Online Teaching in May 2006 (adopted by the Senate and included as Appendix E), produced a student Online Course Survival Handbook, initiated two electronic faculty newsletters focusing on online and ITV delivery, adopted a standardized Welcome Page template for all online courses (adopted by the Senate), submitted two position requests to the Senate and Instructional Council for an Online Faculty Coordinator to be added to the hiring priorities for 07-08 and requested funding of a new Instructional Technologist position, and recommended to the Senate a policy requiring faculty receive Learning Management System (LMS) training prior to teaching an online class for the first time. Two years ago, the Research Office also began to track retention and success rates in an online environment for comparative purposes with a traditional learning environment and, in consultation with the DEC, developed an online version of the Student Opinion of Teaching survey to better assess the effectiveness of online instruction.

While many of the recommendations mentioned above have been adopted, two critical challenges exist: the institutionalization of the procedures, and the approval to hire the Instructional Technologist. Much in the same way that early adopters of online education were faced with skepticism and resistance by peers, the recent changes and pending recommendations to improve both consistency and quality in the online offerings will take time to be fully effected.

Many of the documents mentioned above can be found on the Academic Senate web site at http://www3.shastacollege.edu/senate/online_course_development.htm.

Recent improvements to the technology have included the installation of two new servers with dual processors with 4 gigs of RAM running Windows 2003 Enterprise Edition and SQL 2005 database software. The network infrastructure has been upgraded with more robust switches and firewalls for added security and reliability, and a UPS system to support these servers provides more than 4 hours of power backup. Upgraded or improved technology allows the college to auto-populate the database with the courses and the student accounts thereby eliminating the need for manual creation of the accounts. Daily backups support these services.

The Distance Education Committee has recently begun the review of its LMS to replace WebCT/CE 6 in 2008-09. In August 2007, the Senate voted to “fully support the recommendation of the Distance Education Committee to adopt a new platform in as timely a manner as possible.” In September 2007, the DEC recommended Angel to replace CE6 in Summer 2008. Early adopters of Angel will migrate existing courses (previously developed using CE6) for limited offerings in Spring 2008.
The DEC reports to the Academic Senate and the Vice President of Academic Affairs. Online course scheduling is a shared responsibility amongst the respective academic Deans with broad oversight by the Dean of Extended Education. Since Summer 2007, each academic Dean has been granted access to “audit” each online course within their respective Division, although not all courses have yet been reviewed. Each of these Deans reports to the Vice President of Academic Affairs.

In accordance with Title 5, all internet-based courses are reviewed and approved by the college’s Curriculum Council prior to being offered, and all courses are taught by approved Shasta College full- or part-time instructors in accordance with the standards of campus hiring procedures. A Curriculum Sign-Off Page (Appendix F) has recently been implemented that requires review of new or revised online offerings by an academic Dean that serves on DEC prior to submission to the Curriculum Council. Online training for faculty is made available by the @ One Project, the faculty’s own initiative, or the college’s Computer Applications Trainer through institutes, workshops, online tutorials, and one-on-one. The Computer Applications Trainer has also developed a comprehensive list of tutorials and resources to assist the student in an online environment including an online course readiness questionnaire, FAQs, and an online orientation. In addition to the campus’ electronic and telephonic Help Desk, the college also participates in CCC’s contracted services of the 24/7 Online Learning Support Center with Presidium, Inc. The Online Student Resources directory is included as Appendix G or can be found at http://onlineaccess.shastacollege.edu/student/getting_started.htm.

Within the past few years, the college has made significant improvements in providing support services to the online learner as well. Admission, registration, and other services are now made available through the newly adopted My Shasta link on the campus homepage. Assessment and counseling will be added to the site in the near future. Library service for the distant learner is accomplished electronically, or by delivery of materials through the contracted courier service coordinated by Extended Education.

In 1997-98, two online courses accounted for 59 enrollments. In 1999-00, online offerings had increased to eight and generated 231 enrollments; by the 2001-02 year, thirty-six courses served nearly 1000 enrollments. Two years later, in Fall 2003, forty-nine online course sections served 1500 enrollments. Approximately 94% of students enrolled in a fully online or hybrid course reside within or in close proximity to the District’s service region.

Shasta College now has the ability to deliver more than 50% of a degree or certificate through asynchronous internet-based instruction. By February 2007, more than 200 courses had undergone the review and approval process of the college’s Curriculum Council. The college currently has 7 certificate and 19 degree programs in which at least 50% of the courses are offered, or will be offered in the near future, through asynchronous internet-based delivery (Appendix B). Courses that require but do not include a corresponding online lab component are reflected in the listing. In this situation, students are
accommodated by an onsite lab component normally scheduled at a unique time (e.g., Saturdays) at a centralized location (i.e., the main campus).

**Two-way Interactive Television**

Development of a two-way interactive television network institutional plan was, in some ways, similar to that of online offerings at Shasta College: an evolutionary process with the guiding principle of serving students in the more remote areas of the District. However, unlike internet-based instruction, ITV evolved with an initial plan in place due, in large part, to the requirements of the funding grant from the McConnell Foundation in 1995-96 and the Dean of Extended Education having been assigned direct responsibility for ITV development and implementation. The Dean also initiated and maintained an informal assessment tool administered to students during the first years of operation to measure the effectiveness of the technology as well as identify student satisfaction and additional needs.

Through the McConnell Foundation grant, the college began operation of a two-way interactive television (ITV) network in an effort to better reach the population centers of the region as well as the more remote parts of the District. The first course (Math 240: Pre Algebra) using this technology was offered during the Summer 1997 to the Red Bluff Center using a dedicated telephone line. For the 1998-99 academic year, a multi-point conferencing unit (MCU) was installed on the main campus, with T-1 links for connection to sites in Burney, Red Bluff, and Weaverville. Following the award of an RUS grant and 4C-Net backbone upgrade to Butte College in 1997, the District was able to utilize the 4C-Net for improved delivery. Since then, some sites have been added to the network while others have been discontinued, ISDN has been replaced by point-to-point T1 circuits, and in 2005 the MCU was upgraded to accommodate additional end-points. With the anticipated growth and recent improvements in the ITV network, the Extended Education Division intends to resume broadcasting to selected sites previously discontinued and evaluate the potential for expansion to new sites within the next two years.

By establishing both ‘transmit’ and ‘receive’ sites at each of the three off-campus Extended Education Centers as well as on the main campus, ITV has provided broader course offerings throughout the District. It has made possible the delivery of courses not conducive to internet-based instruction and has accommodated those students who are not well enough disciplined for online courses or lack the technical skills or hardware, or face obstacles that prevent them from attending courses on the main campus. It has allowed the District to curtail other less effective ‘technology-mediated’ instructional methods by providing a highly interactive learning environment and enhancing the delivery of student services. And it has facilitated greater participation by full-time faculty in the delivery of ITV courses originating from the main campus to the distant Centers/sites.
Additional two-way interactive ‘receive’ sites serve the even more isolated areas with selected curriculum and have afforded the District the opportunity to partner with other institutions in specific program offerings. The college’s ITV network has recently been used

- in partnership with the North State Rural Health Network to facilitate prerequisite course completion for potential VN and RN students at remote health care facilities;
- in partnership with Hoopa-Yurok Vocational & Technical Education Programs to accommodate the typically low enrollments that prevent their home institution, College of the Redwoods, from offering live classes;
- in partnership with Butte College to provide a Respiratory Therapy program;
- in partnership with College of the Siskiyous to provide Shasta College’s VN to RN upgrade;
- in partnership with CSU Chico to provide courses that are part of the baccalaureate and graduate offerings on an interim basis until Shasta College’s University Center is completed;
- to provide a multitude of teleconferencing opportunities for community-based services throughout the District; and
- to provide in-service training for full- and part-time faculty, student service orientations and workshops, and faculty-student consultations.

An *ad hoc* committee of administrators and Information Technology staff was formed in 2005 to assess and recommend improvements in the ITV network. End point equipment, much of which had been purchased with the original grant, has been replaced with Tandberg 6000 models within the past year to improve compatibility with newer technology. Installation of new Cisco routers and switches, upgrading of the MGC and gatekeeper to the latest software revision, and establishing “policy mapping” on the routers to dedicate consistent bandwidth for improved data transmission have also been completed within the past year. Several ITV classrooms have been redesigned in response to student and instructor feedback. Two T1 lines to the Red Bluff Center have been augmented with a 20-megabyte Metro Ethernet circuit (OptiMAN) for increased bandwidth to provide greater stability of transmission. Network monitoring equipment was added to desktop workstations to improve response time for unanticipated interruptions of service. Remote and onsite diagnosis of the ITV system is now part of a regular routine for technicians and the Systems Engineer.

ITV programming, in collaboration with the academic Deans, is the responsibility of the Dean of Extended Education who reports to the Vice President of Academic Affairs. A *Curriculum Sign-Off Page* (Appendix F) has recently been implemented that requires review of new or revised ITV offerings by the Dean of Extended Education prior to submission to the Curriculum Council. Priority for course scheduling on the ITV network is given to courses identified as part of a tentative two-year sequence (Appendix H) which was developed in 2005 and designed to fulfill graduation requirements for select courses of study. All courses are taught by Shasta College faculty according to campus hiring requirements, thus insuring the integrity of the curriculum. ITV training for faculty is made available regularly through FLEX training or one-on-one with the ITV Senior Secretary and ITV Technician, and students enrolled in ITV courses are provided with basic operating guidelines on the first day of each course (Appendix I). Faculty can also access the online tutorial to become better familiar with the classroom control panel in addition to sample presentation templates (http://www3.shastacollege.edu/exted/ITV/itv_classes/itvir1.htm).
In 1997-98, thirty-eight ITV courses were offered. By 1999, offerings increased to forty; by 2001-02, sixty-seven courses (each with multiple sections) served almost two thousand enrollments. In 2006-07, eighty-seven courses (again, each with multiple sections) were offered and served more than 2,700 enrollments.

Shasta College currently has 4 certificate and 21 degree programs in which at least 50% of the courses are offered, or will be offered in the near future, through two-way interactive televised delivery (Appendix B). Courses that require but do not include a corresponding ITV lab component are reflected in the listing. In this situation, students are accommodated by an onsite lab component normally scheduled at a unique time (e.g., Saturdays) at a centralized location (i.e., the main campus). Review of individual courses delivered by ITV is conducted in accordance with Title 5 by the college’s Curriculum Council and is included as part of the college’s Program Review process.

**Establishment of Off-Campus Centers/sites**

Since the late 1960s, the college has offered off-campus instruction. Responding to its mission to serve the needs of the newly created multi-county District and committing additional resources toward their development, the college established off-campus sites at multiple locations. Initially, the courses were typically offered at local schools or community centers and were often dependent on three elements: sufficient ‘minimum’ enrollment, the availability of qualified part-time instructors, and access to appropriate instructional facilities. Staffing at the sites was minimal at best, access to rented facilities was not always possible, and oftentimes an instructor served as the primary contact for all student inquiries.

Recently, the college consolidated its off-campus operations and centralized the operations into three off-campus Centers in Red Bluff (located 36 miles to the south in Tehama County), Weaverville (located 50 miles to the west in Trinity County), and the Intermountain region (located in the town of Burney 50 miles to the east in Shasta County). Secondary instructional sites continue to be utilized for selected course offerings. These sites are coordinated and supported by one of the three Centers, and offerings at any site are determined by an identifiable need.

Establishing off-campus Center operations in Red Bluff, Intermountain, and Weaverville affords the opportunity to not only provide increased course offerings but a much broader range of services to students as well. Having permanent, trained staff available to handle inquiries and facilitate the admission and registration process as well as intervene, when necessary, to adjust ITV settings improves the learning environment and better replicates the more traditional student experience. Incorporating ITV capabilities at each of the Centers reduces the dependency on minimum enrollments for live classes, thus ensuring the likelihood of classes not being cancelled and thereby assuring increased access to
learning while also improving utilization and occupancy rates of the facilities. By establishing computer labs at each Center, a student may benefit from the wealth of information available through the internet by increasing the opportunity to improve technical and information competencies, enhancing access to the college’s extensive electronic references, and providing another element toward the social, cultural and economic development of the community. By creating a dedicated, owned facility, the college has not been restricted by the lack of daytime availability previously experienced at the local high schools or community centers. The Center also provides a stable base of operations for support services.

Off-campus Center/site operations have probably had the most significant effect on the institution. The associated direct and indirect costs for staffing, facilities, and services have the potential for creating a negative cash flow on the college which, during fluctuating periods of state deficits and shortfalls, can have an adverse impact on stability. The availability of time to plan, coordinate, and maintain the services and resources can be a deterrent to actual implementation. And the expectations can cause unsustainable results. The college, however, has demonstrated that efficient Center operations augmented with ITV capability generates sufficient enrollment and creates goodwill within the respective community to justify the associated expense.

With the increased technological improvements available online and at each of the Centers, students can avail themselves of the myriad of student services thereby reducing the institutional cost associated with the service. Admission, registration, disabled services, orientation and other services can oftentimes be performed on-site, using ITV, or through online access without the need for travel to or from the main campus.

Empowering and training the Center staff to perform certain duties significantly reduces the need for campus-based personnel presence to facilitate the matriculation process. Ownership of the facilities reduces the dependence of rental arrangements and increases the opportunity for classes to be offered at all times of the day and evening. Security is greater, and the environment created at each of the Centers is more conducive to instruction.

In addition to the three off-campus Center operations, eleven instructional sites are also used, some of which have two-way ITV ‘receive only’ capabilities. Activities and courses offered at these sites are coordinated by one of the three Centers. By utilizing additional sites that each report to a respective Center, greater responsibility and accountability to insure student success and learning outcomes are achieved than what had been realized prior to the sites’ alignment with Center operations in 2005.

The Dean of Extended Education, prior to establishing additional off-campus sites for live or ITV instruction, consults with a variety of people both on campus and in the respective community, conducts a cost-benefit analysis based on projected enrollments, inventories available resources to support the
location, and confers with the respective Center Supervisor. The decision to proceed rests with the college administration and the Board of Trustees and thus, once approved, becomes an institutional commitment.

Responsibility for each Center is given to a Center Supervisor or to the Dean of Extended Education. Center and site scheduling is a collaborative function between the respective academic Deans and Center Supervisor with directed responsibility by the Dean of Extended Education. All courses are taught by Shasta College faculty according to hiring requirements, thus insuring the integrity of the curriculum. The Dean of Extended Education reports to the Vice President of Academic Affairs.

Shasta College currently has 7 certificate and 26 degree programs in which at least 50% of the courses are offered, or will be offered in the near future, at an off-campus Center operation (Appendix B). For the two smaller Centers (Weaverville and Intermountain), the ability to complete a certificate or degree is sometimes dependent on completion of courses augmented by ITV or online offerings. Courses that require but do not include a corresponding lab component at a respective Center or site are reflected in the listing. In this situation, students are accommodated by a lab component normally scheduled at a unique time (e.g., Saturdays) at a centralized location (i.e., the main campus).

Red Bluff Center
Live instruction in Red Bluff began in the mid-1970s, and eventually occupied a rented single-wide trailer on the campus of Red Bluff High School in 1988. In 1991, additional office and classroom space was rented and in 1997 the college established the Red Bluff Center at its current location using two owned modular buildings on property leased from the city. In Spring 2007, live instruction contributed 2,015 enrollments; ITV instruction contributed 287 enrollments.

A new facility planned for Red Bluff, funded by a $12 million District-wide bond measure and scheduled for opening in Fall 2009, will provide improved ITV course offerings and reduce the dependence on rental of classroom space throughout the community. A comprehensive one-stop Student Service area will become the ‘front door’ of the facility and be better able to handle the increased enrollments and associated student services. The new location, built on a portion of the former Diamond Mill, complements the recently expanded curriculum in natural resources, forestry, and environmental science. Partnerships are being explored with local facilities to support agriculture management, construction management, and other disciplines. The facility has been designed to accommodate the planned growth of the county and the shifting demographics. As additional funding becomes available, additional classroom buildings will be added.

Weaverville Center
Live instruction in Weaverville began in the mid-1970s. The current Center was established in 1997 in store-front leased space of 1,400 square feet. At the same time, full-time staff was hired. In Spring 2007, live instruction contributed 123 enrollments; ITV instruction contributed 154 enrollments. Responsibility for offerings in Hoopa will shift from the Red Bluff Center to the Weaverville Center in Spring 2008.

A new 4,200 square foot facility, funded by a $1.3 million District-wide bond measure, is scheduled for opening in Fall 2008 and will provide additional ITV course offerings as well as increase the number of traditional classrooms. An enlarged and upgraded computer lab will allow enhanced accessibility. Improved office facilities will be better equipped to serve both students and faculty. The new location, adjacent to the local performing arts facility, will afford greater opportunity to expand curriculum in visual and performing arts. And the community’s enthusiasm for the center has already prompted several local professionals to seek part-time instructional assignments, thereby increasing the potential for additional classes to be taught either onsite or originating from Weaverville on the ITV network.
**Intermountain Center**

Live instruction in Burney began in 1974, and full-time staff was added in 1998 in rented facilities of Burney High School. The Intermountain Center, located in the town of Burney on property leased from the high school district, opened in Fall 2004 in a 1,920 square foot modular facility. In Spring 2007, live instruction contributed 159 enrollments; ITV instruction contributed 129 enrollments.

The Center has become not only a computer and ITV instructional facility but a base of operational support for serving the more isolated communities of the region. Having been previously housed on the Burney High School campus, the Center realized a significant growth in enrollment shortly after its opening in 2004. Expanded student services and improved visibility, made available by having more appropriate facilities, were responsible for the initial surge and continued enrollment increase. Eventually, the college plans to add a second building.

The college now has the ability to deliver more than 50% of a degree at any one of its off-campus Centers.

**RELATIONSHIP TO INSTITUTIONAL MISSION**

“The team was impressed with the efforts of the college to meet the challenge of learners residing a significant distance from the main campus. With such a large district to serve, the presence of many internet and interactive video courses does much to meet the needs of students unable to get to the main campus.” *Evaluation Report of Shasta College, ACCJC, 2005.*

District Mission Statement:

*The Shasta-Tehama-Trinity Joint Community College District is to provide open access and opportunity for success to students who have diverse backgrounds, interests, and abilities. The District is committed to providing the knowledge and skills necessary for a student to succeed. The District recognizes that success requires specific life skills and professional skills and also effective communication, critical thinking, global consciousness and global responsibility. By offering programs leading to successful completion of a quality university transfer program, or career-technical education, the District is responsive to the needs of our communities within a changing global society. By offering comprehensive campus and community service programs, the District enables students to achieve personal as well as academic potential and contributes to the social, cultural and economic development of our region.*

The primary responsibility for site development, coordination with campus instructional and non-instructional services, and delivery of off-campus instruction lies primarily within the Extended Education Division. The mission of the Extended Education Division is “to provide access to quality educational opportunities including traditional academic/occupational-technical courses, certificate offerings, general interest classes, and off-campus degree/certificate programs throughout the District.”

In support of the mission and Institutional Student Learning Outcomes of Shasta College and the District, the role of Extended Education is
• To assess the educational needs of the distant communities;
• To introduce Shasta College opportunities to the distant communities thereby creating a spirit of life-long learning;
• To facilitate the transition to higher education with a comprehensive student support program;
• To provide off-campus degree and certificate courses as well as personal and professional development classes that respond to the needs within the District;
• To plan for the enhancement of existing technology to augment course delivery and expansion of services;
• To coordinate the resources necessary to support the distant learner; and
• To contribute to the success of each individual through collaborative efforts, high standards of service, and academic integrity.

Both the **Change in Mode of Delivery** and **Establishment of Off-Campus Centers/sites** have proven to be essential components for the institution to accomplish its District-wide mission. Enhanced technologies, training, and dedicated facilities further strengthen the local communities by empowering the population with the knowledge and skills to succeed.

**RATIONALE FOR THE CHANGE**

“The college should be commended for its outreach to off-campus sites. In particular, praise is deserved for its innovative pursuit of internet courses and other mediated instruction...to serve distant populations. The college exceeds standards for the Distance Learning policy elements.”


Because of the great size and complex geography of the region, residents in certain areas of the District cannot readily commute to the main campus. Shasta College’s service region (10,500 square miles) is bounded by the Siskiyou Range to the North and the northern edge of the Sacramento Valley farmlands to the South; it is divided by rugged terrain of the Trinity Alps to the West and the Cascade Range to the East. Much of the area is characterized by isolated locations with limited trafficability due, in part, to winding mountain roads, few major highways that traverse the region, and extended periods of inclement weather. Coupled with the economic and social demographics of many of these same areas, the direct and indirect costs incurred by commuting to the main campus in Redding, or the physical limitations created by acute or chronic disability, obvious barriers exist that had previously prevented many persons from attaining much more than a high school education. Commuting has not been a practical or feasible option for many to pursue their education.

Simply stated, the college recognized that distance education was needed and it explored a number of alternatives to determine the most feasible and cost efficient means of doing so. As evidenced by the comments received by the Commission’s Accreditation Evaluation Team in 2005, the college has been successful in its “pursuit...to serve distant populations.”

To meet the challenges, and oftentimes at the request of representatives from within the outlying communities for improved access to educational and training opportunities, Shasta College has relied
upon its Extended Education Division to develop comprehensive program plans that addressed those needs when traditional instructional delivery options were not viable. Cost inefficiencies and limited instructional resources frequently prohibited the more traditional delivery methods and proved impractical for the District to serve the broad array of educational needs. Satellite instruction, once considered as an alternative with the capability to cover the entire District, was deemed too costly for a college the size of Shasta and, due to the one-way audio restrictions, was judged to be less effective than internet-based or two-way interactive television instruction for achieving educational objectives.

At the time Shasta College chose to change how it addressed the educational needs of the District in 1996-97 using technology-mediated instruction and establishing more formalized off-campus center operations, approximately 28% of the total enrollment were students served at one of several distant sites. These sites had previously lacked direct services for advising, registration, financial aid, library, and other support services. The involvement of the Distance Education Counselor in the evaluation and determination of appropriate coursework to facilitate selected degree and certificate completion was an integral part in the planning process.

Since the first online class of 28 students in Fall 1997, more than 200 courses (online or hybrid) have been developed by Shasta College faculty and subsequently reviewed and approved by the college’s Curriculum Council for online delivery. Eighty-seven of these courses fit into the college’s IGETC, General Education, or CSU transfer patterns. Spring 2007 unduplicated headcount in 130 sections of online offerings was 2,441 students.

In Spring 2007, forty-four ITV primary course sections generated 1,254 enrollments.

For the off-campus Centers, unduplicated headcount for onsite instruction in Spring 2007 was: Red Bluff, 1,421 students; Weaverville, 130 students; and Intermountain, 24 students. Unduplicated headcount in the Centers’ respective eleven sites was 468 students.

All courses are taught by Shasta College faculty according to hiring requirements, thus insuring the integrity of the curriculum.

Both the **Change in Mode of Delivery** and **Establishment of Off-Campus Centers/sites** have been effective solutions as evidenced by enrollment growth, increased offerings, enhanced services, and improved satisfaction among students.
Section B: New Educational Programs


The Shasta-Tehama-Trinity Joint Community College District received reaffirmation of accreditation in January 2006 following the Evaluation Team visit in October 2005 during which time the Red Bluff Center was visited and technology-mediated instruction was reviewed. The District received favorable recognition for its outreach efforts and effective utilization of technology to serve the distant learner.

Neither the Change in Mode of Delivery nor the Establishment of Off-Campus Centers/sites involves creation of a new educational program. Each course and program reflected in this proposal is an extension of an existing course or program offered on the main campus of Shasta College. The District will continue to address all relevant Commission policies for new educational programs and insure accreditation standards are met.
Section C: Planning Process

“In a large and diverse geographical district, efforts have been successful in bringing quality instructional, student services, and learning support experiences to remote learners. In addition, the attention to training of staff, innovative hardware such as ITV, and the commitment of Technology Department staff to assuring that the technology operates effectively are deserving of commendation (II.A.1).” Evaluation Report of Shasta College, ACCJC, 2005.

When the people of Shasta, Tehama and Trinity counties voted for a multi-county District in 1967, the college made the decision to explore means of serving the more distant communities. The extent to which the college engaged in a systematic planning process prior to establishing its off-campus Center/site operations or making initial investments in technology is difficult to trace at this point but can best be attributed to the comprehensive external funding proposals submitted in the 1990s. What is most important, though, is the college’s longstanding commitment of sufficient resources to insure that appropriate service to the distant learner is part of the institutional planning process, and academic integrity is maintained regardless of geographical location or mode of delivery. The Centers and respective sites exist, and the technology works.

RELATIONSHIP TO INSTITUTIONAL MISSION

“In response to its extensive service area and the varied educational needs of its students, Shasta College has engaged in a comprehensive distance education program. At several sites around the district, classes and services are provided to students through a variety of distance education delivery modes including audio, internet, ITV, and video/CD.” Evaluation Report of Shasta College, ACCJC, 2005.

The mission of the institution is to serve the entire District and, when feasible, to overcome whatever obstacles may exist. Recent modifications to the organizational structure that has centralized administrative responsibility for distant education offerings as well as the improvements and changes described herein afford the institution an opportunity to more effectively and efficiently do so.

By having the Dean of Extended Education directly responsible for ITV and off-campus Center operations as well as indirectly responsible for internet-based offerings, the planning process to serve the District and support the distant learner is an institutionally integrated one that insures continuity of service in a comprehensive approach. The Dean is a member of the Instructional Council, Administrative Council, Institutional Tenure Review Committee, Sabbatical Leave Committee, and Learning Resources Center Advisory Committee, and co-Chair of the Distance Education Committee. He has also worked extensively on several joint subcommittees with the Academic Senate, participated in Curriculum Council, and worked in collaboration with members of the Student Senate, the Information Technology team, the Student Services team, and several vocational advisory committees. He has also served on Second
Level Program Review Committees. With more than 20 years of experience working in distance education within the CSU and California Community College system, the Dean of Extended Education understands many of the needs and requirements to effectively serve the students of this District.

The planning process, as it relates to the Change in Mode of Delivery and Establishment of Off-Campus Centers/sites, has been a collaborative effort of the entire college community. The changes have provided even greater access, improved support services, and expanded educational offerings throughout the District.

The President/Superintendent, in response to the 2005 Accreditation Team’s recommendations, has presented a Planning Structure Proposal to the college community for modifications, adoption, and implementation in early 2008. Within the proposal is “the building of a solid institutional foundation from which to formalize a realistic and workable planning process that can be sustained by the college community” (Shasta College Accreditation Progress Report, submitted to ACCJC, October 2007). Imbedded within the planning and decision making framework is the integration of distance learning through continued as well as enhanced collaboration and participation by the Dean of Extended Education and others in campus governance and committee assignments.

ASSESSMENT OF NEEDS AND RESOURCES

“...Shasta College addresses the educational needs of communities across its service area through the offering of individual courses and programs leading to the award of forty Associates degrees and fifty vocational certificates. Academic programs and services are provided on the main campus, at several off-campus locations, and through the delivery of distance education.” Evaluation Report of Shasta College, ACCJC, 2005.

The McConnell Foundation grant of $452,000 to fund the ITV network and the Title III grant of $1,690,000 (of which a portion was used to augment both ITV and online operations) were enough to lay the foundation from which to build and were the first real evidence of an institutional plan that addressed the distant learner needs within the District. The college had to make a conscious decision for continued support of the technological infrastructure, related services, and any associated plan for growth. The college has proven, through 10 years of success and continued improvement, its commitment to do so.

As seen in Section E: Evidence, the campus has since integrated more effective assessment methods to insure that the plans and needs within distance education are identified and, should changes be warranted, that necessary resources are made available. Each off-campus Center and the ITV office have an operating budget administered by the respective Center Supervisor or Dean of Extended Education. By virtue of various committee assignments, student service assessments and needs are addressed through a number of venues including direct communication between the Dean and the responsible Student Service department. Similarly, academic assessment and needs are addressed
through formal discussions of Instructional Council, the Academic Senate, the Distance Education Committee, and the Curriculum Council, and through less structured dialogue of the academic Deans. The faculty is directly involved not only in the delivery of the coursework but in the development and approval process of the department, the division, and the institution. Facilities and technology issues are addressed regularly through a consultative process, the Technology Planning Task Force, the Administrative Council, the College Council, or referral to the President's Cabinet. In other words, distance education has recently become a more visible part of the institution. No longer is the planning for it done without extensive input from the entire campus community. Assessment of needs is a collaborative discussion amongst all constituencies.

Reorganized as a result of the recommendation received from the Accreditation Evaluation Team following the 1999 site visit, the college’s Technology Planning Task Force (TPTF) has played an important role in the most recent assessments, improvements, and planning for enhancements of both technology-mediated instruction as well as support of off-campus Center operations. The TPTF work groups for Instructional Technologies, Technology Infrastructure, and Enterprise Systems have employed an institution-wide critical assessment/prioritization/alignment model that successfully integrates the goals of the task force with the mission and strategic plan of the institution as well as those of Extended Education operations. One of several examples (draft) of TPTF’s progress towards addressing Distance Education initiatives from an institutional perspective is included in Appendix J.

The Distance Education Committee, comprised of members from each section of the campus community, has also been instrumental in the identification of necessary resources that address the needs of the distant learner. As noted previously, DEC has become an active proponent of quality improvement and consistency. Although the recent focus has been online instruction and services, the committee’s actions and recommendations have had a direct effect on the ITV and off-campus activities as well.

The institution’s proposed Planning Structure Proposal, introduced in Fall 2007 by the President/Superintendent for planned adoption in early 2008, successfully integrates and formalizes the institution-wide assessment and allocation of resources. Distant education needs will be identified and reported through several existing and new “resource” committees identified to gather and analyze data to provide the College Council necessary information for effective decision making. Distance education needs will then be evaluated in the context of the institutional mission. Many of these needs have been typically identified during Extended Education’s 5-year program review cycle.
ANTICIPATED EFFECT ON THE INSTITUTION

“The Department of Extended Education has well established procedures to handle the logistics of classes offered in any of the synchronous modes. Since the asynchronous classes require substantially different attention and since there is an increasing number of sections offered, a Distance Education Committee has been established to address the college’s responsibilities in this area (II.A.1.a.).” Evaluation Report of Shasta College, ACCJC, 2005.

As a result of time and the dialogue, collaboration, and direct involvement with the educational leaders throughout the college, the distance education programs have become an integral part of the institution. Obvious adjustments were necessary in the earliest stages of development including the need to influence faculty decisions to more readily adapt to the changing technology, convince others that newer technology was worth the cost, persuade others that students were entitled to the services, and adapt existing policies to accommodate the non-traditional distant learner. Resistance to the changes was expected, and adjustments and improvements continue to be made as the potential for program expansion is addressed. The important fact is that the changes in distance education (mode of delivery and location) represent an area of consistent growth for the institution. Hence, the ‘anticipated effect of the changes on the institution’ has proven to be a positive one.

Given the current stability and institutional support of the distance education offerings, no adverse effect is anticipated on the institutional resources in the short term. Recent changes and proposals for change, initiated or influenced predominantly by the Distance Education Committee and the Technology Planning Task Force and through the shared governance process, will be evaluated and reassessed in the upcoming year to determine their effectiveness. Plans for expansion of centers in Red Bluff and Weaverville have already been integrated with those of the institution. Any further changes, including the expansion of ITV receive sites to other outlying communities mentioned previously, would be based on both qualitative and quantitative data, and directly associated with projected growth.

INTENDED UPROVEMENTS & PREPARATION PROCESS

“The institution is providing a wide range of services at multiple sites. Due to the extensive nature of these efforts, it is critical that evaluation of student satisfaction be ongoing, inclusive, and deliberate, making use of the anticipated institutional researcher for analysis of the existing survey and development of additional assessment measures (IIB.3).” Evaluation Report of Shasta College, ACCJC, 2005.

Each of the changes, Change in Mode of Delivery and Establishment of Off-Campus Centers/sites, has been “to provide access to quality educational opportunities including traditional academic/occupational-technical courses, certificate offerings, general interest classes, and off-campus degree/certificate programs throughout the District” (Shasta College Extended Education Mission Statement). As recommended by the Commission’s 2005 Accreditation Evaluation Team, the college hired a Director of Research and Planning to develop additional assessment measures and an “ongoing,
inclusive, and deliberate” analysis of student satisfaction. Some of these measures have since been implemented while others are still being developed.

The college has effectively demonstrated its ability to successfully develop and administer various degree and certificate programs whether at locations averaging 50 miles or more from the main campus or through the augmentation of technology-mediated instruction. Realistically, however, there are still improvements to be made. The improvements, some of which were indicated in the most recent Extended Education Program Review conducted in 2004-05, are intended to more efficiently and effectively increase access to and improve delivery of course offerings, and expand student support services. Other planned improvements are the result of recently adopted student survey mechanisms and the ability to establish comparative data of instructional delivery methods developed in part with the Director of Research and Planning. The Dean of Extended Education has also implemented a Student Comment form that allows any student enrolled at any off-campus Center/site operation or in an ITV course the opportunity to provide recommendations for improvements.

In addition to those already mentioned, other improvements in technology-based instruction and support will be based, in large part, on the recent initiatives developed by the Technology Planning Task Force (TPTF), recommendations of the Distance Education Committee, and the collaborative efforts of the Instructional Council, Curriculum Committee, and the Academic Senate. As referenced earlier, of the forty-four initiatives identified by the TPTF, four of the top ten directly influence the quality and services of distance education (Appendix J: TPTF Initiative).

For any course with a distance education component (technology-mediated, hybrid, or location), faculty are expected to comply with the policies adopted by the DEC, Academic Senate, Curriculum Council, the Deans, and/or the institution. Intended to align policies with guidelines established by ACCJC/WASC in the Distance Learning Manual (August 2006), the CCC Distance Education Guidelines (March 2004), and the CCC Distance Education Access Guidelines for Students with Disabilities (August 1999) for the evaluation of distance education instruction, college policies include the following:

1. Student performance in courses will be evaluated on the basis of learning outcomes;
2. The same standards of course quality expected in traditional classroom courses shall be applied to distance education;
3. Each course shall be reviewed and approved in accordance with the District’s course approval procedure;
4. The program review process will include evaluation of the educational effectiveness of any distance education courses;
5. Distance education courses should be designed to provide “built-in” accommodation where possible;
6. Distance education courses, resources and materials must be designed to afford students with disabilities maximum opportunity for access without the need for outside assistance;
7. The college shall offer appropriate training and support services to faculty teaching distance education courses;
8. All distance education courses shall provide opportunity for substantial, personal, and timely interactions between faculty and enrolled students; and
9. Distance education students are to have access to library resources and support in the use of these resources, including research techniques; technical support; and student services such as admissions/records, financial aid and payment arrangements, academic advising, career counseling, and disability services.

As a result of discussions and recommendations of the DEC and/or the Academic Senate, academic Deans recently agreed to the following procedural improvements in online offerings:

1. Deans will be provided ‘auditor’ access to review all portions of the respective online courses;
2. Welcome pages will be available for all courses that use LMS, including when it is used only as a supplement to a face-to-face course;
3. Training will be required for new course development or existing course migration to the Angel platform;
4. Online instructors should be encouraged to integrate an online orientation as the first assignment, supported by a common quiz that would test and report the students’ preparedness level;
5. The Online Course Development Procedure, developed by DEC, will be enforced; and
6. The Best Practices for Online Teaching, developed by DEC, will be followed.

Working initially with the Distance Education Counselor, the DEC, and the Curriculum Council, additional courses will be scrutinized for possible inclusion in the online and/or ITV offerings to improve the breadth and depth of offerings to the distant learner. For the past two years, the college has been engaged in the Student Learning Outcomes (SLOs) process from the institutional level to the program level to the course level. The faculty chair of the DEC has been granted release time in 2007-08 to lead the institution's SLO efforts. As SLOs are developed and incorporated across the curriculum, similar incorporation will occur within distance education courses.

Greater stability of the ITV network will be pursued to minimize the intermittent disruptions that have sometimes interfered with the students’ learning experience. Network stability will remain a priority before additional receive sites are added. Consolidation of ITV classrooms located on the main campus is currently under consideration which will improve administrative and logistical support requirements.

Planned improvements to the ITV network include implementation of QoS (Quality of Service) and CoS (Class of Service) and performance monitoring tools (Wild Packets, MARS) across the network, replacement of remaining end point equipment, and increased bandwidth capacity to the new Weaverville Center as well as new equipment to outfit the third ITV classroom at the new facility.

In cooperation with the North State Rural Health Network’s system, additional end points will be considered at several rural medical facilities. In cooperation with the Trinity County Superintendent of Schools Office, ITV operations are tentatively scheduled to resume in the isolated town of Hayfork. In cooperation with Corning Unified School District in southern Tehama County, the college has explored resuming ITV delivery once the new Red Bluff Center is completed in 2009. The college's new Early Childhood Education facility on the main campus is tentatively scheduled to add ITV capability during 2007-08 which will allow for delivery of No Child Left Behind classes to many of the Superintendent of
Schools offices throughout the District. And should a third building be constructed at the new Red Bluff facility, it will provide three additional ITV ‘receive’ sites for classes from the college’s Health Science/University Center and the ECE facility.

With the anticipated hiring of an Instructional Technologist in 2007-08, development of a timeline to achieve full compliance with ADA requirements, and implementation of an appropriate mechanism for evaluating student preparedness, the college will attain consistency in and improved quality of its online delivery. Coupled with the institutionalization of several recently adopted policies and procedures as well as improved assessment methods, the college will be better positioned to systematically evaluate and expand its online offerings. The recent hiring of a Webmaster, the high prioritization of the TPTF to address distance education, and the anticipated benefits to be derived from the transition to LMS Angel will significantly reduce the problems currently experienced in the college’s virtual classroom. Each of these elements is a necessary part in the development of a longer term comprehensive plan.
Section D: Evidence of Institutional Resources

“Faced with the challenges of serving students at multiple sites, the student services faculty and staff demonstrate a commitment to increasing communication and providing a full range of services for the purpose of assuring full educational access at each site for all students. In addition, development of comprehensive electronic resources has reduced students’ dependence on the necessity to physically travel to one of the educational sites. This accomplishment reflects a shared vision to support the success of all students enrolled through any means at the college.”


QUALIFIED FACULTY, MANAGEMENT, AND STAFF

“Faculty engaged in distance education are strongly supported by the Technology Services Department employees who reportedly go out of their way to provide support to both faculty and students. Attention has been directed toward assuring ‘best practices’ by faculty -- a goal that is met in large measure by the excellent training provided by Technology Services.”


Faculty

All faculty, regardless of full- or part-time status, assigned to teach courses through technology-mediated instruction or at any one of the off-campus Center operations must meet the minimum qualifications set forth by the Board of Governors of the California Community Colleges. Each faculty member has been interviewed by a committee of faculty and administrative personnel from within the respective academic Division, selected through the campus hiring process, and awarded the appropriate Faculty Service Area for instruction. During the tenure review process for probationary faculty, evaluations are conducted in each of the instructional formats by members of the Individual Tenure Review Committee. Institutional procedures for peer reviews, site evaluations, and *Student Opinion of Teaching* survey are also followed regardless of whether the course is delivered online, through ITV, or from any one of the off-campus Centers/sites.

Responsibility for the development of new curriculum throughout the institution rests with the faculty. Responsibility for the development of a new program is shared between the faculty and the administration. Curricula and SLOs, regardless of where or how the courses may be delivered, are required to meet the same standards as those of an on-campus class, and the ability to teach in a variety of modalities has also become a criterion in the hiring process to fill specific instructional assignments. SLOs will be integrated into all distant education offerings.

All ITV and off-campus center instructional assignments are made by the Dean of Extended Education in close collaboration with the respective academic Division Dean and oftentimes in consultation with the
Faculty Coordinator of the respective discipline. The support and management of ITV and off-campus center assignments is the responsibility of the Dean of Extended Education. With the exception of two full-time instructional faculty members (English and Math) assigned to the Red Bluff Center, most instruction by full-time faculty to the off-campus Center/site operations originates via ITV from the main campus.

Approximately 40% of the instructors used in the distance education programs are full-time faculty. It is expected that this percentage will continue to increase as more faculty demonstrate greater confidence and interest in the associated and improved technologies. Recent proposals by the Distance Education Committee (e.g., providing the technical support of the proposed Instructional Technologist in the creation and design of web-based courses) should also have a positive influence on the ability to recruit and train additional full-time faculty. Extended Education recognizes, however, that there is a tremendous pool of talented and qualified practitioners currently employed within the local communities and, in cooperation with the respective academic Division and in accordance with campus hiring procedures, has employed several to provide a “local” perspective to selected curriculum. Recruitment to expand the part-time instructor pool is an ongoing process both on-campus and at each of the Centers.

All online instructional assignments are made, supported, and managed by the respective academic Division Dean. The Academic Master Contract Agreement (July 1, 2005 to June 30, 2008), addresses the role of faculty utilizing "...new technologies and learning methodologies not generally present in traditional lecture, discussion and laboratory approaches" (Article 14.0, Alternative Learning Systems) as well as an agreement governing intellectual property rights (Article 15.0, Intellectual Property Rights). Class size for distance education courses is maintained at enrollment levels no larger than the limits established by the campus for the same course taught on the main campus.

All full-time faculty instructional assignments in distance education are counted as part of their regular teaching load. All part-time faculty instructional assignments are counted as part of the 60% load restriction. Part-time faculty is also afforded the opportunity to participate in the ‘office hour’ program for which the instructor receives additional compensation. Office hours are normally conducted at the instructor’s Extended Education Center of assignment or, in the case of an online course, online. All instructional assignments are in accordance with the District’s Academic Master Contract Agreement, July 1, 2005 to June 30, 2008.

All faculty with teaching assignments in distance education are provided access to training and ongoing professional development opportunities related to the assignment. Whether participating in FLEX Day workshops or meeting one-on-one with the Computer Applications Trainer or ITV staff, faculty are encouraged to use the variety of resources made available by the institution. In an effort to reach faculty who may reside in a distant community, training is oftentimes conducted using the same technology
applicable to the course: online or televised. Online modules for both online and ITV instruction are also available at any time from the campus web site. Monthly newsletters are distributed electronically to all current online and ITV instructors to keep them apprised of changes and training opportunities. With the upcoming migration from CE6 to Angel in 2008-09, training will become a mandatory step for all faculty for the continued delivery of online offerings.

Effective during 2006-07, ITV instructors who are assigned to teach from one ‘originating’ location are afforded the opportunity to travel to any one of the ‘receiving’ locations. Travel reimbursement is made through Extended Education.

Effective July 1, 2006, an online instructor receives a stipend for each new course for which he/she completes a fully online delivery. An instructor who develops a new course is expected to comply with the guidelines established by the Distance Education Committee and adopted by the Academic Senate.

Also effective July 1, 2006, an instructor receives a stipend the first time he/she completes ITV-delivered instruction.

Faculty teaching from an off-campus Center receive training by the Center Supervisor and assigned staff. Utilizing the ITV network, faculty are also able to participate in campus-based training without the need to commute to the main campus.

Management

The Vice President of Academic Affairs provides leadership and oversight for all instructional offerings.

The Dean of Extended Education, having direct responsibility for ITV and Center/site operations, works with the Associate Vice President of Information Services and Technology to maintain functionality of the ITV and computer network. The Dean works with each of the three Center Supervisors to coordinate and support off-campus Center/site operations. Center Supervisors are part-time management personnel assigned to Extended Education and hired to supervise staff and day-to-day activities of the respective Center as well as assess and develop plans for addressing the needs within the local communities.

Academic Deans of the respective Divisions have direct responsibility for online offerings. Deans have integrated many of the recommendations originated by the DEC for online quality instruction.

The Associate Vice President of Information Services and Technology (AVP, IST) reports directly to the President/Superintendent, coordinates the institution’s Technology Planning Task Force, supervises the online and ITV support staff, and is responsible for both the creation and oversight of the Technology
Plan. The Task Force is comprised of selected members from ad hoc committees that represent instructional and non-instructional departments as well as District interests. The findings and recommendations are reported directly to the President's Cabinet. The goal of the Task Force is to produce and maintain a three-year technology plan for the District with annual reviews and updates. Distance education is an integral part. The Technology Plan is intended to define the direction of District technology, insure that all stakeholders are represented, define the decision making process, and document the technology needs as part of the Strategic Plan.

The online and ITV support staff includes two Systems Engineers, the Computer Applications Trainer, two Help Desk Technicians, four Technicians to support classrooms/labs/Centers, and an ITV Engineer. These positions report to either the Supervisor of Technology Support or Supervisor of Internet Technologies within the Office of Information Technology.

The AVP, IST negotiates and oversees the licensing of and contracts with course management system and software vendors, and manages the District’s administrative computing system.

**Student Services Staffing**

All student services, matriculation components, and aspects of service delivery for the distant learner are provided through the college’s Enrollment Services and Information Services and Technology departments, and coordinated with Extended Education for ITV and Center/site operations. All supporting functions and associated resources for the distant learner will soon be available on the new student service website “My Shasta.” Many of these resources are currently available on the college’s home page.

For the ITV and off-campus Center/site operations, the Dean of Extended Education is responsible for coordinating student services with the respective office, the Dean of Enrollment Services, the Dean of Students, the Associate Vice President of Information Services and Technology, and/or the Vice President of Student Services. Web cams will be installed at each of the Centers during 2007-08 to facilitate confidential communications between an individual student and a student service office when face-to-face meetings are not possible.

The following list identifies only directly related staffing for both technology-mediated and off-campus services.

**Admissions:** The admissions process for all distant learners parallels that of the traditional college application process including transcript evaluation and data entry procedures. Applications for admission are available online, by mail, or at any one of the off-campus Centers. All submitted applications as well as corresponding official transcripts are maintained in the Shasta College
Admissions and Records Office. Either prior to or upon successfully completing an application, students receive information regarding orientation, assessment, academic counseling, and registration procedures.

**Academic Counseling:** The College has dedicated a full-time counseling faculty member to assist distance education students. The counselor is available for phone counseling, e-mail counseling, or in person at one of the off-campus Centers for one-on-one appointments. The counseling website has a link entitled “Ask a Counselor” of which many of the distance education students use to gather information regarding counseling/advising, policy and procedures, registration times and dates, and educational planning.

A full-time counselor is assigned to the Red Bluff Center for ‘walk-in’ and scheduled appointments. An additional dedicated part-time counseling position for the Red Bluff Center was added in September 2007 who will also be trained to assist the Distance Education Counselor. During peak periods like pre-registration, additional part-time counselors are assigned for temporary duty. The Dean of Extended Education and Center Supervisors serve as “advisor” for non-academic related issues and, on occasion, intercede on behalf of a student or faculty member in resolving problems arising from behavioral issues.

**Assessment:** Assessment is available at the main campus on a walk-in basis. At the Red Bluff Center, group assessments are conducted by a member of the Assessment staff on a regular basis Monday through Saturday. At the Intermountain and Weaverville Centers, staff has been trained and conduct individual assessments at varying times throughout the term. On occasion and when requested, the Assessment office conducts group assessments at high schools in the more distant communities. Online students can submit assessments or transcripts reflecting completion of prerequisite coursework from recognized institutions, or be evaluated by a counselor using the college’s Multiple Measures. **Accuplacer** has recently been activated at each Center.

**Registration:** Online registration is available at **My Shasta** on the campus home page. In addition, onsite registration is available at each of the off-campus Centers as well as some sites. During peak periods, additional Registration Clerks are hired by Extended Education to serve the walk-in traffic at each of the Centers. Concurrent enrollments are facilitated by the respective off-campus Center staff.

**Financial Aid:** The financial aid procedures for distance education students mirror those procedures used on the main campus by the college’s Financial Aid & Scholarships office. Students have the option of completing all necessary paperwork either in person at one of the Centers, online, by mail, or fax machine. The financial aid assistant or, when appropriate, the Center staff provides initial guidance in financial aid application procedures. Financial Aid Technicians on the main campus serve as the student’s financial aid “advocate” in resolving financial aid problems.

On occasion, Student Loan Entrance and Exit sessions are conducted by the Financial Aid office staff at the Red Bluff Center. In addition, Financial Aid workshops are televised via ITV to
each of the Centers. The planned installation of web cams at each Center should also prove helpful in addressing financial aid requirements.

**Schedule of Courses:** Each semester, in addition to distributing the college’s full schedule of courses, off-campus Centers produce a schedule highlighting those classes available in their respective local communities. The Center schedule is inserted into the local newspapers and distributed to those attending orientations or information meetings, the local elementary and secondary schools, and multiple locations throughout the community.

ITV and online courses are identified as such in both versions of the schedule, and both the Course Catalog and Course Schedule contain information about the Extended Education Centers as well as descriptions of the various distance education options available (Appendix K).

**Career, Transfer and Student Employment:** Shasta College’s Career, Transfer and Student Employment Center offers a variety of services to assist students in accomplishing their academic goals and beginning their careers. These services are offered free of charge and can be accessed either through the college website or in person. Services include: transfer information and four-year institution periodicals, listings of job announcements and internships, professional assistance with preparation of resumes, writing letters, interviewing, career information and newsletters, career assessment inventories, career and employment counseling, and a career and job search library. Computers with career- and transfer-related software are provided at each of the Extended Education Centers.

The Career Center Coordinator and Student Employment Coordinators conduct career workshops and counseling, and participate in community events throughout the District. The Career Center Coordinator also conducts periodic ‘career’ sessions for students at the Red Bluff Center. The Coordinator is also available to confer with students via email or telephone.

**Bookstore:** Distant students have multiple options to acquire necessary texts. Since the courses taught through distant education are the same courses taught on the Redding campus, students can purchase texts online or over the telephone through the Shasta College Bookstore website and have the texts either delivered to their home or to one of the Centers for pickup. Another option is to download the required text, when available, or visit one of the many online book providers to determine whether the text is available. A final option is to visit the college campus. The EOPS counselor facilitates distribution of texts to EOPS/CARE students located in Red Bluff.

**Disabled Student Services:** Services are available to all admitted and enrolled students with verified temporary or permanent disabilities. In order to obtain verification, a disabled student must be assessed and, when appropriate, provide medical documentation. Student responsibilities are listed on the DSPS website. With few exceptions, any student may only be required to attend the main campus once for the initial assessment; materials and supplies necessary are transported to the off-campus Centers. All contacts and obtained information are kept confidential within the
DSPS office adhering to state and federal laws. All costs incurred for required accommodations are the responsibility of Shasta College through categorical or Extended Education funds.

Faculty are strongly encouraged to include a statement in all syllabi that apprises students of the evaluation procedure and accommodations available. Until the recent hiring of a webmaster, 508 compliance has not been institution-wide in its online services. The Distance Education Committee has made this a high priority and, during the review process for the replacement CMS, used this as part of the selection criteria. The proposed Instructional Technologist position will also be expected to meet ADA requirements in the design of online courses.

Each of the off-campus Centers maintains approved DSPS work stations in each of the classrooms.

All Center staff is trained to assist students seeking accommodations. Training sessions are conducted either on site or utilizing the ITV network. Discussions are also continuing to establish part-time presence of a DSPS Counselor at each of the off-campus Centers.

**EOPS:** The EOPS procedures for distance education students mirror those of on campus students. Students have the option of completing necessary paperwork either on-line (through the EOPS website) or in person at any of the off-campus Centers. Upon successfully completing an application, students receive information regarding EOPS orientation and EOPS procedures from the EOPS Eligibility Technician. Distance approved students for the EOPS Program can receive orientation through ITV broadcast from the main campus. The EOPS website contains up-to-date information regarding eligibility, policy and procedures, counseling/advising and EOPS services for current students and potential new students.

A 180-day EOPS counselor is assigned to the Red Bluff Center and can facilitate the entire EOPS process. This counselor also has experience with the college’s CARE program and has, on occasion, been used in general counseling.

**New Student Orientation:** Students intending to matriculate are required to attend an orientation prior to registration. Orientations have previously been presentations by various Student Service areas. Beginning Fall 2007, the college adopted a new format that incorporates the previous presentations with academic counseling and, using *My Shasta*, online registration in a lab session. This format has been adopted both on the main campus and at the Red Bluff Center and modified at the Intermountain and Weaverville centers using the ITV network and originating the broadcast from the main campus to the Centers. An online orientation is in the development stage and scheduled to facilitate the Fall 2008 registration period.

**Commencement:** All pending graduates, regardless of their physical location, are required to submit a graduation request form available online or at any one of the off-campus Centers. Like their main campus counterparts, pending graduates of distant education programs are invited to attend the annual Shasta College Commencement activities. Commencement and regalia information is coordinated by and delivered through the Dean of Students and Support Programs office to a student’s home or to one of the off-campus Centers.
Other Student Services:

- **Health Services** at each of the off-campus Centers offers a limited variety of health supplies to locally attending students. The supplies are available at no cost to the student through a vending machine. Tokens are used, and Center Staff issue the tokens.
- **Participation in Student Senate**, the college’s student governing body, is now available through the ITV network. Student Senate Representatives from each of the Centers are either elected through the annual election process or appointed by the Student Senate.
- **Student Email**: Currently, Shasta College does not provide student email accounts. The college has discussed plans to incorporate this into the admissions process.
- **Tutoring services** are available at each of the off-campus Centers. Math and English tutoring is scheduled at the Red Bluff Center each semester. The need for tutoring in other subject areas or at other Centers is typically identified and requested by the instructor of the course. Funding for tutoring normally originates from Extended Education, but tutors have also been used that are compensated through Work Study or another campus-based funding mechanism.
- **Proctoring of exams** is available at each of the off-campus Centers. Extended Education either funds or secures additional funding for the proctoring service. For students unable to travel to the campus or Centers, arrangements are made to identify an appropriate “proctoring” site within their local community.

**Technology Staffing**

The technology staff, managed by the Associate Vice President of Information Services and Technology, provides the technical support required to maintain the college’s technology infrastructure, including those of the online, ITV, and Center/site operations. Each Center has been assigned a technician from the main campus who is responsible for the maintenance, repair and monitoring of the Center’s infrastructure needs and assets. The proposed Instructional Technologist position will report to the AVP, IST.

In addition to the campus-based help desk, a 24/7 online course Help Desk is available.

Extended Education employs an ITV Senior Staff Secretary and ITV Technician at the main campus.

**Center Staffing**

Each of the off-campus Centers is permanently staffed with a full-time ‘day’ Secretary and a part-time ‘evening’ Secretary. Each Center also has a part-time custodial. Both the Intermountain and Weaverville
Centers are supervised by a part-time Center Supervisor. The Dean of Extended Education and the Extended Education Administrative Assistant are both assigned to the Red Bluff Center and provide the supervisory duties at that location. In addition to the counselors identified earlier, the Red Bluff Center also employs a part-time Security Officer.
**APPROPRIATE EQUIPMENT AND FACILITIES**


**Off-Campus Centers**

Extended Education operates 3 off-campus Centers: Red Bluff, Weaverville, and Intermountain. In addition to the onsite custodial staff at each Center, the facilities are maintained by Physical Plant personnel from the main campus in coordination with the Dean of Extended Education. Hours of operation for each of the Centers are Monday through Thursday, 7:45 a.m. to 10:00 p.m., and Friday from 8:00 a.m. to 5:00 p.m. Unless a class is being held, the Centers are closed on the weekends.

The campus’ Transportation Department operates a bus route that allows students living in many of the smaller communities to the west and south of Redding the opportunity to attend classes on the main campus. The bus pass is $60 per semester. The buses also serve as a daily courier service that transports classroom material, supplies, and equipment to Red Bluff and Weaverville Centers. The Intermountain Center has a contract for courier service with a private company to transport materials and equipment to the main campus. The ITV Senior Staff Secretary coordinates all courier activity.

General audiovisual equipment to support each of the Centers/sites (e.g., overhead projector, TV/VCR, DVD, data projector, computer) as well as specialty equipment is made available through the respective academic Division, the Office of Information Technology, and Extended Education.

**Red Bluff**

The Red Bluff Center is comprised of six modular buildings on property leased for $1 per year from the City of Red Bluff. It was originally established in 1997 with two buildings and has grown to its maximum capacity. All classrooms are equipped with an instructor computer, data projector, DVD/VHS player, overhead projection capability, and access to the internet. The Center has one ‘send-receive’ ITV classroom and two ‘receive-only’ classrooms, two computer labs, and five ‘traditional’ classrooms. The Center contains office space for general reception, counseling (3), faculty (2), administration (2), and a small work room. The Center also rents additional instructional space at various locations within Red Bluff and coordinates instruction at several other sites: Anderson, Shasta Lake, Gerber, Corning, Los Molinos, Palo Cedro, and a charter school in Redding. A copy of the current lease is included as Appendix L-1.

In 2002, voters approved a bond measure that allocated $12 million to the establishment of a permanent center to serve Tehama County. On September 28, 2005 the Board of Trustees approved the purchase...
of 40 acres south of the City of Red Bluff. The Preliminary Notice to establish an Educational Center was submitted to CPEC in April 2006. The Draft EIR has been circulated and the comment period has closed. The college is in the midst of addressing the comments received, and plans to recirculate the draft in October 2007. Plans will be submitted to DSA in November 2007. The new facility is scheduled to open in Fall 2009. The construction documents are currently at 75% of project completion.

Four community focus groups were held to discuss curriculum for the new facility, and subsequent meetings of the college’s Instructional Council identified programs for both the initial phase as well as future offerings. Ongoing meetings in the community and with college faculty are refining the proposed curriculum further.

Initially, the new facility will feature two permanent buildings containing a one-stop Student Service area, three larger ITV classrooms with two having ‘send-receive’ capability, two larger computer labs, a modular science lab, and six lecture classrooms. A modular building in use at the current Center will be relocated to the new site for a student lounge, a classroom, and office space for Extended Education administration. Should additional funding become available soon, a third building is being considered for the first phase which will add 3 additional ‘receive-only’ ITV classrooms, faculty offices, and four lecture classrooms to the facility. Eventually, a total of seven permanent buildings are planned for the site.

Weaverville
The Weaverville Center currently operates in leased office space in a small strip mall adjacent to the Weaverville Post Office. The facility is inadequate in many ways. The computer lab can only seat 12 students. Although the facility has two ITV classrooms (a ‘send-receive’ and ‘receive-only’), neither room can seat more than 15. There is no lecture classroom. There is only one unisex bathroom immediately adjacent to the office, and the office is situated in the midst of the classrooms which often creates the appearance of ‘confusion’ when students congregate waiting to occupy the classroom. A copy of the current lease is included as Appendix L-2.

The Center rents additional instructional space at various locations within Weaverville for art, construction, fire science, and lecture classes. In Spring 2008, the Center will coordinate instruction and services in Hoopa. Should instruction resume in Hayfork, the Weaverville Center will assume responsibility for that site as well.

In 2002, voters approved a bond measure that allocated $1.3 million for the establishment of a permanent center to serve Trinity County. On September 13, 2006 the Board of Trustees approved the purchase of .87 acres with a 36-car parking easement on property adjacent to the Trinity Players Theater. A Negative Declaration of Environmental Impact was filed and the college plans to open the new facility in Fall 2008.
Initially, the new facility will feature three modular buildings containing a Student Service area, three larger ITV classrooms with two having ‘send-receive’ capability, a larger computer lab, and two lecture classrooms. Should additional funding become available, a fourth building is being considered which will add faculty offices, a student lounge, and additional lecture and/or art classrooms to the facility. Eventually, a total of five modular buildings are planned for the site.

**Intermountain**

Established in 2004, the Intermountain Center is comprised of one modular building purchased by the District for $125,000 on property co-located with Burney High School and leased from the Fall River Joint Unified School District. The facility consists of a Student Service area, and two classrooms: one which is ‘send-receive’ ITV, and the other which is a combination computer lab/receive-only ITV. Each classroom is equipped with an instructor computer, data projector, DVD/VHS player, overhead projection capability, and access to the internet. The Student Service area contains office space for general reception, counseling, assessment, and a 4-station computer lab. A copy of the current lease is included as Appendix L-3.

The Center also rents additional instructional space at various locations within the Intermountain region and coordinates instruction at several other sites: McArthur, Fall River Mills, Round Mountain, Cedarville, and Alturas.

Should additional funding become available, a second building is being considered which will add a faculty office, student lounge, and additional lecture and/or art classrooms to the facility.

**Technology**

Technology plays an important role in the delivery of instruction (online and ITV) and student services as well as operation of the off-campus Centers. As noted by the Commission’s Accreditation Evaluation Team, “The team commends the college for…innovative hardware such as ITV, and the commitment of the Technology Department staff to assuring that the technology works.”

Computer laboratories at each of the Centers is maintained by the Information Services and Technology department staff with appropriate software made available for instruction at each Center for any of the required courses. A majority of the costs associated with technology upgrade and service is allocated from the IST based on institutional needs.

**Library and Information Resources**
Library services for off-campus students are an essential part of all distance education operations. As noted by the Commission’s Accreditation Evaluation Team, “The team commends the Learning Resources Center for the assistance provided to faculty in the support of instruction and to serve students, including distance learning….The Writing Center in particular has creatively structured its services to accommodate distant students….The college fully meets the standards for library and learning resources.”

Shasta College’s Learning Resources Center home page is the gateway to information resources for distance education students (http://library.shastacollege.edu/). Librarians maintain an extensive collection of online resources and links, including tutorials building information competencies (search strategies, evaluating sources, using databases, internet resources, and an extensive FAQ section). Subject guides are available for all subject areas taught, as is contact information for the librarian overseeing each area. Links are maintained to the more general references. Government information and policy topics are easily accessed (e.g., federal, California, local government, law, foreign countries and international organizations, campaign sites, think tanks). The website contains instructions enabling currently enrolled students to access Shasta’s library catalog and password-protected licensed resources through the Internet. Access to the virtual librarian through iChat and the college’s Writing Center is easily available.

Extended Education and Learning Resources Center have worked together to provide appropriate services to assist students (http://library.shastacollege.edu/eeresources.html) as well as instructors (http://library.shastacollege.edu/f&sservices.html) living outside the greater Redding area:

- **Computer Searches**
- **Document Delivery** - Books, photocopies of selected magazine articles, and other reference materials are delivered by courier or mailed to the student or instructor.
- **Interlibrary Loan Services**
- **Online Reference Desk Assistance**
- **Information Competency** - The Learning Resources Center is committed to helping students access, understand, and use the wealth of knowledge available from the web through development of research, critical thinking, and documentation skills. Links to several information literacy tutorials are available.
- **Onsite Orientations at Centers**

“Reserve” holdings are made available at each of the Centers.

**FISCAL RESOURCES**

A copy of the District budget is included as Appendix M.
As part of the General Fund, 2006-07 budgets of each of the Centers, ITV, and Extended Education are included in Appendix N. Tutors, classroom aides, instructional salaries and related costs (e.g., rent) are paid through the respective academic Division and are not reflected in the enclosed budgets. The Dean of Extended Education is responsible for submission of requests when additional instructional and non-instructional funding becomes available or is needed. In 2006-07, more that $70,000 of instructional equipment funding was received for the upgrade of ITV equipment, science models, and tools to support the forest science curriculum. Incidental or start-up costs are normally covered by Extended Education.

Rental of classroom space is common for many of the courses offered at instructional sites. The rental rate has been established by the college. A traditional lecture classroom is reimbursed at $8.50 per hour.

Fiscal resources to support online instruction are not centralized. Instructional costs are borne by the respective academic Division while a majority of instructional support personnel report to the AVP, IST. With the exception of the proposed Instructional Technologist position, no additional staffing is planned to occur in the near future. A copy of the operating budget for 2006-07 (less salaries/wages and associated benefit costs) for the Office of Information Technology is included as Appendix O.

**MONITORING PLAN**

Recent changes in both the administrative responsibilities and program delivery, coupled with planned improvements described herein, allow greater opportunity to effectively evaluate Shasta College’s distance education programs. Improvements as well as existing mechanisms include formative and summative methods of evaluation achieved through active institutional participation.

The Distance Education Counselor has regular contact with online students. The Dean of Extended Education and/or the Center Supervisors communicate face-to-face with students at the off-campus Centers/sites. The Director of Research compiles student satisfaction data from which to make further improvements. Student service personnel connect with students online, in person, or via the ITV network. An academic Dean accompanies the Dean of Extended Education to a community meeting. The 24/7 online course Help Desk provides monthly service utilization data. These are only examples. In other words, student feedback is encouraged, and communication is fostered through broad interaction by and collaboration with a number of campus entities.

Each faculty member is evaluated by students in accordance with the Academic Master Contract. The evaluation form provides additional space for the student to address programmatic issues. The information obtained through this process is used for improving the non-instructional services. In addition, the evaluation information is provided to the instructor so that he/she may address any instructional issues.
Program assessment for degrees and certificates offered through distance learning is incorporated into any campus Program Review, using newly-defined as well as existing qualitative and quantitative data to improve program effectiveness.
Section E: Evidence of Internal/External Approvals

FACULTY, ADMINISTRATIVE, GOVERNING BOARD, AND REGULATORY APPROVALS

Faculty have been involved in the development and expansion of courses affected by both the Change in Mode of Delivery and Establishment of Off-Campus Centers/sites. Through direct participation in the earliest attempts to provide live instruction at remote instructional sites to serving as project leaders on both grants that initially funded the online and ITV delivery systems, full-time faculty have been a key component to the increased growth and improved quality of distance education offerings. The Academic Senate and Curriculum Council have incorporated technology-mediated instruction with the tenure, program, and curriculum review processes. Faculty remains active in the hiring and subsequent evaluation of adjunct faculty. Collective bargaining agreements continue to reflect increasing participation of faculty in online and ITV offerings. Demonstrated leadership by faculty on the Distance Education Committee has been effective in the creation and revision of standards and procedures.

Administrative support and approval is synonymous with that of the faculty. Actions have sufficiently demonstrated the college’s longstanding administrative commitment to development of distance education offerings. The assignment of an administrative Dean to supervise off-campus instructional sites, the allocation of fiscal resources to not only establish but sustain and expand off-campus Centers, the development of policies and procedures, and the commitment of human resources to support the student learning experience through any of the changes described herein imply the approval of the college’s administrative team.

The Shasta-Tehama-Trinity Joint Community College District Board of Trustees has, by several actions taken during the past ten years, approved both the Change in Mode of Delivery and Establishment of Off-Campus Centers/sites. In 1996-97, the Board accepted the grant funds that established the creation of the ITV network and funded the initial online development. Subsequent actions, including the recent purchase of upgraded ITV equipment, have reaffirmed the Board’s ongoing commitment to serving the students throughout the District using technology-mediated instruction and services.

In March 2004, the Board approved multiple actions to establish the new Intermountain Center. In September 2006, the Board approved the purchase of the property for the new Weaverville Center. In September 2004, the Board approved the extension of leases for the three Red Bluff Center modular buildings and in March 2006 approved the purchase of the new 40-acre Tehama College Center site that will replace the current site. Subsequent actions have included the award of architectural services as well as monthly planning and construction updates.
The ability to enhance the off-campus Centers in Red Bluff and Weaverville was made possible by the bond measure passed by voters of the District. A District-wide Citizens Bond Oversight Committee with representatives from each County meets quarterly to review the status and expenditures of each project.

Prior to implementing changes in delivery of curriculum regulated by an external agency, regardless of whether it crosses the 50% threshold of distance education, the respective academic department is responsible for gaining the appropriate approval (e.g., California Board of Registered Nurses).

The supporting budget for ITV and off-campus Center/site operations has already been discussed and is included in Appendix N. The operating budget to support online instruction is integrated into various departments within the institution, primarily Information Technology and Services and Enrollment Services.
**Section F: Fullfillment of Eligibility Requirements**


The Shasta-Tehama-Trinity Joint Community College District received reaffirmation of accreditation in January 2006 following the Evaluation Team visit in October 2005 during which time the Red Bluff Center was visited and technology-mediated instruction was reviewed. The District received favorable recognition for its outreach efforts and effective utilization of technology to serve the distant learner.

The District will continue to meet Eligibility Requirements for Accreditation through the Change in Mode of Delivery and the Establishment of Off-Campus Centers/sites as described in this proposal. The District assures the Accrediting Commission that it adheres to the requirements, standards, and policies of the Commission and agrees to disclose information necessary for the Commission to fulfill its accrediting responsibilities. The District further assures the Commission that any future changes which may be considered substantive will be submitted in accordance with the Substantive Change Policy for evaluation and approval.
Section G: Fullfillment of Accreditation Standards


The Shasta-Tehama-Trinity Joint Community College District received reaffirmation of accreditation in January 2006 following the Evaluation Team visit in October 2005 during which time the Red Bluff Center was visited and technology-mediated instruction was reviewed. The District received favorable recognition for its outreach efforts and effective utilization of technology to serve the distant learner. The District also received specific commendations for its “innovative pursuit…to serve distant populations,” “training of staff, innovative hardware…and commitment to assuring the technology works,” and “the Learning Resources Center….”

The District will continue to meet each of the four Accreditation Standards and integrate the Commission’s new “Rubric for Evaluating Institutional Effectiveness” through the Change in Mode of Delivery and the Establishment of Off-Campus Centers/sites described in this proposal. The District assures the Accrediting Commission that through its current organizational structure and proposed decision making framework, distance education services, resources, and governance will continue to strive for proficiency and continuous improvement to serve the District’s vast region.
Appendix A

Extended Education Supervisory Personnel

THOMAS J. ORR II

PROFESSIONAL EXPERIENCE

- **2005 – present**  
  Shasta College  
  Redding, CA  
  **Dean, Extended Education**  
  *Provide administrative leadership in planning, developing, and promoting operations of all off-campus instructional Centers and sites in the tri-county District as well as coordinate services and curriculum offerings through the interactive television network. Working with academic Deans, provide administrative oversight of online offerings and related support services for the distant learner.*

- **2002 – 2005**  
  College of the Canyons  
  Valencia, CA  
  **Director, Interim University Center, Santa Clarita Valley**  
  *Provided leadership and integration of consortium efforts, enhancing communications among partnering institutions, developing and coordinating student services, researching and planning for prospective partners and expansion of degree programs, evaluating enrollment data, establishing policies and procedures, analyzing curriculum, preparing reports and accreditation studies, creating and implementing a marketing plan, and supervising facility maintenance and support services.*

- **1990 - 2002**  
  California State University, Bakersfield  
  Bakersfield, CA  
  **Coordinator of Regional Programs, Extended University Division**  
  *Assessed and provided off-campus degree, credential, and certificate programs to the underserved regions and communities, working closely with local colleges to provide seamless matriculation. Coordinated the human and fiscal resources necessary to support the distant learner including the hiring of faculty and remote site representatives. Developed and supervised the student admission, advising, financial aid, registration, and course scheduling process. Arranged campus-based services to remote locations: advising, testing, career planning, disabled services assessment and accommodations. Prepared and successfully defended multiple WASC Substantive Change Proposals.*

- **1984 - 1990**  
  California State University, Bakersfield  
  Bakersfield, CA  
  **Coordinator of Cooperative Education/Management Intern/Human Corps Programs, Extended University Division**  
  *Integrated experiential education programs throughout the university curriculum. Enhanced career service options for undergraduate and graduate students through positive campus and community relations, effective outreach to traditional and non-traditional populations, and systematic evaluation of programs.*

- **1971 - 2001**  
  U.S. Army and CA Army National Guard  
  **Master Sergeant E-8 (Retired) Chief Instructor, Region G, Infantry**  
  *Coordinating authority for infantry training sites in Western United States.*

EDUCATION

<table>
<thead>
<tr>
<th>Year</th>
<th>Degree/Course</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td><em>Ed. Admin course toward Ed.D.</em></td>
<td>California State University, Bakersfield</td>
</tr>
<tr>
<td>1993</td>
<td>Master of Business Administration</td>
<td>California State University, Bakersfield</td>
</tr>
<tr>
<td>1983</td>
<td>Bachelor of Arts in Political Science</td>
<td>California State University, Bakersfield</td>
</tr>
</tbody>
</table>
Ken Hill

EXPERIENCE

8/2007-Present – Shasta Community College, Redding, CA

Center/Site Supervisor, Weaverville

• Manage and oversee Shasta Community College operations at Weaverville
• Aid and assist in new site location and transfer

2000-Present – Trinity Theatre/Prime Cinemas, Weaverville, CA

CEO

• Design and operations manager for both the Trinity Theatre and Prime Cinemas
• Successful Entrepreneur

1986-1999 – Valley Christian Theatre, San Jose, CA

Artistic Director/Department Chair

• Design & Building Consultant to New Theatre Project
• Raised outside financial support of program to six figures annually
• Created full-time staffed Department with film/TV/radio studios, dance studio disciplines
• Mentor Teacher
• Conference speaker; successful record of student matriculation into leading Universities

1980-1983 – Long's Drugs, Inc, Walnut Creek, CA

Senior Manager

• Managed various departments; responsible for inventory, ordering, merchandising
• Cash control responsibilities; responsible for employee moral, scheduling
• Developed and opened Pleasant Hill store; fast track management expertise

EDUCATION

1986-1988 – San Francisco State University, San Francisco, CA

Master of Arts/Theatre (Directing)

1983-1986 – Bethany College, Santa Cruz, CA

B.A. English

Summa Cum Laude.

INTERESTS

Music, backpacking, art, computers, cinema, theatre, writing.

Professional Associations related to Education and Theatre.
Appendix A: Extended Education Supervisory Personnel (continued)

KENNETH R. WIKE

<table>
<thead>
<tr>
<th>EXPERIENCE</th>
<th>1998–Present</th>
<th>Shasta College</th>
<th>Burney, CA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Center/Site Supervisor, Intermountain Center</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• General supervision of day-to-day operations in the Intermountain area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Assist in developing class offerings to meet community needs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPERIENCE</th>
<th>1994–Present</th>
<th>Shasta College</th>
<th>Burney, CA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adjunct Instructor, Computer Applications</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teach a variety of courses including DOS, Windows, Corel Draw, Microcomputer Workshop, Microsoft Word, Microsoft Excel, Microsoft Access, and Internet Basics</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPERIENCE</th>
<th>1992–Present</th>
<th>Burney High School</th>
<th>Burney, CA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher-Business, Computer Applications, Economics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teach a variety of courses including Accounting, CAD, Desktop Publishing, Multimedia Design, Web Design, and Computer Literacy using software applications including Microsoft Office, Adobe Creative Suite, and Adobe (Macromedia) Studio</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPERIENCE</th>
<th>2000–Present</th>
<th>Fall River Joint Unified School District</th>
<th>Burney, CA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Director of Technology</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Manage WAN and multiple LANs throughout the school district</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Responsible for overseeing district technology plan</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EDUCATION</th>
<th>2005</th>
<th>Redding, CA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLAD certification</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EDUCATION</th>
<th>1999–2000</th>
<th>Shasta College</th>
<th>Redding, CA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cisco Certified Networking Associate</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EDUCATION</th>
<th>1989–1991</th>
<th>National University</th>
<th>Fresno, CA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Single Subject Teaching Credential—Business Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Multiple Subject Teaching Credential</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EDUCATION</th>
<th>1983–1987</th>
<th>University of California, Davis</th>
<th>Davis, CA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• B.A., Economics; Minor in Rhetoric and Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix A: Extended Education Supervisory Personnel (continued)

Emmett Koerperich

7226 Bohn Blvd.                        (530) 365-1098
Anderson, CA  96007                      ekoerperich@gwusd.org

Professional Experience

Anderson Site Supervisor, Shasta Community College                                  Current
Principal, Central Valley High School, Shasta Lake                                      2006- Current
Assistant Principal, West Valley High School, Cottonwood                               1997-06
Summer Camp Coordinator, Shasta College                                               1998-02
Athletic Director, West Valley High School                                             1996-97
Science Teacher, West Valley High School                                              1995-97
Summer School Principal, Biggs High School                                            1992-97
District Mentor Teacher, Biggs Unified School District                                1992-94
Science Teacher, Biggs High School                                                    1988-95

Education

Certified Athletic Administrator, N.I.A.A.A.                                          1998
MA – Athletic Administration, C.S.U. Chico                                            1995
Administrative Credential, C.S.U. Chico                                               1995
BA – Biological Sciences, U.C. Davis                                                  1986
AA – Shasta College                                                                   1983

Honors, Activities, and Organizations

2006 Region I Co-Administrator of the Year
Association of California School Administrators
1991 Teacher of the Year, Biggs High School
National Interscholastic Athletic Administrators Association
California State Athletic Directors Association
California School Leadership Academy
### Appendix B

**Programs and Certificates Affected by Changes**

Each of the programs identified herein, whether degree or certificate, have 50% or more of the curriculum available through the means indicated and include the same academic curriculum and completion requirements as the respective program on the Shasta College campus. All ITV courses and courses taught at one of the off-campus center operations (Centers or sites) are conducted under the direct supervision of the Dean of Extended Education. All online courses are conducted under the direct supervision of the Dean of the respective academic division.

All courses are taught by Shasta College faculty in accordance with campus hiring requirements.

<table>
<thead>
<tr>
<th>Certificates</th>
<th>Online</th>
<th>ITV and/or Off-Campus*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting Clerk/Bookkeeper</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Computer Networking (CCNA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Networking (CCNP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Info Processing Specialist</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>- Medical Billing Specialist</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>- Records Manager</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>- Transcriptionist - Medical</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Real Estate</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Retail Management</td>
<td>X</td>
<td>X</td>
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</table>

<table>
<thead>
<tr>
<th>AS Degree</th>
<th>Online</th>
<th>ITV and/or Off-Campus*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration of Justice</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Agriculture</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Business Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Accounting</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>- General Business</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>- Management</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>- Real Estate</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Computer and Information Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Business Information Systems</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>- CCNA Option</td>
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<td>X</td>
</tr>
<tr>
<td>- CCNP Option</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Equine Science</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Family Studies</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Forestry Science and Technology</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>General major*</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Hospitality Management</td>
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<td></td>
</tr>
<tr>
<td>- Hotel/Restaurant Management</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Legal Assistant</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Natural Resources</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Office Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Administrative Assistant</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>- Administrative Assistant – Legal</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>- Information Processing Specialist</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>- Medical Office Specialist</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>- Transcriptionist - Medical</td>
<td>X</td>
<td>X</td>
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Appendix B: Programs and Certificates Affected by Changes (continued)

<table>
<thead>
<tr>
<th>AA Degree</th>
<th>Online</th>
<th>ITV and/or Off-Campus*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Arts</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Environmental Horticulture</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Journalism</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Transfer Gen Ed</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>University Studies</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

*The college currently has three ITV send-receive classrooms in Redding under direct supervision of the Extended Education Division. The Red Bluff Center has one send-receive classroom and two receive-only classrooms, and one send-receive classroom and one receive-only classroom each at the Intermountain and Weaverville Centers. Unlike the Red Bluff Center, Intermountain and Weaverville Centers must choose which two of the three available courses for any particular day/time slot are to be televised to their respective sites. This creates limitations on the availability of courses and the opportunity for degree or certificate completion at the smaller Centers.

Additional limitations are imposed by the availability of only one send-receive classroom at the Intermountain and Weaverville Centers which means only one class can originate from that Center during a particular time/day slot.

The Red Bluff Center also has a much larger population than either of the other two Centers and can often meet minimum enrollments to support site-based instruction. Hence, degree or certificate completion is more apt to occur at the Red Bluff Center.
Appendix B-1

Certificate Programs Affected by Changes

Delivery Legend:  Online: 1   ITV: 2   Off-campus: 3

**Accounting Clerk/Bookkeeper**

REQUIREMENTS FOR CERTIFICATE:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
<th>Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 101**</td>
<td>Basic Accounting I</td>
<td>3</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>BUAD 10</td>
<td>Introduction to Business</td>
<td>3</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>BUAD 106</td>
<td>Business Math</td>
<td>3</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>BUAD 166</td>
<td>Business English</td>
<td>3</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>OAS 51</td>
<td>Keyboarding I-Beginning Typing</td>
<td>3</td>
<td>1, 3</td>
</tr>
<tr>
<td>ACCT 102**</td>
<td>Basic Accounting II</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>ACCT 103</td>
<td>PC Accounting</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ACCT 104</td>
<td>Payroll Accounting</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>BUAD 66</td>
<td>Business Communications</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>OAS 64</td>
<td>Computerized Ten-Key</td>
<td>0.5</td>
<td>1, 3</td>
</tr>
<tr>
<td>OAS 166</td>
<td>Records Management</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL UNITS FOR CERTIFICATE: 28.5**

**Computer Networking Concentration-CCNA Option**

REQUIREMENTS FOR CERTIFICATE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
<th>Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 2*</td>
<td>Introduction to Computer Science</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>CIS 31</td>
<td>Cisco Networking CCNA 1-Networking Fundamentals</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>CIS 32</td>
<td>Cisco Networking CCNA 2-Routing Technology</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>CIS 90</td>
<td>A+ Certification Preparation/Cisco IT Essentials I</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>CIS 33</td>
<td>Cisco Networking CCNA 3-LAN Switching and Design</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>CIS 34</td>
<td>Cisco Networking CCNA 4-WAN Technology and Design</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>CIS 81</td>
<td>Web Design (Front Page I)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>ELEC 138</td>
<td>Fundamentals of Electronics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CIS 50</td>
<td>Install, Configure and Administer MS Windows XP Pro</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CIS 51</td>
<td>Manage and Maintain a MS Windows Server 2003 Environment</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CIS 52</td>
<td>Manage and Maintain Windows 2003 Network Infrastructure</td>
<td>1</td>
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<tr>
<td>CIS 53</td>
<td>Plan and Maintain Windows 2003 Network Infrastructure</td>
<td>1</td>
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<tr>
<td>CIS 54</td>
<td>Plan, Implement &amp; Maintain Windows 2003 AD Network Infrast.</td>
<td>1</td>
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<tr>
<td>CIS 55</td>
<td>Designing a Windows Server 2003 AD and Network Infrastr.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CIS 56</td>
<td>Designing Security for a MS Windows 2003 Network Infrast.</td>
<td>1</td>
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</tbody>
</table>

**TOTAL UNITS FOR CERTIFICATE 32**

**Computer Networking Concentration-CCNP Option**

REQUIREMENTS FOR CERTIFICATE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
<th>Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 2*</td>
<td>Introduction to Computer Science</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>CIS 35</td>
<td>Cisco Networking CCNP 1-Advanced Routing Config</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>CIS 50</td>
<td>Install, Configure, and Administer MS Windows XP Pro</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CIS 51</td>
<td>Manage/Maintain MW Windows Server 2003 Environment</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CIS 52</td>
<td>Manage/Maintain Windows 2003 Network Infrastructure</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

*Fulfills GE requirement if math requirement is already met
CIS 36 Cisco Networking CCNP 2 – Remote-Access Networks 3 1
CIS 53 Plan and Maintain Windows 2003 Network Infrastructure 1
CIS 54 Plan, Implement, Maintain Windows 2003 AD Infrastructure 1
CIS 55 Designing Windows Server 2003 AD and Network Infrastructure 1
CIS 81 Web Design (Front Page I) 1 1
CIS 90 A+ Certification Preparation/Cisco IT Essentials I 4 1
CIS 56 Designing Security for Windows Server 2003 Network 1
CIS 37 Cisco Networking CCNP 3-Multi-Layering Switching 3 1
ELEC 138 Fundamentals of Electronics 4
CIS 38 Cisco Networking CCNP 4-InterNetworking Troubleshooting 3 1

TOTAL UNITS FOR CERTIFICATE 32

**Office Administration - Information Processing Specialist**

**REQUIREMENTS FOR CERTIFICATE:**

BUAD 166  Business English 3 1, 3
CIS 1 Computer Literacy Workshop 3 1, 3
CIS 70 Windows I  1 1, 3
*OAS 51 Keyboarding I-Beginning Typing OR 1, 3
  *OAS 91  Word for Windows-I 1-3 1, 3
OAS 64 Computerized Ten Key 0.5 1, 3
OAS 157 Office Procedures 3 1, 3
OAS 166 Records Management 2 3
BUAD 45 Human Relations on the Job 3 1, 3
CIS 10 Excel for Windows-I  1 1, 3
CIS 20 Access for Windows-I  1 1
CIS 80 Internet Basics 1 1, 3
OAS 52 Keyboarding II-Intermediate Typing 3 1, 3
OAS 58 Word Processing Transcription 3
OAS 60 Office Troubleshooting 1 3
OAS 80 Outlook 1 1, 3
OAS 94 PowerPoint 1 1, 3
OAS 171 Proofreading 2 2, 3

**Highly Recommended Electives:**

OAS 63 Voice Recognition Software 1
OAS 92 Word for Windows-II 1 1, 3
OAS 93 Word for Windows-III 1 1, 3
OAS 96 Integrated Computer Applications 1 1, 3
OAS 152 Keyboarding for Speed and Accuracy 0.5 1, 3

*Upon completion of OAS 51 with a grade of C or higher, OAS 91 is not necessary. If you are proficient in keyboarding, you may be able to take OAS 91 in lieu of OAS 51. See your counselor if you think you might qualify.

TOTAL UNITS FOR CERTIFICATE: 30.5-32.5

**Office Administration — Medical Billing Specialist**

**REQUIREMENTS FOR CERTIFICATE:**

BUAD 45 Human Relations on the Job 3 2, 3
BUAD 166  Business English 3 2, 3
HEOC 110 Medical Terminology 3 2, 3
*OAS 51 Keyboarding I-Beginning Typing OR 3
  *OAS 91  Word for Windows-I 1-3 3
OAS 64 Computerized Ten-Key 0.5 3

64
OAS 158 Medical Office Procedures 3  
HEOC 111 Advanced Medical Terminology 3  
OAS 52 Keyboarding II-Intermediate Typing 3  
OAS 112 Basic ICD-9-CM and CPT-4 Coding 3  
OAS 150 Medical Insurance Billing 3  
OAS 171 Proofreading Skills 2  

TOTAL UNITS FOR CERTIFICATE 27.5-29.5  
*Upon completion of OAS 51 with a grade of C or higher, OAS 91 is not necessary. If you are proficient in keyboarding, you may be able to take OAS 91 in lieu of OAS 51. See your counselor if you think you might qualify.

**Office Administration – Records Manager**  
REQUIREMENTS FOR CERTIFICATE:  
BUAD 166 Business English 3  
CIS 70 Windows I 1  
*OAS 51 Keyboarding I-Beginning Typing OR  
*OAS 91 Word for Windows-I 1-3  
OAS 157 Office Procedures 3  
OAS 166 Records Management 2  
BUAD 45 Human Relations on the Job 3  
BUAD 106 Business Mathematics 3  
CIS 20 Access for Windows-I 1  
OAS 52 Keyboarding II-Intermediate Typing 3  
OAS 64 Computerized Ten-Key 0.5  
OAS 92 Word for Windows-II 1  
OAS 171 Proofreading 2  

Highly Recommended Electives:  
CIS 21 Access for Windows-II 1  
OAS 93 Word for Windows-III 1  
OAS 152 Speed, Accuracy, Refresher Typing 0.5  

TOTAL UNITS FOR CERTIFICATE 23.5-25.5  
*Upon completion of OAS 51 with a grade of C or higher, OAS 91 is not necessary. If you are proficient in keyboarding, you may be able to take OAS 91 in lieu of OAS 51. See your counselor if you think you might qualify.

**Office Administration – Transcriptionist – Medical**  
REQUIREMENTS FOR CERTIFICATE:  
BUAD 166 Business English 3  
*OAS 51 Keyboarding I-Beginning Typing OR  
*OAS 91 Word for Windows-I 1-3  
OAS 64 Computerized Ten-Key 0.5  
OAS 158 Medical Office Procedures 3  
OAS 171 Proofreading Skills 2  
BUAD 45 Human Relations on the Job 3  
HEOC 110 Medical Terminology 3  
OAS 52 Keyboarding II-Intermediate Typing 3  
OAS 58 Word Processing Transcription 3  
OAS 92 Word for Windows-II 1  
OAS 166 Records Management 2  
BUAD 66 Business Communications 3  
HEOC 111 Advanced Medical Terminology 3  

65
OAS 53 Keyboarding III-Adv. and Technical Typing 3  
OAS 159 Word Processing I-Medical Trans. 1.5  
OAS 160 Word Processing II-Medical Trans. 1.5  

**Highly recommended electives:**  
CIS 80 Internet Basics 1  
OAS 93 Word for Windows-III 1

**TOTAL UNITS FOR CERTIFICATE: 36.5-38.5**

*Upon completion of OAS 51 with a grade of C or higher, OAS 91 is not necessary. If you are proficient in typing, you may be able to take OAS 91 in lieu of OAS 51. See your counselor if you think you might qualify.*

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**Real Estate**

**REQUIREMENTS FOR CERTIFICATE:**

BUAD 6 Business Law 3  
REAL 30 Real Estate Principles 3  
REAL 31 Real Estate Practice 3  
REAL 32 Real Estate Appraisal 3  
REAL 33 Legal Aspects of Real Estate 3  
REAL 34 Real Estate Finance 3  
ACCT 101 Basic Accounting I OR  
REAL 135 Real Estate Economics 3  
REAL 136 Introductions to Escrow OR  
REAL 138 Advanced Real Estate Appraisal 3  

**Elective Courses:** Select at least six (6) units for the Certificate  
BUAD 8 Business Law 3  
BUAD 41 Leadership and Supervision 3  
BUAD 44 Investments 3  
BUAD 66 Business Communications 3  
BUAD 91 Principles of Management 3  
BUAD 106 Business Mathematics 3  
BUAD 166 Business English 3  
CIS 1 Computer Literacy Workshop OR  
CIS 2 Introduction to Computer Science 3-4  
ECON 1A Principles of Economics - Micro 3  
GEOG 7 California Geography 3  
MKTG 70 Sales 3  
MKTG 72 Advertising 3  
MKTG 74 Principles of Marketing 3  
OAS 51 Keyboarding I-Beginning Typing 3

**TOTAL UNITS FOR CERTIFICATE: 30**

---

**Retail Management**

**REQUIREMENTS FOR CERTIFICATE:**

ACCT 101 Basic Accounting I 3  
BUAD 41 Leadership and Supervision 3  
BUAD 45 Human Relations on the Job 3  
BUAD 66 Business Communications 3  
BUAD 91 Principles of Management 3  
BUAD 106 Business Mathematics 3  
CIS 1 Computer Literacy Workshop 3  
MKTG 74 Principles of Marketing 3  
MKTG 176 Retail Management 3  
SPCH 10 Interpersonal Communication 3

**TOTAL UNITS FOR CERTIFICATE: 30**
TOTAL UNITS FOR CERTIFICATE: 30
Appendix B-2

Degree Programs Affected by Changes

Delivery Legend:  Online: 1   ITV: 2   Off-campus: 3

Administration of Justice

REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREE:

ADJU 10 Introduction to Admin. of Justice 3
ADJU 17 Principles and Procedures of the Justice System 3
ADJU 23 Career Planning for Admin. of Justice 3
ADJU 15 Concepts of Criminal Law 3
ADJU 16 Legal Aspects of Evidence 3
ADJU 20 Principles of Investigation 3
ADJU 26 Courtroom Testimony/Report Writing 3
ADJU 18 Community Relations 3

In addition to the required major courses, six (6) units must be selected from below:

ADJU 11 Traffic Control and Investigation 3
ADJU 21 Police Field Operations 3
ADJU 22 Juvenile Procedures 3
ADJU 24 Multi-Cultural Issues/Law Enforcement 3
ADJU 25 Substantive Law 3
ADJU 30 Wildlife Law Enforcement 3
ADJU 40 Institutional and Field Services 3
ADJU 41 Fundamentals of Crime and Delinquency 3
ADJU 42 Interviewing and Counseling 3
CIS 1 Computer Literacy Workshop 3

Associate in Science Degree Requirements

Major 30
General Education 21        1, 2, 3
Electives _9
TOTAL 60

Agriculture

REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREE:

AGRI 51 Agriculture Records and Analysis 3
AGRI 54 Resource Economics 3
AGRI 52 Computers in Environmental Resources 3
ENVR 1 Career Planning for Environ. Resources 2
ENVR 9 Agriculture/Natural Resources Leadership 1
CMST 54* Small Group Communication 3
AGRI 19* Principles of Animal Science 3
AGRI 20 Plant Science 4
ENGL 1A* Reading and Composition 4
ENVR 44 Mechanical Tech. for Environ. Resources 3
MATH 101* Basic Algebra 3
AGRI 56 Agriculture Practices OR
ENVR 94 Worksite Learning OR
AGRI 159 Farm Management Experience 7
CHEM 2A Introduction to Chemistry OR
CHEM 6 Intro. Chemistry Applied to the Environ. 4
ENVR 24 Soils 3

CHEM 2A Introduction to Chemistry OR
CHEM 6 Intro. Chemistry Applied to the Environ. 4
ENVR 24 Soils 3
AGRI 6 Career Placement - Agriculture 1 3
AGRI 50 Agriculture Resource Management 3 2, 3
Elective Courses to complete A.S. Degree 0-1
Required Major Electives 6

*Can be used to fulfill General Education requirements.

**Associate in Science Degree Requirements**

<table>
<thead>
<tr>
<th>Major</th>
<th>General Education</th>
<th>Electives</th>
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<tr>
<td>50-56</td>
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<td>0-1</td>
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**Business Administration - Accounting Concentration**

**REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREE:**

<table>
<thead>
<tr>
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<th>Description</th>
<th>Credits</th>
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<tr>
<td>ACCT 101</td>
<td>Basic Accounting-I OR ACCT 2 Introduction to Financial Accounting</td>
<td>1, 2, 3</td>
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<tr>
<td>BUAD 10</td>
<td>Introduction to Business</td>
<td>1, 2, 3</td>
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<td>CIS 1</td>
<td>Computer Literacy Workshop</td>
<td>1, 3</td>
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<td>OAS 51</td>
<td>Keyboarding I-Beginning Typing</td>
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<td>ACCT 102</td>
<td>Basic Accounting-II OR ACCT 4 Introduction to Managerial Accounting</td>
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<td>ACCT 103</td>
<td>PC Accounting</td>
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<td>BUAD 45</td>
<td>Human Relations on the Job</td>
<td>1, 2, 3</td>
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<tr>
<td>BUAD 66</td>
<td>Business Communications</td>
<td>1, 2, 3</td>
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<tr>
<td>BUAD 106</td>
<td>Business Mathematics</td>
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<tr>
<td>OAS 64</td>
<td>Computerized Ten-Key</td>
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<td>ACCT 194</td>
<td>Income Tax</td>
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<td>BUAD 6</td>
<td>Business Law</td>
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<td>ACCT 104</td>
<td>Payroll Accounting</td>
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<td>BUAD 15</td>
<td>Business and Society</td>
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**Associate in Science Degree Requirements**

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**Business Administration - General Business Concentration**

**REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREE:**

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<tr>
<td>ACCT 101</td>
<td>Basic Accounting I OR ACCT 2 Introduction to Financial Accounting</td>
<td>1, 2, 3</td>
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<td>BUAD 10</td>
<td>Introduction to Business</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>CIS 1</td>
<td>Computer Literacy Workshop</td>
<td>1, 3</td>
</tr>
<tr>
<td>BUAD 45</td>
<td>Human Relations on the Job</td>
<td>1, 2, 3</td>
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<td>BUAD 66</td>
<td>Business Communications</td>
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<td>BUAD 106</td>
<td>Business Mathematics</td>
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<td>REAL 30</td>
<td>Real Estate Principles</td>
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<td>BUAD 6</td>
<td>Business Law</td>
<td>2, 3</td>
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<td>BUAD 91</td>
<td>Principles of Management OR CIS 4 Business Data Communications</td>
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<tr>
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### Business Administration - Management Concentration

**Requirements for Associate in Science Degree:**

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<td>1, 2, 3</td>
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<tr>
<td>BUAD 10 Introduction to Business</td>
<td>1, 2, 3</td>
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<tr>
<td>BUAD 106 Business Math 3</td>
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<td>CIS 1 Computer Literacy Workshop</td>
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<td>BUAD 66 Business Communications</td>
<td>1, 2, 3</td>
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<td>BUAD 6 Business Law 3</td>
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<td>BUAD 41 Supervision and Leadership</td>
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<tr>
<td>BUAD 91 Principles of Management</td>
<td>1, 2, 3</td>
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<tr>
<td>CIS/OAS* Computer Applications 1-3</td>
<td>1, 3</td>
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<td>Any Electives 6</td>
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<tr>
<td>BUAD 8 Business Law 3</td>
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<tr>
<td>BUAD 15 Business and Society 3</td>
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<tr>
<td>BUAD 71 Intro to e-Commerce OR BUAD 72 e-Commerce Marketing OR MKTG 70 Sales 3</td>
<td>3</td>
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<tr>
<td>CIS/OAS* Computer Applications 1-3</td>
<td>1, 3</td>
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<tr>
<td>MKTG 74 Principles of Marketing</td>
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**Associate in Science Degree Requirements**

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<th>Requirement</th>
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REAL 30 Real Estate Principles 3  
ACCT 101 Basic Accounting-I **OR**  
  ACCT 2 Financial Accounting  
CIS 1 Computer Literacy Workshop 3  
REAL 34 Real Estate Finance 3  
BUAD 6 Business Law 3  
REAL 32 Real Estate Appraisal 3  
REAL 33 Legal Aspects of Real Estate 3  
BUAD 15 Business and Society 3  
MKTG 70 Sales 3  
REAL 31 Real Estate Practice 3  
Any Electives 6  

**Associate in Science Degree Requirements**  
Major 42  
Additional General Education 12  
Electives 6  
TOTAL 60

**Communication Arts**  
**REQUIREMENTS FOR ASSOCIATE IN ARTS DEGREE:**  
CMST 10 Interpersonal Communication 3  
CMST 60 Public Speaking 3  
CMST 30 Oral Interpretation 3  
CMST 54 Small Group Communication 3  
HUM 4 Humanities through the Film **OR**  
  THTR 12 Acting I  
CMST 40 Argumentation and Debate 3  
HUM 70 Exploring Contemporary Television 3  
CMST 20 Intercultural Communication 3  

**Associate in Arts Degree Requirements**  
Major 24  
General Education 33-39  
Electives 0-3  
TOTAL 60

**Computer and Information Systems-**  
**Business Information Systems Concentration**  
**REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREE:**  
ACCT 101 Basic Accounting 1 **OR**  
  ACCT 2 Introduction to Financial Accounting 3  
BUAD 10 Introduction to Business 3  
CIS 2 Introduction to Computer Science 4  
  CIS 70 Windows 1 1  
  OAS Word Processing 1 1 3  
BUAD 6 Business Law 3  
BUAD 71 Introduction to e-Commerce 1 3  
BUAD 106 Business Mathematics 3  
CIS Spreadsheet 1 1 3  
CIS 60 Visual Basic Programming **OR**  
  CIS 61 C++ Language Programming **OR**  
  CIS 62 Java Programming **OR**
CIS 63 Assembler Language Programming 3-4
CIS 81 Web Design (Front Page I) 1 1, 3
BUAD 15 Business and Society 3 2, 3
CIS Database 1 1, 3
CIS 4 Business Data Communications 3 1
CIS 31 CISCO Networking CCNA 1 –Networking Fundamentals 3 1
BUAD 45 Human Relations on the Job 3 1, 2, 3
BUAD 66 Business Communications 3 1, 2, 3
CIS 3 Systems Analysis 3 1

Required Major Electives: Choose seven (7) units from the following:
BUAD 72 e-Commerce Marketing 1 3
BUAD 73 Web Design/e-Commerce 1
CIS 5 Help Desk – Level 1 1
CIS 11 Excel for Windows II 1 1, 3
CIS 12 Excel for Windows III 1 1, 3
CIS 21 Access for Windows II 1 1, 3
CIS 22 Access for Windows III 1 1, 3
CIS 32 CISCO Networking CCNA 2-Router Technology 3 1, 3
CIS 50 Install, Configure, and Administer MS Windows XP Pro 1
CIS Second Programming Language
(CIS 60, CIS 61, CIS 62, or CIS 63) 3-4
CIS 71 Windows II 1 1, 3
CIS 72 Fundamentals of Unix 3
CIS 84 HTML-Beginning 1
CIS 90 A+ Certification Preparation/Cisco IT Essentials I 4 1
CIS 92 Introduction to Computer Security – Security + 3 1, 3
CIS 94 Computer Information Systems Worksite Learning 1

Associate in Science Degree Requirements
Major 50-51
Additional General Education 12 1, 2, 3
TOTAL 62-63

Computer and Information Systems
Computer Networking Concentration-CCNA Option
REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREE:
CIS 2 Introduction to Computer Science 4 1, 3
CIS 31 Cisco Networking CCNA 1 Networking Fundamentals 3 1
CIS 32 Cisco Networking CCNA 2 Routing Technology 3 1, 3
CIS 90 A+ Certification Preparation/Cisco IT Essentials I 4 1
BUAD 45 Human Relations on the Job 3 1, 2, 3
CIS 33 Cisco Networking CCNA 3-LAN Switching and Design 3 1
CIS 34 Cisco Networking CCNA 4-WAN Technology and Design 3 1
ELEC 138 Fundamentals of Electronics 4
CIS 50 Install, Configure and Administer MS Windows XP Pro 1
CIS 51 Manage/Maintain MS Windows Server 2003 Environment 1
CIS 52 Manage/Maintain Windows 2003 Network Infrastructure 1
CIS 81 Web Design (Front Page I) 1 1, 3
CIS 53 Plan and Maintain Windows 2003 Network Infrastructure 1
CIS 54 Plan, Implement, Maintain Windows 2003 AD Infrastructure 1
CIS 55 Designing Windows Server 2003 AD & Network Infrastructure 1
CIS 56 Designing Security for Windows Server 2003 Network 1

Required Major Electives: Choose seven (7) units from the following:
BUAD 10 Introduction to Business (fulfills GE Requirement) 3 1, 2, 3
CIS 5 Help Desk – Level 1 1
CIS 39 Cisco Networking – Fundamentals of Network Security 3
CIS 60 Visual Basic OR CIS 61 C++ OR CIS 62 Java OR
   CIS 63 Assembler Language Programming 3-4
CIS 72 Fundamentals of Unix 3
CIS 82 Web Design (Front Page II) 3 1, 3
CIS 84 HTML - Beginning 1
CIS 92 Introduction to Computer Security – Security + 3 1, 3
CIS 94 Computer Information Systems Worksite Learning 1

Associate in Science Degree Requirements
   Major 42
   Additional General Education 18 1, 2, 3
   TOTAL 60

Computer and Information Systems -
Computer Networking Concentration-CCNP Option

REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREE:
   CIS 2 Introduction to Computer Science 4 1, 3
   CIS 35 Cisco Networking CCNP 1-Advanced Routing Configuration 3 1
   CIS 90 A+ Certification Preparation/Cisco IT Essentials I 4 1
   ELEC 138 Fundamentals of Electronics 4
   BUAD 45 Human Relations on the Job 3 1, 2, 3
   CIS 36 Cisco Networking CCNP 2-Remote Access Networks 3 1
   CIS 81 Web Design (Front Page I) 1 1, 3
   CIS 37 Cisco Networking CCNP 3-Multi-Layer Switching 3 1
   CIS 50 Install, Configure, and Administer MS Windows XP Pro 1
   CIS 51 Manage/Maintain MW Windows Server 2003 Environment 1
   CIS 52 Manage/Maintain Windows 2003 Network Infrastructure 1
   CIS 38 Cisco Networking CCNP 4-InterNetworking Troubleshooting 3 1
   CIS 53 Plan and Maintain Windows 2003 Network Infrastructure 1
   CIS 54 Plan, Implement, Maintain Windows 2003 AD Infrastructure 1
   CIS 55 Designing Windows Server 2003 AD and Network Infrastructure 1
   CIS 56 Designing Security for Windows Server 2003 Network 1

Required Major Elective (Choose at least 7 units from the following):
   BUAD 10 Introduction to Business (fulfills G.E. requirement) 3 1, 2, 3
   CIS 5 Help Desk – Level 1 1
   CIS 39 Cisco Networking – Fundamentals of Network Security 3
   CIS 60 Visual Basic OR
      CIS 61 C++ OR
      CIS 62 Java OR
      CIS 63 Assembler Language Programming 3-4
   CIS 72 Fundamentals of Unix 3
   CIS 82 Web Design (Front Page II) 1 1, 3
   CIS 84 HTML – Beginning 1
   CIS 92 Introduction to Computer Security – Security + 3 1, 3
   CIS 94 Computer Information Systems Worksite Learning 1

Associate in Science Degree Requirements
   Major 42
   Additional General Education 18 1, 2, 3
   TOTAL 60
**Early Childhood Education**

**REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREE:**

- ECE 1 Human Development 3  
  1, 2, 3
- ECE 4 Introduction to Early Childhood Education 1  
  1, 2, 3
- ECE 20 E.C. Curriculum: Introduction to Curriculum 2  
  1, 2, 3
- ECE 52 Guidance in Adult-Child Relations 3  
  2, 3
- ECE 2 Child, Family, Community 3  
  1, 2, 3
- ECE 7 Early Childhood Observation & Assessment 3  
  2
- ECE 11 Meeting Special Needs of Children 2  
  2, 3
- ECE 30 E.C. Curriculum: Physical Development 3  
  1, 2, 3
- ECE 3 Early Childhood Program Administration 3  
  1, 2, 3
- ECE 40 E.C. Curriculum: Affective Development 3  
  2, 3
- ECE 50 E.C. Curriculum: Cognitive Development 3  
  2, 3
- ECE 8 Teaching Practices for Young Children 5  
  1, 3
- ECE 15 Health & Safety in Children’s Programs 3  
  1, 3
- ECE 16 Fundamentals of EC Mentoring & Supervision 2  
  2, 3

An additional five units from the ECE program courses listed below:

- ECE 6 Exploring Family Childcare 3  
- ECE 10 Early Childhood Learning 3  
- ECE 12 Infant-Toddler Learning 3  
  2, 3
- ECE 13 Envir. for Infant/Toddler, Preschool or School age Child Care 2  
  2, 3
- ECE 14 School Age and Adolescent Development 3  
  3
- ECE 22 EC Curriculum: Infant/Toddler Care 1  
  2, 3
- ECE 24 EC Curriculum: School Age Care 1  
- ECE 51 Early Childhood Staffing and Management 3  
  1, 2, 3
- ECE 152 The Young Child: Movement, Rhythm, and Singing 1  
- ECE 155 The Young Child: Introduction to the Montessori Method 1  

**Suggested Electives:**

- FSS 16 Marriage and Family 3  
  2, 3
- FSS 25 Nutrition 3  
  2, 3
- FSS 60 Life Management 3  
  3
- MUS 1 Music Fundamentals 3  
- PSYC 41 Cultural/Social Context of Childhood 3  
  1, 2, 3
- CMST 54 Small Group Communication 3  
  2, 3

**Associate in Science Degree Requirements**

**Required Major Core Courses 39**

**Selected Additional ECE Program Units 5**

* Additional General Education 16

**TOTAL 60**

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**Environmental Horticulture Transfer Degree**

**REQUIREMENTS FOR ASSOCIATE IN ARTS DEGREE:**

- ENGL 1A* Reading and Composition 4  
  2, 3
- HORT 22 Nursery Practices and Plant Propagation 2  
- HORT 27, 28 & 29 Plant Identification and Taxonomy 3  
  3
- HORT 33 Environmental Horticulture OR  
  2, 3
  AGRI 20 Plant Science 3  
  2, 3
- HORT 23 Nursery Practices and Management 2  
- HORT 35 Landscape Design 3  
- HORT 37 Nursery and Florist Management OR  
  AGRI 54 Resource Economics 3  
- CMST 54 Small Group Communications 3  
  2, 3

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74
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<th>Course Title</th>
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<td>ENVR 44</td>
<td>Mechanical Tech for Environmental Resources</td>
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</tr>
<tr>
<td>HORT 31</td>
<td>Landscape Irrigation</td>
<td>3</td>
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<td>CHEM 2A</td>
<td>Introduction to Chemistry</td>
<td>5</td>
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<td>ENVR 24</td>
<td>Soils</td>
<td>3</td>
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<tr>
<td>HORT 7</td>
<td>Horticulture Career Survey and Placement</td>
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<tr>
<td>HORT 38</td>
<td>Landscape and Turf Management</td>
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<tr>
<td>MATH 14*</td>
<td>Introduction to Statistics</td>
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* These courses fulfill general education requirements for transfer

### Associate in Art Degree Requirements

**Required Major Core Courses**

44 Units

**Additional General Education**

24 Units

**TOTAL 68**

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### Equine Science

**REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREE:**

- AGRI 12 Horsemanship 3
- ENVR 52 Computers in Environmental Resources 3
- AGRI 56 Agriculture Practices
  - OR
  - ENVR 94 Worksite Learning 2-4
- ENVR 1 Career Planning for Environ. Resources 2
- CMST 54* Small Group Communication 3 2, 3
- AGRI 13 Horse Husbandry 3
- ENGL 1A* Reading and Composition 4 2, 3
- AGRI 20* Plant Science 4 2, 3
- ENVR 44 Mechanical Technology for Environmental Resources 3
- MATH 101* Basic Algebra 3 1, 2, 3
- AGRI 16 Veterinary Practices 2
- AGRI 21 Horse Management 3
- AGRI 51 Agriculture Records and Analysis 3 3
- AGRI 54 Resource Economics 3
- AGRI 6 Career Placement - Agriculture 1
- AGRI 11 Feeds and Feeding 3
- AGRI 50 Agriculture Resources Management 3 3
- ENVR 24 Soils 3 3

**Suggested additional courses:**

- AGRI 14 Western Riding and Training 3
- AGRI 110 Horse Training 3
- AGRI 112 Horseshoeing 2 3
- AGRI 114 English Riding and Training 3
- ENVR 9 Agriculture and Natural Resources Leadership 1

*Can be used to fulfill General Education requirements.

### Associate in Science Degree Requirements

**Major 51-53**

**General Education 9**

**TOTAL 60-62**

---

### Family Studies

**REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREE:**

- FSS 16 Marriage & Family 3 2, 3
ECE 1 Human Development 3
FSS 10 Introduction to Human Services 3
FSS 60 Life Management 3
CMST 10 Interpersonal Communication 3
FSS 25 Nutrition 3
ECE 2 Child, Family & Community 3
PSYC 41 Cultural/Social Context of Childhood 3
FSS 46 Personal Finance 3
FSS 18 Adulthood and Aging 3
FSS 94 Worksite Learning 1-4

A total of 6 units from the options listed below:
Choose 3 units from the following:
PSYC 1A General Psychology 3
PSYC 14 Understanding Human Behavior 3
Choose 3 units from the following:
SOC 1 Introduction to Sociology 3
SOC 2 Social Problems 3
HUSV 132 Introduction to Mental Disorders 3

Associate in Science Degree Requirements
Major 31-34
Selected Additional Units 6
General Education 12
Electives 8-11
TOTAL 60

Forest Science and Technology
REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREE
ENVR 52 Computers in Agriculture/Natural Resources 3
NR 1 Introduction to Natural Resources 3
NR 50 Natural Resources Measurements 4
NR 66 Watershed Restoration Practicum 1
NR 83 Introduction to Global Positioning Systems (GPS) 1
MATH competency (MATH 101) 3
FIRS 118 Introduction to Wildland Fire 1.5
NR 6 Native Plant Identification 3
NR 8 Career Placement – Natural Resources 1
NR 10 Satellite Imagery and Mapping Techniques for NR 4
ENGL Composition requirement 3-4
CMST Oral Communication requirement 3
ENVR 94 Environmental Resources Worksite Learning 1-2
NR 51 Silviculture 2
NR 53 Forest Protection and Restoration 4
NR 64 Water Resources 3
NR 65 Forest Ecology 3
NR 54 Introduction to Forest Products 2
NR 55 Timber Harvesting Systems and Equipment 2
NR 70 Wildlife Management and Conservation 3

Associate in Science Degree Requirements
Major 42.5-43.5
General Education 18
TOTAL 60.5-61.5
Hospitality Management - Hotel/Restaurant Management

Concentration

Requirements for Associate in Science Degree:

- BUAD 106 Business Mathematics 3 1, 2, 3
- CIS 1 Computer Literacy Workshop 3 1, 3
- CULA 50 Safety and Sanitation 2 1
- HOSP 10 Introduction to the Hospitality Industry 3 1
- BUAD 66 Business Communications 3 1, 2, 3
- BUAD 80 Customer Service 3 1
- CULA 55 Purchasing 2 1
- HOSP 20 Hospitality Operations Management 3 1
- HOSP 94 Hospitality Worksite Learning 1
- HOSP 35 Computer Applications in the Hospitality Industry 3 1
- HOSP 45 Legal Aspects of the Hospitality Industry 2 1
- HOSP 50 Hospitality Marketing, Sales and Advertising 3 1
- HOSP 65 Hospitality Supervision 3 1
- HOSP 94 Hospitality Worksite Learning 2
- CULA 73 Introduction to Wines OR
  CULA 66 Wine with Food 2
- HOSP 40 Human Resource Management in the Hospitality Industry 3 1
- HOSP 60 Hospitality and Financial Management 3 1
- HOSP 94 Hospitality Worksite Learning 1

Associate in Science Degree Requirements

Major 45
Additional General Education 15 1, 2, 3
TOTAL 60

Journalism

Requirements for Associate in Arts Degree:

- JOUR 21 Introduction to Mass Communications 3 2
- JOUR 24 Newspaper Production 6
- JOUR 27 Newswriting and Reporting 3 3
- JOUR 29 Photojournalism 2
- MKTG 70 Sales OR
  MKTG 72 Advertising 3
- CMST 10 Interpersonal Communication 3 2, 3

Associate in Arts Degree Requirements

Major 20
General Education 33-39 1, 2, 3
Electives 1-7
TOTAL 60

Legal Assistant

Requirements for Associate in Science Degree:

- LEGL 139 Introduction to Paralegalism 3 2
- LEGL 140 Legal Research and Writing I 3
- LEGL 144 Civil Procedure and Litigation 3 2
- CIS 1 Computer Literacy Workshop 3 1, 3
- LEGL 141 Legal Research and Writing II 3
- LEGL 142 Discovery 3 2
- LEGL 143 Real Estate Law 3
LEGL 145 Torts 3  
LEGL 147 Contracts, Employment and Agency 2  
LEGL 94 Legal Assistant Worksite Learning 2  
LEGL 148 Family Law 3  
LEGL 149 Commercial Law 2  
LEGL 153 Probate 3  

Required Major Electives: Choose six (6) units from the following:  
BUAD 6 Business Law 3  
BUAD 8 Business Law 3  
LEGL 94 Legal Assistant Worksite Learning 1-2  
LEGL 146 Bankruptcy Practices 2  
LEGL 150 Business Organizations 2  
LEGL 151 Estate Planning 3  
LEGL 152 Collections and Judgments 2  
LEGL 155 Techniques of Interview and Investigation 2  
LEGL 156 Criminal Law and Procedures 3  
OAS 91 Word for Windows I 1  
OAS 162 Legal Form Preparation 3  

Associate in Science Degree Requirements  
Major 42  
Additional General Education 18  
TOTAL 60  

Natural Resources  
REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREE:  
ENVR 52 Computers in Environmental Resources 3  
GIS 90 Working with GIS 1  
MATH Math Competency/Analytical Thinking Requirement 3  
NR 1 Introduction to Natural Resources 3  
NR 66 Watershed Restoration Practicum 1  
NR 83 Introduction to GPS 1  
ENVR 44 Mechanical Technology for Environmental Resources 3  
GEOG 10 Map Reading and Interpretation 3  
NR 6 Native Plant Identification 3  
NR 8 Career Placement for Natural Resources 1  
NR 50 Natural Resource Measurements 3  
SPCH Oral Communication Requirement 3  
ENVR 94 Environmental Resources Worksite Learning 1  
ENVR 60 Environmental Science (Area 1- General Ed) 3  
NR 59 Outdoor Recreation and Interpretation 3  
NR 64 Water Resources 3  
NR 65 Forest Ecology 3  
ENGL English Composition Requirement 4  
ENVR 24 Soils 3  
NR 70 Wildlife Management and Conservation 3  

Associate in Science Degree Requirements  
Major 51  
General Education 9  
TOTAL 60  

78
Office Administration – Administrative Assistant

REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREE:

BUAD 166 Business English 3 1, 2, 3
CIS 1 Computer Literacy Workshop 3 1, 3
OAS 51 Keyboarding I-Beginning Typing OR
OAS 91 Word for Windows-I 1-3 1, 3
OAS 64 Computerized Ten-Key 0.5 1, 3
OAS 157 Office Procedures 3 1, 3
BUAD 45 Human Relations on the Job 3 1, 2, 3
BUAD 106 Business Mathematics 3 1, 2, 3
CIS 10 Excel for Windows-1 1, 3
CIS 70 Windows I 1 1, 3
CIS 80 Internet Basics 1 1, 3
OAS 52 Keyboarding II-Intermediate Typing 3 1, 3
OAS 92 Word for Windows II 1 1, 3
ACCT 101 Basic Accounting I 3 1, 2, 3
OAS 53 Keyboarding III 3 1, 3
OAS 58 Word Processing Transcription 3 1, 3
OAS 60 Office Troubleshooting 1 1, 3
OAS 94 PowerPoint 1 1, 3
OAS 166 Records Management 2 3

Highly recommended electives:

CIS 20 Access for Windows-I 1 1, 3
CIS 81 Web Design (Front Page I) 1 1, 3
OAS 63 Voice Recognition Software 1 1
OAS 93 Word for Windows-III 1 1, 3
OAS 96 Integrated Computer Applications 2 1
OAS 152 Keyboarding for Speed and Accuracy 0.5 1, 3

*Upon completion of OAS 51 with a grade of C or higher, OAS 91 is not necessary. If you are proficient in keyboarding, you may be able to take OAS 91 in lieu of OAS 51. See your counselor if you think you might qualify.

Associate in Science Degree Requirements

Major 42.5 - 44.5
Additional General Education 12 1, 2, 3
Electives 3.5-5.5
TOTAL 60.0

Office Administration – Administrative Assistant – Legal

REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREE:

LEGL 139 Introduction to Paralegalism 3 2
LEGL 144 Civil Procedures and Litigation 3 2
OAS 51 Keyboarding I-Beginning Typing 3 1, 3
OAS 157 Office Procedures 3 1, 3
BUAD 45 Human Relations on the Job 3 1, 2, 3
BUAD 166 Business English 3 1, 2, 3
LEGL 142 Discovery 3 2
OAS 52 Keyboarding II-Intermediate Typing 3 1, 3
OAS 64 Computerized Ten-Key 0.5 1, 3
CIS 1 Computer Literacy Workshop 3 1, 3
LEGL 140 Legal Research and Writing 3
OAS 58 Word Processing Transcription 3
ACCT 101 Basic Accounting I 3
BUAD 66 Business Communications 3
LEGL 94 Worksite Learning 1-4
OAS 162 Legal Form Preparation 3

Highly recommended electives:
BUAD 8 Business Law 3
BUAD 106 Business Mathematics 3
CIS 20 Access for Windows – I 1
CIS 80 Internet Basics 1
CIS 81 Web Design (Front Page I) 1
OAS 63 Voice Recognition Software 1
OAS 80 Outlook 1
OAS 92 Word for Windows II 1
OAS 96 Integrated Computer Applications 2
OAS 152 Keyboarding for Speed and Accuracy 0.5
OAS 166 Records Management 2
OAS 171 Proofreading Skills 2

Associate in Science Degree Requirements
Major 43.5-46.5
Additional General Education 15 1, 2, 3
Electives 0-1.5
TOTAL 60-61.5

Office Administration - Information Processing Specialist

REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREE:
BUAD 166 Business English 3
CIS 1 Computer Literacy Workshop 3
CIS 70 Windows I 1
*OAS 51 Keyboarding I-Beginning Typing OR
  *OAS 91 Word for Windows-I 1-3
OAS 64 Computerized Ten-Key 0.5
OAS 157 Office Procedures 3
BUAD 106 Business Mathematics 3
CIS 10 Excel for Windows-I 1
CIS 11 Excel for Windows-II 1
CIS 80 Internet Basics 1
OAS 52 Keyboarding II-Intermediate Typing 3
OAS 92 Word for Windows-II 1
OAS 93 Word for Windows-III 1
OAS 171 Proofreading Skills 2
BUAD 45 Human Relations on the Job 3
CIS 20 Access for Windows-I 1
CIS 21 Access for Windows-II 1
OAS 58 Word Processing Transcription 3
OAS 94 PowerPoint 1
OAS 166 Records Management 2
BUAD 66 Business Communications 3
CIS 81 Web Design (Front Page I) 1
OAS 80 Outlook 1
OAS 96 Integrated Computer Applications 2

Highly Recommended Electives:
OAS 63 Voice Recognition Software 1
OAS 152 Keyboarding for Speed and Accuracy 0.5

*Upon completion of OAS 51 with a grade of C or higher, OAS 91 is not necessary. If you are proficient in keyboarding, you may be able to take OAS 91 in lieu of OAS 51. See your counselor if you think you might qualify.

Associate in Science Degree Requirements
Major 43.5-45.5
Additional General Education 12 1, 2, 3
Electives 2.5-4.5
TOTAL 60

**Office Administration – Medical Office Specialist**

REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREE:

BUAD 45 Human Relations on the Job 3 1, 2, 3
BUAD 106 Business Mathematics 3 1, 2, 3
BUAD 166 Business English 3 1, 2, 3
OAS 51 Keyboarding I-Beginning Typing OR
  OAS 91 Word for Windows I* 1-3 1, 3
OAS 64 Computerized Ten-Key 0.5 1, 3
ACCT 101 Basic Accounting I 3 1, 2, 3
HEOC 110 Medical Terminology 3 2, 3
OAS 52 Keyboarding II-Intermediate Typing 3 1, 3
OAS 63 Voice Recognition Software 1 1
OAS 158 Medical Office Procedures 3
OAS 171 Proofreading Skills 2 2, 3
BUAD 66 Business Communications 3 1, 2, 3
HEOC 111 Advanced Medical Terminology 3 2, 3
OAS 53 Keyboarding III—Adv. And Technical Typing 3 1
OAS 112 Basic ICD-9-CM and CPT-4 Coding 3
OAS 159 Word Processing I - Medical Transcription 1.5
ACCT 103 PC Accounting 2
OAS 113 Advanced ICD-9-CM and CPT-4 Coding 3
OAS 150 Medical Insurance Billing 3
OAS 160 Word Processing II-Med. Transcription 1.5

Highly recommended electives:
CIS 10 Excel for Windows-I 1 1, 3
CIS 20 Access for Windows-I 1 1, 3
CIS 80 Internet Basics 1 1, 3
OAS 92 Word for Windows II 1 1, 3
OAS 152 Keyboarding for Speed and Accuracy 0.5 1, 3

*Upon completion of OAS 51 with a grade of C or higher, OAS 91 is not necessary. If you are proficient in keyboarding, you may be able to take OAS 91 in lieu of OAS 51. See your counselor if you think you might qualify.

Associate in Science Degree Requirements
Major 48.5-50.5
Additional General Education 12 1, 2, 3
TOTAL 60.5-62.5

**Office Administration – Transcriptionist – Medical**

REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREE:

BUAD 166 Business English 3 1, 2, 3
<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Units</th>
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<tr>
<td>OAS 51</td>
<td>Keyboarding I-Beginning Typing OR</td>
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<td>OAS 91</td>
<td>Word for Windows-I 1-3</td>
<td>1, 3</td>
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<td>OAS 64</td>
<td>Computerized Ten-Key 0.5</td>
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<td>OAS 171</td>
<td>Proofreading Skills 2</td>
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<td>HEOC 110</td>
<td>Medical Terminology 3</td>
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<td>OAS 52</td>
<td>Keyboarding II-Intermediate Typing 3</td>
<td>1, 3</td>
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<tr>
<td>OAS 58</td>
<td>Word Processing Transcription 3</td>
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<tr>
<td>OAS 92</td>
<td>Word for Windows-II 1</td>
<td>1, 3</td>
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<tr>
<td>OAS 166</td>
<td>Records Management 2</td>
<td>3</td>
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<tr>
<td>BUAD 45</td>
<td>Human Relations on the Job 3</td>
<td>1, 2, 3</td>
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<td>BUAD 66</td>
<td>Business Communications 3</td>
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<tr>
<td>HEOC 111</td>
<td>Advanced Medical Terminology 3</td>
<td>2, 3</td>
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<tr>
<td>OAS 93</td>
<td>Word for Windows-III 1</td>
<td>1, 3</td>
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<tr>
<td>BIOL 5</td>
<td>Introduction to Human Biology 3</td>
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<tr>
<td>BIOL 6</td>
<td>Introduction to Human Biology Lab 1</td>
<td>3</td>
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<tr>
<td>OAS 53</td>
<td>Keyboarding III-Adv. and Technical Typing 1</td>
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</tr>
<tr>
<td>OAS 159</td>
<td>Word Processing I - Med. Transcription 1.5</td>
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</tr>
<tr>
<td>OAS 160</td>
<td>Word Processing II - Med. Trans. 1.5</td>
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**Highly Recommended Electives:**

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<tr>
<td>CIS 80</td>
<td>Internet Basics 1</td>
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<td>OAS 63</td>
<td>Voice Recognition Software 1</td>
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</tr>
<tr>
<td>OAS 152</td>
<td>Keyboarding for Speed and Accuracy 0.5</td>
<td>1, 3</td>
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</tbody>
</table>

**Associate in Science Degree Requirements**

Major 41.5-43.5

Additional General Education 12 1, 2, 3

Electives 4.5-6.5

TOTAL 60
### Appendix B-3

#### CSU General Education Courses Affected by Changes

**Delivery Legend:**
- **Online:** 1
- **ITV:** 2
- **Off-campus:** 3

#### CATEGORY A

**A1: Oral Communication**
- CMST 10: Interpersonal Communication 2, 3
- CMST 54: Small Group Communication 2, 3
- CMST 60: Public Speaking 2, 3

**A2: Written Communication**
- ENGL 1A: Reading & Composition 2, 3

**A3: Critical Thinking**
- ENGL 1B: Literature & Composition 1, 2, 3
- ENGL 1C: Crit. Reasoning/Reading/Writing 1, 2, 3
- PHIL 8: Logic 1
- SPCH 40: Argumentation and Debate 1

#### CATEGORY B

**B1/B3: Physical Sciences**
- ASTR 1: Astronomy 2
- CHEM 2A: Introduction to Chemistry 3
- CHEM 2B: Intro to Organic & Bio Chemistry 1
- CHEM 10: Chemistry for Liberal Arts 1
- CHEM 16: Chemical Problem Solving 1
- ENVR 24: Soils 3
- GEOG 1A: Envir. Physical Geog. 2, 3
- GEOL 5: Introduction to Geology 1
- PHSC 2: General Earth Science 1, 2

**B2/B3: Life Sciences**
- AGRI 19: Principles of Animal Science 2
- AGRI 20: Plant Science 2, 3
- ANAT 1: Human Anatomy 3
- ANTH 1: Physical Anthropology 1, 2, 3
- BIOL 1: Principles of Biology 3
- BIOL 5: Human Biology 2, 3
- BIOL 6: Human Biology 3
- BIOL 10: General Biology 2, 3
- BIOL 11: Diversity of Life 1, 2
- BIOL 12: Field Biology 3
- BIOL 14: Heredity 3
- ENVR 60: Environmental Science 1, 2
- ENVR 61: Environmental Science Lab 3
- HORT 33: Environ. Horticulture 2, 3
- NHIS 15: Natural History 2
- PHY 1: Physiology 3

**B4: Mathematical Concepts and Quantitative Reasoning**
- MATH 2: Pre-Calculus Mathematics 2, 3
- MATH 8: Finite Mathematics 2
- MATH 13: College Algebra 1, 2, 3
- MATH 14: Introduction to Statistics 1, 2
- MATH 41A, 41B: Concepts Elem. Math 2

#### CATEGORY C

**C1: Arts**
- ENGL 14: Drama as Lit 1
- HUM 2: Exploring the Humanities 2, 3
- HUM 4: Humanities Through Film 2, 3
- MUS 10: Music Appreciation 3

**C2: Humanities**
- ENGL 1B: Literature & Composition 1, 2, 3
- ENGL 10A: World Literature to 1500 1
- ENGL 10B: World Literature after 1500 1
- ENGL 11A, 11B: Survey of American Lit. 2
- ENGL 12: Intro to Short Fiction 1
- ENGL 13A, 13B: Survey of English Lit. 1, 2
### ENGL 14: Drama as Lit
1

### ENGL 15: Intro. to Lit. By/About Women
1, 3

### ENGL 16: Poetry
1, 3

### ENGL 17: Intro to Shakespeare
1

### ENGL 24: Multicultural American Lit.
1, 3

### ENGL 25: Linguistics
1

### ENGL 31: Creative Writing
1, 2, 3

### ENGL 33: Fiction and Film
2

### ENGL 36: Children’s Lit
1, 3

### HUM 2: Exploring the Humanities
2, 3

### HUM 4: Humanities Through Film
2, 3

### HUM 70: Exploring Contemporary TV
2, 3

### PHIL 6: Introduction to Philosophy
1, 2, 3

### PHIL 7: Ethics and Personal Values
2

### PHIL 8: Logic
1

### SPAN 1, 2: Elementary Spanish
2, 3

### SPAN 3, 4: Intermediate Spanish
2, 3

### SL 90: American Sign Language I
3

### SL 92: American Sign Language II
3

### SL 94: American Sign Language III
3

### CATEGORY D

#### D1: Anthropology and Archaeology

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ANTH 2: Cultural Anthropology</td>
<td>1, 3</td>
</tr>
<tr>
<td>ANTH 5: Humanity, Culture &amp; Ecology</td>
<td>1, 2, 3</td>
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<tr>
<td>ANTH 14: Religion, Myth, and Ritual</td>
<td>1, 3</td>
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<tr>
<td>ANTH 25: Culture &amp; History/No. Am. Indian</td>
<td>1, 3</td>
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<tr>
<td>ARCH 3: Principles of Archaeology</td>
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#### D2: Economics

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<td>ECON 1A, 1B: Principles of Economics</td>
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<td>ECON 2: Economic Issues &amp; Policies</td>
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#### D3: Ethnic Studies

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<tr>
<td>ANTH 25: Culture &amp; Hist/North Am. Indian</td>
<td>1, 3</td>
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<tr>
<td>GEOG 7: California Geography</td>
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<tr>
<td>HIST 25: African American History</td>
<td>1, 2</td>
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<tr>
<td>PSYC 20: Cross-cultural Psychology</td>
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#### D4: Gender Studies

#### D5: Geography

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<tr>
<td>GEOG 1A: Envir Physical Geography</td>
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<tr>
<td>GEOG 1B: Cultural Geography</td>
<td>2, 3</td>
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<tr>
<td>GEOG 8: World Regional Geography</td>
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<tr>
<td>GEOG 7: California Geography</td>
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#### D6: History

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<td>HIST 1A,1B: History of Western Civ.</td>
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<tr>
<td>HIST 2: World Civ to 1500 C.E.</td>
<td>1</td>
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<tr>
<td>HIST 3: World Civ 1500 to Present</td>
<td>1</td>
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<tr>
<td>HIST 17A,17B: U.S. History &amp; Government</td>
<td>1, 2, 3</td>
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<tr>
<td>HIST 25: African American History</td>
<td>1, 2</td>
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<tr>
<td>HIST 38: History of World Religion</td>
<td>1</td>
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<tr>
<td>HIST 40: History &amp; Govern. California</td>
<td>1</td>
</tr>
<tr>
<td>HIST 55: History of American Frontier</td>
<td>1</td>
</tr>
<tr>
<td>HIST 57: Russian Hist./Emph. 20th Century</td>
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#### D7: Interdisciplinary Social or Behavioral Science

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<tr>
<td>ECE 1: Human Development</td>
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<tr>
<td>ECON 17: Economic History of the US</td>
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<td>ENVR 11: Environmental Ethics</td>
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<td>JOUR 21: Intro. to Mass Communications</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 41: Cultural/Soc Context of Childhood</td>
<td>1, 2</td>
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#### D8: Political Science, Government, and Legal Institutions

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<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ADJU 10: Intro to AOJ</td>
<td>1, 2, 3</td>
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<tr>
<td>POLS 2: Intro. to Amer. Government</td>
<td>1, 2, 3</td>
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<tr>
<td>POLS 25: Global Politics</td>
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#### D9: Psychology

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<td>PSYC 1A: General Psychology</td>
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<tr>
<td>PSYC 14: Understanding Human Behavior</td>
<td>1, 2, 3</td>
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<tr>
<td>PSYC 15: Social Psychology</td>
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<tr>
<td>PSYC 16: Health Psychology</td>
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<tr>
<td>PSYC 17: Abnormal Psychology</td>
<td>1, 2</td>
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<tr>
<td>PSYC 20: Cross-Cultural Psychology</td>
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</table>
## D10: Sociology and Criminology

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<tr>
<td>SOC 1</td>
<td>Introduction to Sociology</td>
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<td>SOC 2</td>
<td>Social Problems</td>
<td>2</td>
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<tr>
<td>SOC 15</td>
<td>Sociology of Mass Media</td>
<td>2</td>
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<td>SOC 70</td>
<td>Social Welfare</td>
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### AMERICAN HISTORY AND GOVERNMENT REQUIREMENTS FOR GRADUATION FROM A CSU CAMPUS

- HIST 17A OR HIST 17B OR HIST 17C OR HIST 17D
- ECON 17 AND POLS 2

### CATEGORY E

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<tr>
<td>E1</td>
<td>ECE 1: Human Development</td>
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<td>ECE 2: Child, Family, Community</td>
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<td>FSS 16: Marriage and Family</td>
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<td>FSS 25: Nutrition</td>
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<td>FSS 26: Nutrition Through the Life Span</td>
<td>2, 3</td>
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<td>FSS 60: Life Management</td>
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<td></td>
<td>HLTH 1: Health and Wellness</td>
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<td>HLTH 2: Nutrition and Fitness</td>
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Ethnic, Non-Western requirement. Both courses may be part of the 39-unit General Education requirement.

a. Ethnic requirement "to foster and expand general understanding of racial and cultural groups in the United States."

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b. Non-Western requirement "to foster and expand general understanding of non-western societies and cultures."

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APPENDIX C

Excerpts from 2005 Accreditation Evaluation Report

Summary

- “...visited the Red Bluff Center.”
- “Technology plays a vital role in the success of the college on campus as well as its outstanding distance learning program.”

Introduction

- “The college has a comprehensive center in Red Bluff, Tehama County, as well as extended education sites in Anderson, Burney, Corning, Hayfork, Los Molinos, Redding Rancheria, and Weaverville.”
- “The team was impressed with the efforts of the college to meet the challenge of learners residing a significant distance from the main campus. With such a large district to serve, the presence of many internet and interactive video courses does much to meet the needs of students unable to get to the main campus.”
- “The support of the distance education program by student services and the Learning Resource Center has increased dramatically since the 1999 evaluation report. The development of comprehensive electronic resources has reduced students’ dependence on the necessity to physically travel to one of the educational sites.”

Commendations

- “The team commends the college for its outreach to off-campus sites. In particular, praise is deserved for its innovative pursuit of internet courses and other mediated instruction to serve distance populations.”
- “The team commends the college for attention to training of staff, innovative hardware such as ITV, and the commitment of the Technology Department staff to assuring that the technology works.”
- “The team commends the Learning Resource Center for the assistance provided to faculty in the support of instruction and to serve students, including distance learning.”

Standard II.A Findings

- “…Shasta College addresses the educational needs of communities across its service area through the offering of individual courses and programs leading to the award of forty Associates degrees and fifty vocational certificates. Academic programs and services are provided on the main campus, at several off-campus locations, and through the delivery of distance education.”
- “…the college extends itself into the many communities it serves, either through programs physically located throughout the district or through several means of distance education.”
- “In response to its extensive service area and the varied educational needs of its students, Shasta College has engaged in a comprehensive distance education program. At several sites around the district, classes and services are provided to students through a variety of distance education delivery modes including audio, internet, ITV, and video/CD.”
- “An increasing number of fully on-line classes are delivered each semester; the college anticipates that the demand for these classes will continue to grow.”
- “The Department of Extended Education has well established procedures to handle the logistics of classes offered in any of the synchronous modes. Since the asynchronous classes require substantially different attention and since there is an increasing number of sections offered, a Distance Education Committee has been established to address the college’s responsibilities in this area (II.A.1.a.).”
- “…the team learned that the college approves courses intended for electronic delivery through the curriculum process. To be considered, courses must address not only the standard required areas for curriculum approval, but also the appropriate interaction between students and faculty..."
and among students; decisions regarding appropriate technology and methodology requirements for instructional integrity are justified by the same method. Courses are reviewed on a consistent cycle in concert with the Program Review activities. A clear intellectual property statement was agreed upon through the shared governance process and included within the Board Policies."

- "The Distance Education Committee has established standards for training each instructor of an on-line class. Faculty are strongly supported by the Technology Services Department employees who reportedly go out of their way to provide support to both faculty and students."

- "The college has recently adopted WebCT as its common course management system so that all students enrolled in on-line classes have the same “front page” experience. Students are apprised of the technical and skill requirements for on-line classes through the schedule of classes as well as through initial contacts with instructors."

- "The lack of a functioning college research office has hampered the Distance Education Committee from formally evaluating the educational effectiveness of the on-line classes to ensure comparability to traditionally delivered sections. However, they have created a student “opinion of teaching” survey to determine the level of student satisfaction."

- "Assessment of student learning outcomes for distance classes will be concurrent with the same activity for traditionally delivered classes. A high degree of attention has been directed toward assuring the integrity of student work and the application of “best practices” by faculty. Snapshot evaluations of on-line classes taught by first-time adjunct faculty are regularly conducted by supervising deans (II.A.2.e.)."

**Standard II.A Conclusions**

- "The college should be commended for its outreach to off-campus sites. In particular, praise is deserved for its innovative pursuit of internet courses and other mediated instruction (ITV, CDROM, Audio) to serve distant populations."

- "The college exceeds standards for the Distance Learning policy elements. In a large and diverse geographical district, efforts have been successful in bringing quality instructional, student services, and learning support experiences to remote learners. In addition, the attention to training of staff, innovative hardware such as ITV, and the commitment of Technology Department staff to assuring that the technology operates effectively are deserving of commendation (II.A.1)."

**Standard II.B Findings**

- "The challenge of providing services at the off-site centers is being addressed and should remain a critical concern; however, steps outlined in the planning agenda have been completed, thus establishing a regularly maintained schedule for off-site services (IIB.1)."

- "The institution is providing a wide range of services at multiple sites. Due to the extensive nature of these efforts, it is critical that evaluation of student satisfaction be ongoing, inclusive, and deliberate, making use of the anticipated institutional researcher for analysis of the existing survey and development of additional assessment measures (IIB.3)."

- "Student services are provided on a regularly scheduled basis at all locations, using a combination of in-person, on-line and by telephone service and students have the opportunity to participate in the satisfaction survey process (IIB.3.a)."

**Standard II.B Conclusions**

- "Faced with the challenges of serving students at multiple sites, the student services faculty and staff demonstrate a commitment to increasing communication and providing a full range of services for the purpose of assuring full educational access at each site for all students. In addition, development of comprehensive electronic resources has reduced students’ dependence on the necessity to physically travel to one of the educational sites. This accomplishment reflects a shared vision to support the success of all students enrolled through any means at the college."
Appendix C: Excerpts from 2005 Accreditation Evaluation Report (continued)

Standard II.C  Findings
- “In a large and diverse geographical District, efforts have been successful in bringing quality learning support experiences to remote learners (II.C.1).”
- “The Shasta College library and learning resource functions have thoughtfully and systematically extended their services to on-line students. The Writing Center in particular has creatively structured its services to accommodate distant students. Library support for students at the Red Bluff Center is available electronically. Books and other instructional material requested by students are delivered from Redding to Red Bluff within 24 hours of the request.”

Standard II.C  Conclusions
- “The college fully meets the standards for library and learning resources.”

Standard III.C  Findings
- “This is evidenced by the increasing use of technology to deliver instruction, including distance education…”
- “Information technology is effectively distributed throughout the college and to its eight remote sites.”
- “Faculty engaged in distance education are strongly supported by the Technology Services Department employees who reportedly go out of their way to provide support to both faculty and students. Attention has been directed toward assuring ‘best practices’ by faculty -- a goal that is met in large measure by the excellent training provided by Technology Services.”
- “The institution provides both on-line and assistance to students who are experiencing difficulty using the required technology (III.C.1.b).”

Standard III.C  Conclusions
- “The attention to innovative hardware such as ITV and the commitment of the Technology Department staff to assuring that the technology works are deserving of praise.”
Appendix D

Distance Education Committee Membership

MEMBERSHIP: The committee will consist of 20 voting members. Representation will be as follows:

Administration/Supervisory (5 voting members + 1 ex officio)
- The Dean of Extended Education
- The Associate Vice President of Information Services and Technology
- The Director of DSPS
- The Dean of Enrollment Services
- One Instructional Dean
- The Vice President of Academic Affairs (ex officio)

Faculty (12 voting members)
- 1 representative from each of the 6 Divisions:
  - Arts, Communication & Social Sciences
  - Business, Technology, Family & Consumer Sciences
  - Health Sciences
  - Natural Resources, Industry & Public Safety
  - Science, Language Arts and Math
  - Physical Education & Athletics
- 1 representative from Counseling
- 4 at-large representatives
- 1 representative from Adjunct Faculty

Staff (3 voting members)
- Representatives from the following areas:
  - 1 from Administrative Computing Services
  - 1 from Technology
  - 1 from DSPS

NON-VOTING MEMBERSHIP: Any Shasta College staff, faculty, or student may attend meetings.

OFFICERS: A faculty member will serve as Chair of the Committee. The Dean of Extended Education will act as Co-chair. Elections for the Chair position will be held at the end of the spring semester for the following academic year.
Appendix E

Best Practices for Online Teaching

**#1 - Provide Clear Communication Guidelines!**

These guidelines might do the following:

- Establish policies describing the *types* of communication that should take place over different channels. For example:
  - "Please do not send technical support questions to the instructor; send them to soandso@shastacollege.edu."
  - "The open discussion area can be used for all communications except grade-related questions."
- Set clear standards for instructors' *timelines* for responding to messages. For instance:
  - "I will make every effort to respond to e-mail within two days of receiving it"
  - "I will respond to e-mails on Tuesdays and Fridays between three and five o'clock."

**#2 - Give Prompt Feedback!**

Instructors should provide both "information feedback" and "acknowledgement feedback."

- Information feedback provides information or evaluation, such as an answer to a question, or an assignment grade and comments.
- Acknowledgement feedback confirms that some event has occurred. For example:
  - The instructor may send an e-mail acknowledging that he or she has received a question or assignment and will respond soon.

Ideally, instructors will give detailed personal, prompt (within 24-48 hours preferably) feedback to each student. However, when time constraints increase during the semester's busiest times, instructors can still give prompt feedback on discussion assignments by responding to the class as a whole instead of to each individual student. In this way, instructors can address patterns and trends in the discussion without being overwhelmed by the amount of feedback to be given.

**#3 - Have Set Deadlines!**

Even in online classes, deadlines encourage students to spend time on tasks and help those with busy schedules to avoid procrastination. They also provide a context for regular contact with the instructor and peers. For instance,

- Weekly quizzes due by the same date and time each week will ensure that students are completing their work in a timely manner rather than pushing it off till later in the semester.
- Regular discussion postings with set deadlines will do the same.
Appendix E: Best Practices for Online Teaching (continued)

#4 - Discuss!

Discussion participation should be a required part of any online class.
- Discussion groups should remain small.
- Tasks should be purposeful and relate to the subject matter.
- Discussions should be focused on a task.
- Tasks should engage learners in the content.
- Learners should receive feedback on their discussions and evaluation should be based on the quality of postings (not just the number of them).
- Instructors should post expectations for discussions.

#5 - Promote Active Learning!

Projects and other forms of “active learning can be done online just as they are in face-to-face classes. For example:
- Have your students post their papers (or ideas for a paper) in a discussion forum for review by their classmates.
- Organize students into “reading circles” to develop a resource page on a given work or chapter for the rest of the students.
- Have groups of students develop PowerPoint presentations to be posted for the entire class.

Students learn valuable skills from presenting their projects and are often motivated to perform at a higher level.

#6 - Encourage Great Expectations!

Communicating high expectations for student performance is essential. Ways to do this include:
- Provide examples or models for students to follow, along with comments explaining why the examples are good.
- Provide examples of the types of interactions expected from the discussion forum. She might show an exemplary posting perhaps other examples of what not to do.
- Call attention to exemplary work, such as insightful or well-presented student postings.
- Set and discuss the class’s academic honesty policy openly and adhere to it.

#7 – Be Redundant!

All of your good work will be for naught if you haven’t backed it up. While the school has some redundancy in place, it’s always good to back up your course work at regular intervals. The last
Appendix E: Best Practices for Online Teaching (continued)

thing you want to happen is to lose an entire course, and particularly student grades. It is highly recommended you

- Back up your entire course every week.
- Download your grades onto your own computer every week.
- Encourage students to do the same with their own grades.

**Additional Resources**

Didn’t get what you needed here? Here’s some more information:

- Suggested template for instructor’s first-day handout: [http://docushare.shastacollege.edu/dscgi/ds.py/Get/File-13070/Syllabus_Suggestions-Student_Behavior.doc](http://docushare.shastacollege.edu/dscgi/ds.py/Get/File-13070/Syllabus_Suggestions-Student_Behavior.doc)

*Prepared by the Distance Education Committee, Shasta College.*
Appendix F
Curriculum Sign-off Page

Please check the appropriate box:

- New Course Proposal
- Course Revision
- Program Review
- Program/Certificate Revision
- New Program
- Other (specify)

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Date

1. Proposing Faculty Member
2. Faculty Area Coordinator
3. Curriculum Rep
4. DE (online courses – Scott Gordon; ITV courses – Tom Orr)
5. Division Dean

Name/Initials*

*Initials verify approval

9/17/07

This form is to be included with any submission for Curriculum Council consideration (i.e., memos for deletion, new courses, revised courses, Title 5 reviews, new or revised programs, etc.)
Appendix G

Online Student Resources Directory

New to Online Learning? Interested in online courses at Shasta College?

- **NEW** Visit the new Online Learning Support Center for Shasta College...
- Important Browser Settings for CE 6...
- CE 6 Flash Tutorials....
- Visit the CE 6 Online Orientation...
- Online FAQ's...
- How Do I Get my CE 6 Account?...
- Take our online course readiness questionnaire...
- Need to learn more about what online classes are like??...
- Check out the online survival guide...
- Ask a question about online learning at Shasta College...
- What Do I Need To Take A Class Online?...
- Important Pop-Up Blocker Tips...
- Important Java Security Certificate Tips...
- Find out what is being offered...
- Apply & Register for classes...
Appendix H

Tentative ITV 2-year Sequence of Courses

The courses were selected to provide students with the opportunity to pursue several options:

**Associate of Arts (AA) - Transfer Degrees***
- University Studies
- General Education
- Business

**Associate of Science (AS) - General Education Degrees**
with emphasis in one of the following areas:
- Business
- Education and Family Studies
- Social Science
- Humanities

**Certificates**
- Early Childhood Education

*may require attendance at the main campus in Redding to complete the physical or life science lab requirement.

Students may complete the program in two years if specific requirements are met:
- Eligibility for the required Math and English courses
- Ability to take both day and evening courses
- Completion of an Educational Plan
- Completion of 15 units each semester

For those who cannot meet the requirements necessary for 2-year completion, an Educational Plan can be made to suit their specific situation.

In addition, students have the opportunity to complete many of the courses necessary for other transfer and non-transfer degree programs not listed above.

For more information about the specifics of the program, contact the Distance Education Counselor at skennedy@shastacollege.edu or call your local Extended Education Center to make an appointment.

Classes may be added, and some changes may occur based on availability of resources.

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Appendix I

ITV Student Guidelines

Interactive Television (ITV)
Student Guidelines

Welcome to Interactive Television...whether located on the Shasta College campus, at one of our Centers in Burney, Red Bluff, or Weaverville, or attending at a remote site location in Hoopa, McArthur, or elsewhere, this class is not much different from a “LIVE” class. Using telecommunications equipment and T-1 network connections, we have created an interactive classroom happening in real time even though you are separated by distance.

Is the ITV classroom greatly different from a traditional classroom? In some ways, yes. On occasion, visual or audio connections may be temporarily lost or disrupted, and sometimes technical difficulties require cancellation of a class meeting. There may also be a delay in the return of completed assignments from the instructor. Be patient and tolerant. The system is not perfect, but few things in life really are. The important thing, however, is that you participate in the learning process and that you allow others to learn as well.

If you have any problems or educational needs involving your ITV course, discuss it with your ITV faculty member, or contact the Center staff or the Extended Education ITV office in Room 242 on the main campus in Redding.

Two rules that must be followed at all times:

- Turn off all cell phones and pagers before entering the ITV classroom. These types of electronic devices will interfere with the audio portion of the class.

- NO FOOD or BEVERAGES other than water is allowed in any ITV room.

Here are some guidelines for your class:

1. We will not only assume but expect that you are a responsible adult and well aware of expected adult behaviors which include courtesy and respect for the faculty member and the other students located in both your classroom and the other downlink sites. Talking to other students in the classroom is inappropriate when the faculty member is talking—just like in a traditional classroom. Even though your site microphone may be muted, unnecessary noise or activity will distract others in your class.

2. Either the faculty member or a staff member will monitor all tests, quizzes and examinations. The expectations of the Shasta College faculty are that you will not engage in any type of behavior that would compromise the absolute integrity of the quizzes and the examinations. Cheating will be dealt with immediately and the penalty incurred for cheating will be at the direction of the faculty member and in compliance with district policy.
3. You are expected to attend, participate, and learn. Roll will be taken at each of the sites. Do NOT sign the roll sheet and then leave, or sign the roll for someone not in attendance. This behavior is unacceptable in a live class; it is unacceptable in this class as well. The roll sheets will be collected and sent to the faculty member.

Appendix I: ITV Student Guidelines (continued)

4. The audio and video delivery on the ITV system can be set in a variety of modes depending upon the instructional needs of the faculty member and the students:
   - If the ITV system is set in a **presentation mode** (which is how it normally operates), the cameras are set so that all receiving sites can view the person teaching the class. When you speak from your center, you will be heard by all of the students at all of the sites, but the video will not change. The faculty member can see the students at all sites on a continuous basis.
   - If the ITV system is set in a **voice-activated mode** (only used for specific types of classes), the video will change from one site to another. The audio signal will be transmitted instantly but it will take about four seconds for the video to change locations. Do not be concerned. Just speak and the video change will happen automatically. In this format, all students at all sites see and hear the presentation of every student as they are talking.

5. To ask a question or respond to the instructor:
   - Be a courteous student – be aware when others are speaking. Remember when you press the microphone on, the other sites can hear you talking.
   - If you are in an ITV classroom with the Tandberg system: Press on the microphone in front of you and the green LCD will light up. Simply speak in a normal voice and everyone at each of the sites will hear you. When you are finished speaking, mute the microphone by again pressing the green LCD. The green light will go off and the microphone is now muted. Open microphones in the ITV system can be disruptive to the faculty member and other students in the class.
   - If you are in an ITV classroom with the Polycom system:
     - Press the red light to speak, the light will go off. When done speaking press the button again; the microphone is muted when the red light is on.

6. **REMEMBER,** the cameras are live at all times. Other people will be able to see and hear you!

7. Even though you are in an ITV classroom that is different from a live classroom, your behavior should not deviate from the acceptable norm. Disruptive behavior of any kind will not be tolerated. Also, please show respect for the furnishings by not placing your feet on the tables, etc.

8. The system is a closed system. Even though you will see yourself and other students at various college sites, the signal is **not** being broadcast through the airwaves like your home television.

9. Faculty members can be contacted for assistance outside of class time by a variety of means, including telephone and E-mail. Check your class syllabus.

10. If you have any concerns or need assistance with any matter regarding the ITV system, please call the ITV Office on the main campus at (530) 225-4814.

Using Shasta College’s ITV system can be a positive experience and will, with few exceptions, be similar to that of a traditional classroom. Attend, participate, and learn.
Revised May 16, 2007
Appendix J

TPTF Initiative: Student Success Model for Distance Education

Initiative:  *Create Student Success Model for Distance Education*
Tier: 1
Priority Ranking: 8 of 44

**System Goal:**
- College Awareness and Access
- Student Success and Readiness
- System Effectiveness

**Institutional Goal:**
- Promote student learning and success.

**Technology Goal:**
- Facilitate learner success through the use of technology.
- Provide access to district resources for our students and our community.
- Provide a "solid" technological infrastructure.
- Provide IT architecture to strengthen BI and increase productivity
- Provide superior technology support.

**Purpose Statement:**
Student success in Distance Education online course offerings would benefit from stronger leadership and more consistent oversight. Current planning for a district-wide online program lacks structure and authority. A model of student success that is consistently enforced would inform infrastructure decisions that impact online course development, availability, deliverability, applicability and quality. Likewise, a student success model would assist the instructor in individual course development approaches, content presentation, content delivery and instructor/student interaction.

The number of online classes at Shasta College has experienced steady and significant growth. More than 200 courses are now offered online, including 87 in our primary transfer patterns. Spring 2007 unduplicated headcount in our Internet delivered courses was 1,952. We are also experiencing a higher attrition rate in newly developed online classes than in corresponding face-to-face classes. Consistently applying models for success should increase retention and student success in online classes.

This initiative aligns with recent recommendations of the Academic Senate’s Distance Education Committee. This committee reports to the Academic Senate and the Vice President of Academic Affairs. Course scheduling is a shared responsibility amongst the Division Deans with broad oversight by the Dean of Extended Education. The Distance Education Committee has been actively creating and adopting recommendations, including "Best Practices for Online Teaching," "Online Course Development Procedure," “Course Content Review Form,” and guidelines for a course preview page. However, these models are recommendations only and have not been applied consistently across the curriculum.

Accreditation standards require that distance learning opportunities “have the same quality, accountability, and focus on student outcomes” as other student learning. There is in fact increased focus on distance learning programs in the accreditation process, and Shasta College must ensure the validity and integrity of its online class offerings in a consistent manner across the curriculum.

**Team:**
- **Lead:** Vice President of Academic Affairs
- **Technology Liaison:** Cindy Sandhagen
- **Representation recommended from:**
  - Academic Senate Distance Education Committee
  - Student Support Services
  - Library
Appendix J: TPTF Initiative, Student Success Model for Distance Education (continued)

Statement/s of Business Impact:
Student Success Impact: Assessment of student readiness, realistic student expectations, and improved student support should increase retention and success. It will be measurable by comparing student retention and success in online classes to retention and success in face-to-face classes. Student learning outcomes in online classes can be compared to face-to-face classes to help measure success.

Operational Cost Impact: The implementation of a student success model for online classes will not require any significant capital outlay. Moderate human capital outlay costs will be incurred in order to determine best practices and apply minimum standards.

Process Impact: Well-defined standards will improve and ease the process of new online course development for instructors. Well-defined standards should decrease the time necessary for an instructor to determine the technology requirements of an online course. Well-defined standards should decrease the time currently being spent by the Computer Applications Trainer to assist in course development and troubleshoot problems. Well-defined standards will assist the Deans in evaluating the integrity of an online course.

Scope of Work:
Shasta College needs to create and reinforce a shared understanding among all parties (administration, faculty, and technology support staff) of best practices in online education, particularly regarding how to use technology tools in an online environment. The team will build upon work already begun by the Distance Education Committee to identify specific elements that lead to student success in online classes, including those that relate specifically to technology. The team will create policies and procedures to support the implementation of these best practices. The policies and procedures should include proper support of equivalent access to student services for online students, e.g. Counseling, Financial Aid, Library, DSPS.

Two other initiatives need to be addressed concurrently with creating a student success model. We should define a leadership model for Distance Education in order to coordinate the creation and enforcement of consistency and quality across Divisions. We also need to accomplish the adoption and enforcement of the Distance Education model for success. All three Distance Education initiatives need to be addressed in collaboration with the Academic Senate’s Distance Education Committee.

Deliverables
1. “Checklist” of best practices, including technology elements, to be included in each online class offered.
   Time estimate (duration/suggested completion): Spring 2008
   Cost estimate in person hours: 16
   Capital Outlay estimate: 0
   Responsible party: Dean of Extended Education

2. Template of links for Student Support Services to be included in every online class.
   Time estimate (duration/suggested completion): Spring 2008
   Cost estimate in person hours: 20
   Capital Outlay estimate: 0
   Responsible party: Associate Vice President of Information Services and Technology or designee

3. Training for Deans to assist them in evaluating technology elements for online classes.
   Time estimate (duration/suggested completion): Spring 2008
   Cost estimate in person hours (course development): 40
   Capital Outlay estimate: 0
Responsible party: Associate Vice President of Information Services and Technology or designee
Appendix K

Catalog and Course Schedule Extracts

2005-07 Course Catalog, page 6

Extended Education

The Extended Education Division of Shasta College is assigned the responsibility to provide access to higher education for residents beyond the traditional patterns of campus-based education and programs. It does so by offering a variety of programs and courses in surrounding communities designed for those who seek to expand their interests, improve or broaden their occupational and professional preparation, or further their degree aspirations.

Classes are held at each of the three Centers listed below as well as other locations throughout the District. Classes are offered in a variety of formats including live instruction and 2-way interactive television (ITV) and many students are now able to complete their degree or certificate without commuting to the main campus. Office hours at each Center are Monday through Thursday, 8:00 a.m. to 9:30 p.m., and Friday, 8:00 a.m. to 5:00 p.m.

- Intermountain Center (530) 335-2311
  37581 Mountain View Road, Burney CA 96013
  burney@shastacollege.edu

- Red Bluff Center (530) 529-8980
  900 Palm Street, Red Bluff CA 96080
  redbluff@shastacollege.edu

- SC@Weaverville Center (530) 623-2231
  210 South Miner Street, Weaverville CA 96093
  weaverville@shastacollege.edu

Services available at each Center include admissions assistance, on-site registration and counseling, assessment and orientation, tutoring, and career guidance. In other words, Extended Education Centers are a great place to start with Shasta College.
DISTANCE EDUCATION (DE)

DE is a method of instruction that is designed to offer courses in other than the conventional classroom setting. Courses are available at each of the main Extended Education sites (Anderson, Burney, Corning, Hayfork, Hoopa, Los Molinos, McArthur, Red Bluff, and Weaverville) as well as on campus. Courses are offered in a variety of formats, but all formats may not be available at all sites. Formats include: Internet, Interactive Television (ITV), TV/Internet (TVIN), streaming media classes. In addition to the instructional formats, all courses include substantial readings, interaction with faculty, and exams. In many cases, much of the course work may be completed off campus. Courses are available in a variety of disciplines and meet the transfer, General Education, or vocational requirements for the specific course being taught. All courses offered in these formats offer the same rigorous learning experience found in face-to-face courses.

These courses are designed for individuals who are unable to attend campus classes on a regular basis, prefer independent learning, or would like to take courses at their convenience. Students who are usually successful in Distance Education courses are those who enjoy learning independently, are highly motivated, and possess good study skills.

Internet-based Courses: A variety of courses are available fully online using WebCT courseware. As with face-to-face courses, internet courses usually have set deadlines but offer the student greater flexibility since class meetings typically take place asynchronously online. Students in online courses should have regular access to the Internet and should be proficient at email, web navigation, and sending attachments. Some courses (“Hybrid” courses) are offered in a mixed format, combining face-to-face instruction with online instruction or online instruction with a television component.

Interactive Television (ITV) Courses: A variety of courses are available at selected sites using two-way interactive video technology. These courses originate on the Redding campus or one of the extended education sites with real time delivery of the classroom activities to the other sites. Students are able to fully interact with the faculty member and other students at each of the sites.
Appendix K: Catalog and Course Schedule Extract (continued)

Shasta College Fall 2007 Schedule of Classes, page 6

Page 6

EXTENDED EDUCATION SITES

Extended Education offers classes at various sites throughout the Shasta-Tehama-Trinity Community College District.

Staff is available at each of the following sites 8:00A-9:30P Monday - Thursday and 8:00A-4:30P on Fridays.

Red Bluff Center
(Includes Anderson, Central Valley, Corning, Gerber and Los Molinos)
Address: 900 Palm Street, Red Bluff, CA 96080
Email: red bluff@shastacollege.edu
Phone: (530) 529-8580
Fax: (530) 529-8576

Intermountain Center
(Includes McArthur and Fall River)
Address: 37581 Mountain View Road, Burney, CA 96013
Email: burney@shastacollege.edu
Phone: (530) 335-2311
Fax: (530) 335-2824

Shasta College @ Weaverville
Address: 210 S. Miner Street, Weaverville, CA 96093
Email: weaverville@shastacollege.edu
Phone: (530) 523-2231
Fax: (530) 529-5701

Information regarding Registration options, Assessment, Counseling, Orientations, and other Student Services at each of the Extended Education sites is available on page 100 of this schedule. Classes offered at each of the above locations are listed by site on pages 101-107 as well as incorporated in the main schedule.

FEES, RESIDENCY AND REFUND INFORMATION

SPECIAL NOTE TO STUDENTS: Once your registration paperwork has been processed, you are considered enrolled. Failure to pay fees or to attend class does not necessarily mean you have been dropped from class. DROPPING CLASS(ES) IS THE RESPONSIBILITY OF THE STUDENT.

FEES: (Note: See important information concerning various Financial Aid assistance options available that may help with fees.)
Fees are as follows:
1. Enrollment Fee: **$20.00 per semester unit for all students.
2. Student Health Fee: $10.00*
   (The Health fee may be refunded to students who depend exclusively upon prayer for healing in accordance with the teachings of a bona fide religious sect, denomination, or organization or for students who are attending a community college under an approved apprenticeship training program. See the Dean of Enrollment Services for details.)
3. Campus Center Fee: $20.50
   (only for students enrolled in one or more classes offered at Shasta College main campus and/or greater Redding area and online courses)
4. Student Representation Fee (Voluntary): $1.00/semester*
5. Student Events and Activities Fee (Voluntary): $5.00/semester
6. Out-of-State tuition: $166.00 per unit
7. Parking: $25.00 per semester or $1.00 daily permit
   (*Pending Approval)

Payment of fees is due at the time of registration or no later than the day before class begins. Payments will not be accepted via mail. However, payments can be made on MyShasta using MasterCard, Visa, Discover
## ENGLISH

### Science, Language Arts, and Math

**ENGL 1A  COLLEGE COMPOSITION – 4 Units**  
Prerequisite: A grade of C or higher in ENGL 190 or ESL 138, or English Placement Level 6 or higher.

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<td>815</td>
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<td>815</td>
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<td>F6969</td>
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<td>8:00A-9:50A</td>
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Register Online: http://myshasta.shastacollege.edu

### ENGL 1B  LITERATURE AND COMPOSITION – 3 Units
Prerequisite: A grade of C or higher in ENGL 1A, or English Placement Level 7

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Please refer to page 91 for instructions on how to access your online course at Shasta College.

### ENGL 1C  CRITICAL REASONING, READING, AND WRITING – 3 Units
Prerequisite: A grade of C or higher in ENGL 1A, or English Placement Level 7

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Appendix K: Catalog and Course Schedule Extract (continued)

Shasta College Fall 2007 Schedule of Classes, page 91

**DISTANCE EDUCATION**

DISTANCE EDUCATION (DE) is a method of instruction that is designed to offer courses in other than the conventional classroom setting. Courses are available at each of the main Extended Education sites (Burney, Red Bluff and Weaverville) as well as on campus. Courses are offered in a variety of formats which are explained below. Students may register online, on campus and at outlying sites for all Distance Education courses.

ITV (Interactive Television): Live interactive classes taught from either the Redding campus or one of the Extended Education sites, and sent to other “Receive” sites via phone lines using compressed video technology. Students are able to interact with other students and with the faculty member. All sites are capable of seeing, hearing and talking to one another. Procedures for examinations, assignments, etc. will be explained at the first class meeting. Originating site will be the Redding campus unless otherwise indicated in the schedule.

**INTERNET CLASSES**

Information regarding Internet courses is available by selecting the Online Classes link on the Shasta College homepage at: [http://www.shastacollege.edu](http://www.shastacollege.edu)

Once you register for an online course, your account is created for you. Courses utilizing online material will be available to registered students on the first day the class begins, and students are required at that time to log in to become an active class member.

To log in, go to the Shasta College home page and click on the Online Classes link. Your User ID will be the same as your My Shasta ID. However, for online course(s) you will use a different password.

Continuing students will log in with the same information used in Fall 2006. All new student accounts will use their six digit birth date as their Temporary Password to log in (for example, March 5, 1972 would become 030572.)

Once you have an online account, it will be retained each term.

Shasta College Help Desk
supporting your Online courses 24 hours a Day!

Available by phone
(866) 213-7838
(Toll Free)

**ACCT 101  BASIC ACCOUNTING I – 3 Units**

<table>
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<td>Howell, A.</td>
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**ACCT 104  PAYROLL ACCOUNTING – 2 Units**

Prerequisite: A grade of C or higher in ACCT 101 or ACCT 2; and BUSD 106 or Math Placement Level 3 or higher

Advisory: A grade of C or higher in OAS 64
Appendix K: Catalog and Course Schedule Extract (continued)

Shasta College Fall 2007 Schedule of Classes, page 100

Page 100

EXTENDED EDUCATION - SITE INFORMATION

Extended Education offers classes at various sites throughout the Shasta-Tehama-Trinity Community College District. Staff is available at each of the three Centers located in Red Bluff, Intermountain (Burney), and Weaverville from 8:00A-9:30P Monday through Thursday, and 8:00A - 4:30P on Friday.

Refer to the main schedule for complete details about each of the courses listed under the specific sites. Carefully check the starting date as well as the location for each of your courses. Internet courses are listed on page XX.

INFORMATION and APPLICATION PROCEDURES:

Red Bluff Center (including Anderson, Central Valley, Corning, Gerber, and Los Molinos):
900 Palm Street, Red Bluff CA 96060, (530) 529-8980. email address: redbluff@shastacollege.edu

Intermountain Center (including McArthur, Fall River, and portions of Modoc County):
37581 Mountain View Rd., Burney, CA 96013, (530) 355-2811, email address: burney@shastacollege.edu

Shasta College at Weaverville:
210 S. Miner St., Weaverville, CA 96093, (530) 623-2231, email address: weaverville@shastacollege.edu

REGISTRATION OPTIONS:

Online: My Shasta is Shasta College’s Online Web Registration and Student Information System. Use My Shasta to add, drop or search for classes, to check grades, class schedules and student profile information, or to make a payment on line - http://MyShastaShastacollege.edu

Extended Education Centers: In-person registration at each of the Extended Education Centers occurs during the same periods as those on the main campus in Redding. See page XX for specific dates and times.

On Campus: See page XX for specific dates and times.

COUNSELING:

On Site: Counselors are available at your local Extended Education Center by appointment and, on occasion, on a walk-in basis.

On line: Make contact with our counselor via email at: askacounselor@shastacollege.edu

ASSESSMENT:

All first-time, non-exempt students will need to take the Reading, Writing, and Math assessment. Skill assessment tests are offered to all students at a variety of times and locations, either on a walk-in basis or by appointment. Check with your local Extended Education Center for times and dates.

ORIENTATION:

Orientation provides new students with the support and information they need to assure a successful transition into Shasta College. Check with your local Extended Education Center for more information.

SUPPORT SERVICES AND SKILLS WORKSHOPS:

Extended Education, in cooperation with Student Support Services, provides a range of services including EOPS, Career Transfer, Writing Center assistance, and Library orientations, and presents a variety of informative free workshops and Student Senate meetings each semester. Check with your local Extended Education Center for more information.

TEXTBOOKS:

Using either of the options below, your textbook order will be mailed directly to you or delivered to your local Extended Education Center.

By Phone: Call the Shasta College Bookstore at (530) 242-7574
Online: Visit the Shasta College Bookstore website at www.shasta-knsstr.com

INTERACTIVE TELEVISION (ITV):

ITV allows Shasta College to televise a wide range of courses to less populated areas of the District.

SHORT TERM or LATE START CLASSES:

Classes listed with dates in () do not meet the entire semester.

SPCH or CMST?

The SPCH prefix, previously associated with Speech classes, has been changed to a new prefix: CMST (which stands for Communication Studies).

Extended Education Centers and sites operate under the policies and procedures established for the Shasta-Tehama-Trinity Joint Community College District. If you have questions, consult your local Center or the college catalog.
### Shasta College Fall 2007 Schedule of Classes

#### RED BLUFF CENTER

<table>
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<tr>
<th>Section</th>
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Appendix L-1

Red Bluff Center Lease Agreement

LEASE AGREEMENT BETWEEN THE CITY OF RED BLUFF AND
SHASTA-TEHAMA-TRINITY COMMUNITY COLLEGE DISTRICT
FOR LAND LOCATED AT 1545 LINCOLN STREET

This LEASE AGREEMENT ("AGREEMENT"), is made and entered into by the
CITY OF RED BLUFF ("CITY"), a municipal corporation of the State of California, and
the SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
("DISTRICT"), a community college district existing under the laws of the State of
California.

The LAND to be leased by this AGREEMENT is commonly known as 1545
Lincoln Street, City of Red Bluff, County of Tehama, State of California, is designated as
Assessor’s Parcel Numbers 27-140-19, 29-122-32, and 29-122-33; and is more
particularly described as set forth in Exhibit A, attached hereto and incorporated herein.

The purpose of this AGREEMENT is to bring to the citizens of the CITY the direct
and incidental benefits provided by DISTRICT’s services:

CITY AND DISTRICT AGREE AS FOLLOWS:

1. **LEASE TERM AND TERMINATION:** The lease of the LAND shall commence
   on August 1, 2006 and end on July 31, 2009, unless terminated earlier by mutual
   agreement.

2. **RENT:** DISTRICT shall pay to CITY an annual fee in the amount of One Dollar
   ($1.00) due on the anniversary date of each year of the LEASE TERM.

3. **OWNERSHIP OF IMPROVEMENTS AND FIXTURES:** At the end of the LEASE
   TERM, or upon termination of the lease, any IMPROVEMENTS to the LAND or
   FIXTURES placed on or under the LAND by the DISTRICT during the LEASE TERM
   shall become the wholly owned and unencumbered property of CITY at no cost and
   without a fee, with the exception of modular office, classroom buildings, and microwave,
   radio, or satellite receivers/transmitters unless CITY request DISTRICT to remove said
   IMPROVEMENT or FIXTURE according to the procedure described herein.

   a. **DEFINITIONS:**

      i. **IMPROVEMENT:** As used in this AGREEMENT, the term
         IMPROVEMENT means a valuable addition to the LAND intended
         to enhance its value, beauty or utility or to adapt it for new or further
         purposes, including, but not limited to, facilities for sewer lines,
         water lines, storm drains, power and telecommunications lines,
sidewalks, walkways, curbs, gutters, parking lots, landscaping, lawns, and planters.

ii. **FIXTURE**: As used in this AGREEMENT, the term FIXTURE means anything that is deemed to be affixed to the LAND through attachment to it by roots, imbedded in it, permanently resting upon it, or permanently attached to what is thus permanent, including, but not limited to, light fixtures, parking lot wheel-stops, water fountains, benches, signs, sprinkler heads, trees, shrubs, and microwave, radio or satellite receivers/transmitters.

b. The DISTRICT will maintain all IMPROVEMENTS and FIXTURES in good and safe working condition during the Lease Term.

c. **REMOVAL OF IMPROVEMENTS OR FIXTURES**: Within sixty (60) days after the end of the LEASE TERM, or termination of this AGREEMENT, the CITY may submit a written request to the DISTRICT that it remove modular office and classroom buildings and microwave, radio or satellite transmitters placed on or under the land during the lease term, and that the DISTRICT restore the land to a safe and undamaged condition (condition prior to removal); and, if applicable, a condition prior to any wear and tear caused by fixtures or improvements.

d. **COSTS OF REMOVAL OF IMPROVEMENTS OR FIXTURES**: DISTRICT shall bear all costs associated with removal of modular office and classroom buildings and microwave, radio, or satellite receivers/transmitters and restoration of the land to a safe and undamaged condition (condition prior to removal; and, if applicable, the condition prior to any wear and tear caused by any fixtures or implements).

4. **USE OF FACILITIES**: During the LEASE TERM, the CITY, its employees and agents may utilize without charge the modular classroom facilities placed upon the land for CITY sponsored training activities, when such facilities are not otherwise scheduled for use by the DISTRICT. The CITY, its employees and agents, will assume responsibility for security of such facilities and liability for the premises, equipment and persons in the facility during such use.

5. **CONSIDERATION**:  
a. The consideration from the CITY to DISTRICT under this AGREEMENT consists of the CITY foregoing its right to unencumbered use of the LAND during the LEASE TERM.
Appendix L-1: Red Bluff Center Lease Agreement (continued)

b. The consideration from DISTRICT to CITY under this AGREEMENT consists of the payment of rent and granting the CITY the right to make use of any facilities placed upon the LAND without any charge.

6. **SUBLETTING AND ASSIGNMENT:** The DISTRICT may sublet this lease or any portion thereof only with the prior approval of the CITY.

7. **INSURANCE:** DISTRICT shall take out prior to commencement of the performance of the terms of the AGREEMENT, pay for, and maintain until the completion of the AGREEMENT, the following types of Policies:

   a. **COMPREHENSIVE GENERAL LIABILITY INSURANCE:** including the following:

      i. Premises Operations (including completed operations, if the exposure exists)
      ii. Broad Form Blanket Contractual
      iii. Personal Injury Coverage's

   b. **ENDORSEMENTS:** On all required insurance, the following endorsements must be part of each policy:

      i. The City of Red Bluff, its officers, employees, and agents are to be additionally insured.
      ii. Thirty (30) days notice of cancellation or reduction in coverage of any nature must be given to the City of Red Bluff.
      iii. The insurance policies must be endorsed to show that they are primary and that the City's insurance shall be non-contributing.

8. **INDEMNIFICATION:** DISTRICT hereby agrees to defend, indemnify and hold harmless CITY from any and all liability, passive liability, losses, claims, demands, suits, actions, payments, judgments, costs, including the cost of expert testimony and witness fees and reasonable attorney’s fees. Including all attorney fees awarded to a prevailing party, arising from any bodily injuries to persons, loss of life, property damage, violation of any federal, state or municipal law or ordinance or otherwise, caused by the negligence or willful misconduct of the DISTRICT, its Board of Trustees, officers, agents, invitees or employees arising out of the use of the leased premises described herein by DISTRICT under the terms of this agreement.

   CITY hereby agrees to defend, indemnify and hold harmless District from any and all liability, passive liability, losses, claims, demands, suits, actions, payments, judgments, costs, including the cost of expert testimony and witness fees and reasonable attorney’s fees, including all attorney fees awarded to a prevailing party, arising from any bodily injuries to persons, loss of life, property damage, violation of any
federal, state or municipal law or ordinance or otherwise, caused by the negligence or willful misconduct of the CITY, its employees or agents, arising out of the use of the leased premises described herein by CITY under the terms of this agreement.

The PARTIES further agree that in the event that the PARTIES are sued as co-defendants in any cause of action arising out of the use of the leased premises, each PARTY shall be only responsible for its percentage of negligence as proven at the time of settlement, trial or arbitration.

These “defend, indemnify and hold harmless” provisions shall continue after this lease is terminated by expiration or otherwise as to, and only as to, any personal and bodily injuries or damages to property occurring while the lease was in effect.

9. **GROUNDs FOR TERMINATION:** CITY retains the right to terminate this AGREEMENT upon any breach by the DISTRICT of its terms.
   a. **NOTICE:** CITY will provide to DISTRICT written notice of breach addressed to the President and Superintendent of Shasta College, who is mutually agreed to have authority to act for the DISTRICT.
   b. **CURE:** Within thirty (30) days of the date of written notice of breach, the DISTRICT shall notify the CITY in writing that it has cured the breach. At CITY’s request, DISTRICT shall submit to CITY adequate documents to demonstrate that the breach has been cured. CITY AND DISTRICT may agree in writing to extend the time for DISTRICT to cure any breach.
   c. **FAILURE TO CURE:** In the event that DISTRICT fails to adequately cure the breach within the time set forth in paragraph 13(b), DISTRICT shall VACATE the LAND within sixty (60) days of the notice of breach and remove all IMPROVEMENTS and FIXTURES in the manner provided in Paragraph 5 of this AGREEMENT.

10. **SEVERABILITY:** If any term, provision, covenant, or condition of this AGREEMENT is held by a court to be invalid, void or unenforceable, the rest of the AGREEMENT shall remain in full force and effect and shall in no way be affected, impaired or invalidated.

11. **WAIVER:** The failure of CITY to exercise any right hereunder shallnot constitute a waiver of such right.

12. **ARBITRATION:** In the event any dispute arises between CITY and DISTRICT regarding their respective rights and obligations under this AGREEMENT, such dispute shall be submitted to binding arbitration.
13. **ATTORNEYS' FEES:** If legal action, including arbitration, is commenced to enforce or declare the effect of any provision of this AGREEMENT, the prevailing party shall be awarded attorneys' fees and costs incurred in such action.

14. **TIME:** Time is of the essence in this AGREEMENT.

15. **EXHIBITS:** All exhibits hereto are incorporated herein and made part of this AGREEMENT by this reference.

16. **ENTIRE AGREEMENT:** This AGREEMENT, consisting of ten pages, constitutes the entire AGREEMENT and supersedes all prior negotiations, representations or agreements, either written or oral. This document may be amended only by written instrument, signed by both CITY and DISTRICT. All provisions of this AGREEMENT are expressly made conditions.

IN WITNESS WHEREOF, CITY and DISTRICT have executed this agreement on the 15th day of May, 2007.

ATTEST:
City Clerk of the City of Red Bluff

By: [Signature]
City Clerk

Date: 5/14/07

CITY OF RED BLUFF

By: [Signature]
Wayne Brown, Mayor

Date: ______________________

By: [Signature]
Clerk of the Board of Trustees

Date: 6-13-07

SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT

By: [Signature]
President

Date: 9/20/07
Appendix L-2

Weaverville Center Lease Agreement*

LEASE/RENTAL AGREEMENT

This agreement made this 1st day of November, 2006, is between Provision Investment, P.O. Box 2076, Weaverville, CA 96093 (hereinafter called Management) and Shasta-Tehama-Trinity Joint Community College District, P.O. Box 490606, Redding, Ca. 96069-6096 (hereinafter called Tenant). Management leases to Tenant the real property known as the Weaverville Center, a 212 South Main Street, Weaverville, Ca. 96093 (hereinafter called premises), under the following conditions:

TERMS:
1. The initial term of this lease shall be One Year, beginning November 1, 2006, and ending Noon, November 1, 2007. Tenant has the option to extend this lease for an additional year and may terminate the lease at any time with sixty (60) days written notice of intent to terminate the lease.

POSSESSION:
2. If there is a delay in delivery of possession by Management, rent shall be abated on a daily basis until possession is granted. If possession is not granted within seven (7) days after the beginning day of initial term, then Tenant may void this agreement and have full refund of any deposit. Management shall not be liable for damages for delay in possession.

RENT:
3. Rent is payable monthly in advance, at a rate of Nine Hundred Forty Five dollars ($945.00) per month for the period November 1, 2006-October 31, 2007, and at a rate of Nine Hundred Forty Five dollars ($945.00) per month for the period November 1, 2007-October 31, 2008. On the first day of each month at the post office Box of Management or at such other place Management may designate, Tenant agrees to pay $20.00 each disharmonic check. The leased premises shall be used for a commercial business and for no other purpose without the written consent of Management. Tenant agrees to comply with all laws, ordinances, and regulations of any Federal, State, County, Municipal, or other lawful authority in the operation of the business on the leased premises.

4. Time is of the essence for this agreement. If the rent is not received before the close of the business day, on the 5th of each month, the rate will be One Thousand dollars ($1000.00) per month.

4a. Tenant agrees to pay the annual solid waste assessment of $100.00 per year.

5. If the rent is not paid by the 5th day of each month, then Management shall automatically and immediately have the right to take out a Dispossessory Warrant and have Tenant and possessions evicted from the premises.

6. Management acknowledges receipt of Two hundred dollars ($200.00) as a deposit to indemnify owner against damage to the property for tenant’s fulfillment of the conditions of this agreement. Deposit will be returned to tenant less a $50.00 carpet cleaning charge, thirty (30) days after the facility is vacated if:
   a. Lease term has expired or agreement has been terminated by both parties; and
   b. All expenses due Management by Tenant have been paid; and
   c. Facility is not damaged and is in its original condition, normal wear and tear expected, and
   d. Management is in receipt of copy of paid final bills on all utilities (includes gas, electric, water, garbage, and telephone).
   e. Deposit will not be returned if Tenant leaves before lease is completed. Deposit may be applied by Management to satisfy all or part of Tenant’s obligations and such act shall not prevent Management from claiming damages in excess of the deposit. Tenant may not apply the deposit to any of the rent payments.

RENEWAL TERM:
7. It is the intent of both parties that this lease is for a period of 24 months and that the last month’s rent will apply only to the last month of the lease period. Should this lease be breached by Tenant, both the last month’s rent and the indemnification deposit shall be forfeited as liquidated damages and the tenant will owe rent through the last day of occupancy.

SUBLET:
8. Tenant may not sublet facility or assign this lease without written consent of Management.

CREDIT APPLICATION:
9. Management having received and reviewed a credit application filled out by Tenant and Management having relied upon the representations and statements made therein as being true and correct, has agreed to enter into this rental agreement with Tenant. Tenant and Management agree the credit application Tenant filled out when making application to rent said facility is hereby incorporated by reference and made a part of this rental agreement. Tenant further agrees if he/she has falsified any statement on said application, Management has the right to terminate rental agreement immediately, and further agrees Management shall be entitled to keep any security deposit and any prepaid rent as liquidated damages. Tenant further agrees in event Management exercises its option to terminate rental agreement, Tenant will remove him or herself and possessions from the premises within 24 hours of notification from Management of the termination of his lease. Tenant further agrees to indemnify Management for any damages to property of Management including, but limited to, the cost of making facility suitable for renting to another Tenant, and waives any right of “set off” for the security deposit and prepaid rent which was forfeited as liquidated damages.
Appendix L-2: Weaverville Center Lease Agreement (continued)

FIRE AND CASUALTY:

10. If the facility becomes uninhabitable by reason of fire, explosion, or by other casualty, Management may, at its option, terminate rental agreement or repair damages within 30 days. If Management does not do repairs within this time or if building is fully destroyed, the rental agreement hereby created is terminated. If Management elects to repair damage, rent shall be abated and prorated from the date of the fire, explosion, or other casualty to the date of re-occupancy, provided during repairs. Tenant has vacated and removed Tenant’s possession as required by Management. The date of re-occupancy shall be the date of notice that the facility is ready for re-occupancy.

HOLD OVER:

11. Tenant shall deliver possession of residence in good order and repair to Management upon termination or expiration of this agreement.

RIGHT OF ACCESS:

12. Management shall have the right of access to facility for inspection and repair or maintenance during reasonable hours. In case of emergency, Management may enter at any time to protect life and prevent damage to the property.

USE:

13. Facility shall be used for commercial (educational) purposes only and shall be occupied only by the persons named in Tenant’s application to lease. The presence of an individual residing or conducting business who is not a party to the rental agreement will be sufficient grounds for termination of this agreement. Facility shall be used so as to comply with state, county, and municipal laws and ordinances. Tenant shall not use facility or permit it to be used for any disorderly or unlawful purpose or in any manner so as to interfere with other Tenants ability to conduct business in a professional manner.

PROPERTY LOSS:

14. Management shall not be liable for damage to Tenant’s property for any type for any reason or cause whatsoever, except where such is due to Management’s gross negligence. Tenant acknowledges that he/she is aware that he/she is responsible for obtaining any desired insurance for fire, theft, liability, etc. on personal possessions, family, and clients.

PETS:

15. Animals, birds, or pets of any kind shall not be permitted inside the facility at any time unless the prior written approval of Management has been obtained.

INDEMNIFICATION:

16. Tenant releases Management from liability for and agrees to indemnify Management against losses, incurred by Management as a result of (a) Tenant’s failure to fulfill any condition of this agreement; (b) any damage or injury happening in or about facility or premises to Tenant’s invitees or clients or licensees or such person’s property; (c) Tenant’s failure to comply with any requirements imposed by any governmental authority; and (d) any judgment, lien, or other encumbrance filed against facility as a result of Tenant’s action.

FAILURE OF MANAGEMENT TO ACT:

17. Failure of Management to insist upon compliance with the terms of this agreement shall not constitute a waiver of any violation.

REMEDIES CUMULATIVE:

18. All remedies under this agreement or by law or equity shall be cumulative. If a suit for any breach of this agreement establishes a breach by Tenant shall pay to Management all expenses incurred in connection therewith.

NOTICES:

19. Any notice required by this agreement shall be in writing and shall be delivered personally or mailed by registered or certified mail.

REPAIRS:

20. Management will make necessary repairs to the exterior, parking area and the heating and air conditioning with reasonable promptness after receipt of written notice from Tenant. Tenant shall, at its own expense, make all necessary repairs to interior including walls, ceiling, floors, all glass, paint, plumbing, wiring, fixtures and keep premises in a safe, clean, and sanitary condition. Tenant may not remodel or paint or structurally change, or remove any fixture therefrom without written permission from Management. Tenant shall immediately notify Management of any and all service and repair.

ABANDONMENT:

21. If Tenant removes or attempts to remove property from the premises other than in the usual course of continuing occupancy, without having first paid Management all monies due, facility may be considered abandoned, and Management shall have the right without notice, to store or dispose of any property remaining on the premises by Tenant. Management shall also have the right to store or dispose of any of Tenant’s property remaining on the premises after the termination of this agreement. Any such property shall be considered Management’s property and the title thereto shall vest in Management.

MORTGAGEE’S RIGHTS:

22. Tenant’s rights under this lease shall at all times be automatically junior and subject to any deed to secure debt which is now or shall hereafter be placed on premises of which facility is part; if requested, Tenant shall execute promptly and certificate that Management may request to specifically implement the subordination of this paragraph.

RULES AND REGULATIONS:

23. (a) Signs Tenant shall not display any sign, exterior lights, or markings without Management approval and in compliance with county regulations. No awnings or other projections shall be attached to the outside of the building.

(b) Locks: Tenant prohibited from adding locks to, changing, or in any way altering locks installed on doors. All
* An extension of this lease is currently being developed to coincide with occupation of the new Center.
Appendix L-3

Intermountain Center Lease Agreement

LEASE AGREEMENT

This lease agreement is between the Shasta-Tehama-Trinity Joint Community College District (hereinafter referred to as “Shasta”) and Fall River Joint Unified School District (hereinafter referred to as “Fall River”).

1. TERM:

   The term of this lease shall be from May 1, 2004 through April 30, 2014. Shasta shall have the right to extend the lease for two (2) five (5) year periods. Shasta may terminate this agreement at any time by the giving of 90 days written notice prior to the termination date.

2. LEASE PAYMENT:

   Shasta shall pay to Fall River as rent the sum of Two Hundred ($200.00) dollars per month, payable by the first of each month; and each year on July 1, beginning in 2005, the rent shall be increased 3% over the prior year rate.

3. PREMISES:

   The leased premises shall be a 100’ x 100’ parcel of ground located at the Burney Jr./Sr. High School adjacent to the bus barn more specifically denoted in Attachment A.

4. IMPROVEMENTS:

   Shasta shall install portable buildings on the premises in order to conduct college classes.

   Shasta shall be responsible for obtaining all approvals for the installation of the portable buildings. In the event Shasta terminates this agreement prior to the term date, Shasta shall restore the premises to the original condition subject to reasonable wear and tear.

5. UTILITIES:

   Shasta shall connect to the Burney Jr./Sr. High School utilities, including sewer, water, electricity and natural gas at Shasta’s expense. Appropriate meters shall be installed at Shasta’s expense. Shasta shall be responsible for the payment to the various utilities based on those meters.
Appendix L-3: Intermountain Center Lease Agreement (continued)

6. **PARKING:**

   Shasta may use at no additional charge the lighted parking lot at Burney Jr./Sr. High School. In the event Shasta is required to provide additional parking for the disabled, Shasta and Fall River shall jointly determine the location of the parking spaces. Shasta shall be responsible for the costs of the additional disabled parking.

7. **FENCE:**

   Shasta shall move the existing chain link fence at the bus barn area in order to maintain security for the bus barn and to provide accessibility to the Shasta portable buildings. Shasta and Fall River shall mutually agree on the sections of fencing to be moved and where they are to be reinstalled. Shasta shall be responsible for the attendant costs.

8. **INDEMNIFICATION:**

   To the fullest extend permitted by law, Fall River shall defend, indemnify, and hold harmless Shasta, its trustees, agents, officers, officials, employees, and volunteers from and against all claims, damages, losses, and expenses (including but not limited to attorney fees and court costs) arising from the acts, errors, mistakes, omissions, work or service of Fall River, its agents, employees, or any tier of its subcontractors in the performance of this agreement.

9. **INDEMNIFICATION:**

   To the fullest extend permitted by law, Shasta shall defend, indemnify, and hold harmless Fall River, its trustees, agents, officers, officials, employees, and volunteers from and against all claims, damages, losses, and expenses (including but not limited to attorney fees and court costs) arising from the acts, errors, mistakes, omissions, work or service of Shasta, its agents, employees, or any tier of its subcontractors in the performance of this agreement.

10. **INSURANCE:**

    Each party shall carry liability insurance as provided below:

    A. **Insurance Coverage and Minimum Limits:**

       1. Commercial General Liability insurance with a limit of not less than $3,000,000 per occurrence for bodily injury,
Appendix L-3: Intermountain Center Lease Agreement (continued)

property damage, personal injury, products and completed operations, and blanket contractual coverage.

2. Automobile Liability insurance with a combined single limit for bodily injury and property damage of not less than $1,000,000 each occurrence with respect to the Contractor’s owned, scheduled, non-owned, or hired automobiles.

3. Workers’ Compensation insurance if applicable, as statutorily required by California State law.

B. Other Insurance Provisions:

1. The General Liability and Automobile Liability Insurance policies shall be endorsed to name the other party, its trustees, officers, agents, employees, and volunteers as additional insureds with the following language: Shasta or Fall River, its trustees, officers, agents, employees, and volunteers are hereby named additional insureds as their interest may appear.

2. All insurance policies shall be endorsed to provide for thirty (30) days' advance written notice by certified mail to the other party of cancellation, suspension, or any material change of the required insurance coverage.

3. Each party's insurance must be primary, and any insurance or self-insurance maintained by the other party shall not contribute to it.

4. The requirements in this paragraph shall not limit each party’s liability pursuant the Indemnification section of this agreement.

5. If any part of this agreement is assigned or subcontracted, these insurance requirements also apply to all assignees and subcontractors.

6. Verification of Coverage: Prior to commencing services under this agreement, each party shall furnish to the other party certificates of insurance and original endorsements evidencing the coverage, limits and conditions required by this agreement.

11. NOTICE:

Notice shall be by United States Postal Service, first class mail addressed as follows:
Appendix L-3: Intermountain Center Lease Agreement (continued)

Fall River Joint Unified School District
Attr: District Superintendent
20375 Tamarack Avenue
Burney, California 96013

Shasta-Tehama-Trinity Joint Community College District
Attr: Vice President, Administrative Services
P. O. Box 496008
Redding, California 96049-6066

Fall River Joint Unified School District

By: [Signature]

Title: Superintendent

Date: 3-24-04

Shasta-Tehama-Trinity Joint Community College District

By: [Signature]

Title: VP Admin Affairs

Date: 4-2-04
Appendix L-3: Intermountain Center Lease Agreement (continued)

**SCHEDULE OF LEASE PAYMENTS**
May 1, 2004 - April 30, 2014  
(due July 1st of each year)

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</table>
## Appendix M

**Shasta-Tehama-Trinity Joint Community College District**

**2006-2007**

**Final Budget**

### Summary

<table>
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<tr>
<th>Page</th>
<th>Fund</th>
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<td>Bond Interest and Redemption Fund</td>
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<td>Capital Outlay Projects Fund</td>
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<td>Retirees' Medical Benefit Fund</td>
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<td>Shasta College Trustees’ Scholarship Fund</td>
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**Total 2006-2007 Final Budget**

$ 99,995,098

---

Final Budget to Board September 13, 2006

10/29/2007
### Appendix M: District 2006-07 Final Budget (continued)

#### Shasta-Tehama-Trinity Joint Community College District

#### 2006-2007

**Final Budget**

**General Fund - Unrestricted**

<table>
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<td><strong>INCOME</strong></td>
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<td>Apprenticeship Allowance</td>
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<td><strong>Total State Income</strong></td>
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<td>Miscellaneous Sales (Optional fees, student copiers)</td>
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<td>Miscellaneous:  Student Fees/Charges (Library Fines, Transcripts, Bus Passes, Child Care, Credit by Exam)</td>
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<td>Miscellaneous (Sale of Equip., Local Projects, ROP, Tech Prep)</td>
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## Appendix M: District 2006-07 Final Budget (continued)

### Shasta-Tehama-Trinity Joint Community College District

#### 2006-2007

**Final Budget**

**General Fund - Unrestricted**

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<tr>
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<th>Actual</th>
<th>Adopted</th>
<th>Estimated Actual</th>
<th>Proposed</th>
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## Appendix M: District 2006-07 Final Budget (continued)

### Shasta-Tehama-Trinity Joint Community College District

#### 2006-2007

**Final Budget**

**General Fund - Unrestricted**

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<td>One-time Undesignated Expenses</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>$696,390</td>
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<td>Operating Backcharges</td>
<td>$226,775</td>
<td>$214,023</td>
<td>$222,022</td>
<td>$249,003</td>
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<tr>
<td><strong>Total Other Operating Expenses</strong></td>
<td>$3,614,865</td>
<td>$4,672,920</td>
<td>$4,109,448</td>
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### Capital Outlay

<table>
<thead>
<tr>
<th>Description</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Improvement</td>
<td>$25,000</td>
<td>$27,199</td>
<td>$4,000</td>
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<tr>
<td>Library Books</td>
<td>$24,436</td>
<td>$16,280</td>
<td>$25,821</td>
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<td>Equipment</td>
<td>$352,010</td>
<td>$171,631</td>
<td>$522,331</td>
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<td><strong>Total Capital Outlay</strong></td>
<td>$163,002</td>
<td>$393,290</td>
<td>$224,651</td>
<td>$538,611</td>
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### Other Outgo

<table>
<thead>
<tr>
<th>Description</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interfund Transfers (Cap, Lease Rev, FinAid)</td>
<td>$69,620</td>
<td>$170,000</td>
<td>$244,932</td>
<td>$156,000</td>
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<tr>
<td><strong>Total Other Outgo</strong></td>
<td>$69,620</td>
<td>$170,000</td>
<td>$244,932</td>
<td>$156,000</td>
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**Total Expenditures**

<table>
<thead>
<tr>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
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<tbody>
<tr>
<td>$34,365,496</td>
<td>$36,373,116</td>
<td>$35,679,730</td>
<td>$40,581,220</td>
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### RESERVES

<table>
<thead>
<tr>
<th>Description</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
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<tr>
<td>5% Reserve</td>
<td>$1,718,275</td>
<td>$1,818,656</td>
<td>$1,793,897</td>
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<td>Revolving Cash</td>
<td>$52,500</td>
<td>$52,500</td>
<td>$52,500</td>
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<tr>
<td>Reserve for Potential Apportionment Shortfall</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>$419,054</td>
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<tr>
<td>Undesignated Reserve</td>
<td>$107,894</td>
<td>$144,390</td>
<td>$1,573,276</td>
<td>$712,477</td>
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<td><strong>Total Reserves and Ending balance</strong></td>
<td>$1,876,769</td>
<td>$2,015,546</td>
<td>$3,409,763</td>
<td>$3,213,092</td>
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**Total Expenditures & Reserves**

<table>
<thead>
<tr>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
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<tbody>
<tr>
<td>$36,244,265</td>
<td>$38,388,662</td>
<td>$39,089,493</td>
<td>$43,794,312</td>
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Appendix M: District 2006-07 Final Budget (continued)

Shasta-Tehama-Trinity Joint Community College District
2006-2007
Final Budget
General Fund - Restricted

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<tbody>
<tr>
<td></td>
<td>Adopted</td>
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<td>Proposed</td>
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<tr>
<td></td>
<td></td>
<td>Actual</td>
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**Beginning Balance**

$ - $ - $ - $ -

**INCOME**

**Federal Income**

College Work Study Program $289,127 $257,232 $249,486
VATEA $305,561 $305,561 $284,495
TANF $43,400 $43,399 $43,400
TRIC/SSS $331,794 $230,080 $250,636
TRIC/Talent Search $ - $ - $203,704
GearUp $857,340 $1,144,827 $1,180,000
Title III $182,516 $252,638 $21,042
Miscellaneous Federal Grants $114,372 $146,734 $31,763

**Total Federal Income** $2,124,110 $2,380,471 $2,264,526

**State Income**

Board Financial Assistance $344,260 $345,428 $351,078
Extended Opportunity Programs $894,542 $943,762 $1,005,962
Disabled Students Program $639,470 $627,774 $650,666
CARE Program $161,985 $123,391 $163,650
CalWorks $395,805 $406,484 $360,755
TANF $43,400 $43,399 $43,400
Matriculation $307,759 $321,784 $306,821
Faculty/Staff Diversity $27,415 $19,435 $12,762
Block Grant/Instructional Equipment $29,267 $79,267 $100,000
Telecommunication Grant (TTIP) $36,697 $76,154 $112,851
One-time Funds $ - $ - $658,067
Miscellaneous Grants and Projects $381,830 $523,976 $410,971

**Total State Income** $3,262,430 $3,510,854 $4,131,983

**Local Income**

Health Services Fees $150,000 $224,436 $322,000
Parking Services Fees $350,000 $243,826 $240,000
Miscellaneous $127,675 $193,211 $205,564

**Total Local Income** $627,675 $659,473 $768,564

**Other Transfers**

Due from General Fund $102,236 $ - $ - $ -

**Total Income** $6,116,451 $6,550,798 $7,165,073

**Total Income/Deferred Revenue/Beginning Balance** $6,116,451 $6,550,798 $7,165,073
Appendix M: District 2006-07 Final Budget (continued)

Shasta-Tehama-Trinity Joint Community College District
2006-2007
Final Budget
General Fund - Restricted

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>EXPENDITURES</strong></td>
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<tr>
<td>Academic Salaries</td>
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<td></td>
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<tr>
<td>Instructional Contract</td>
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<td>$ 106,945</td>
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<tr>
<td>Non Instructional Contract</td>
<td>556,482</td>
<td>597,285</td>
<td>650,018</td>
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<td>Academic Administrators</td>
<td>127,786</td>
<td>183,489</td>
<td>133,704</td>
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<tr>
<td>Instructional Hourly</td>
<td>112,400</td>
<td>142,739</td>
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<tr>
<td>Non Instructional Hourly</td>
<td>105,567</td>
<td>183,694</td>
<td>131,571</td>
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<tr>
<td>Total Academic Salaries</td>
<td>$ 902,235</td>
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<td>$ 925,293</td>
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<td>Classified Salaries</td>
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<tr>
<td>Non Instructional Contract</td>
<td>$ 978,157</td>
<td>$ 850,350</td>
<td>$ 1,118,652</td>
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<td>Classified Management</td>
<td>66,426</td>
<td>80,199</td>
<td>126,473</td>
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<td>Non Instructional Hourly</td>
<td>90,501</td>
<td>107,917</td>
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<td>Instructional Aides Hourly</td>
<td>3,450</td>
<td>1,245</td>
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<td>Student Hourly</td>
<td>351,713</td>
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<td>Total Classified Salaries</td>
<td>$ 1,490,347</td>
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<td>$ 1,837,406</td>
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<td>Employee Benefits</td>
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<tr>
<td>STRS - State Teachers Retirement</td>
<td>$ 66,706</td>
<td>$ 78,919</td>
<td>$ 84,535</td>
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<tr>
<td>PERS - Public Employees Retirement</td>
<td>109,338</td>
<td>56,489</td>
<td>129,420</td>
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<tr>
<td>Social Security &amp; Medicare</td>
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<td>104,906</td>
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<td>Medical/Dental/Vision/Life Insurance</td>
<td>238,976</td>
<td>243,401</td>
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<td>Unemployment Insurance</td>
<td>13,441</td>
<td>13,779</td>
<td>16,423</td>
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<td>Workers Compensation Insurance</td>
<td>78,679</td>
<td>66,788</td>
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<td>Total Employee Benefits</td>
<td>$ 666,566</td>
<td>$ 564,282</td>
<td>$ 769,433</td>
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<td>Supplies</td>
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<tr>
<td>Instructional</td>
<td>$ 84,706</td>
<td>$ 116,653</td>
<td>$ 125,000</td>
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<tr>
<td>Non-Instructional</td>
<td>133,485</td>
<td>300,664</td>
<td>178,875</td>
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<tr>
<td>Total Supplies</td>
<td>$ 218,191</td>
<td>$ 417,317</td>
<td>$ 303,875</td>
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</table>
### Shasta-Tehama-Trinity Joint Community College District
#### 2006-2007
Final Budget
**General Fund - Restricted**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Other Operating Expenses</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dues and Memberships</td>
<td>$ 7,665</td>
<td>$ 2,488</td>
<td>$ 4,348</td>
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<tr>
<td>Insurance</td>
<td>$ 53,588</td>
<td>$ 53,588</td>
<td>$ 53,588</td>
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<tr>
<td>Legal Fees and Ads</td>
<td>$ 10,000</td>
<td>$ 11,919</td>
<td>$ 5,000</td>
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<td>Postage</td>
<td>$ 20</td>
<td>$ 23</td>
<td>$ 700</td>
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<td>Staff Travel</td>
<td>$ 86,205</td>
<td>$ 87,327</td>
<td>$ 90,880</td>
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<td>Equipment Rental</td>
<td>$ 3,420</td>
<td>$ 25,353</td>
<td>$ 9,120</td>
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<tr>
<td>Building Lease</td>
<td>$ 24,920</td>
<td>$ 21,950</td>
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<td>Personal/Consultant Services</td>
<td>$ 43,198</td>
<td>$ 33,160</td>
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<td>Repairs</td>
<td>$ 4,800</td>
<td>$ 11,831</td>
<td>$ 4,800</td>
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<tr>
<td>Utilities</td>
<td>$ 12,183</td>
<td>$ 10,779</td>
<td>$ 13,803</td>
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<tr>
<td>Service Fees/Other Charges</td>
<td>$1,439,855</td>
<td>$1,397,973</td>
<td>$1,476,074</td>
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<tr>
<td>Software License</td>
<td>$ 51,815</td>
<td>$ 39,340</td>
<td>$ 34,972</td>
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<tr>
<td>Advertising, Printing, Staff Development, Committee Expense</td>
<td>$ 44,552</td>
<td>$ 59,125</td>
<td>$ 68,347</td>
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<tr>
<td>Field Trips</td>
<td>$ 22,785</td>
<td>$ 40,507</td>
<td>$ 38,996</td>
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<tr>
<td>One-time Undesignated Restricted Expenses</td>
<td>-</td>
<td>-</td>
<td>$658,067</td>
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<tr>
<td><strong>Total Other Operating Expenses</strong></td>
<td>$1,805,007</td>
<td>$1,795,363</td>
<td>$2,545,194</td>
</tr>
</tbody>
</table>

| **Capital Outlay**      |                   |                             |                    |
| Site Improvement        | $ 1,000           | $ 7,292                     | $ 1,000            |
| Library Books           | $ 21,589          | $ 14,875                    | $ 5,000            |
| Equipment               | $ 394,205         | $ 707,414                   | $ 258,628          |
| **Total Capital Outlay** | $ 416,794         | $ 729,581                   | $ 264,628          |

| **Other Outgo**         |                   |                             |                    |
| Interfund Transfers     | $ 90,000          | -                           | -                  |
| Grants, Scholarships, Student Maint. Allowance | $43,033 | $54,342 | $24,333 |
| Student Vouchers, Reimbursements | $484,278 | $526,455 | $524,941 |
| **Total Other Outgo**   | $ 617,311         | $ 580,797                   | $ 549,274          |

| **Total Expenditures, Capital Outlay & Other Outgo** | $ 6,116,451 | $ 6,550,798 | $ 7,165,073 |

140
### Appendix N

**Extended Education and Center Operating Budgets (06-07)**

**Extended Education**

Shasta College
Account Availability Report Ending 06/30/2007

<table>
<thead>
<tr>
<th>Fiscal Year: 2007</th>
<th>ACTIVITY: 60165 - Inst Support-Extended Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>GL Account</td>
<td>Allocated Budget</td>
</tr>
<tr>
<td>11-00-22-000-60165-121000 Administrators Academic Non</td>
<td>108,575.00</td>
</tr>
<tr>
<td>11-00-22-000-60165-232000 Class ET Non Instructional</td>
<td>0.00</td>
</tr>
<tr>
<td>11-00-22-000-60165-234000 Class Subs/Reg Non Instruct</td>
<td>700.00</td>
</tr>
<tr>
<td>11-00-22-000-60165-314000 STRS Class Non Instruction</td>
<td>0.00</td>
</tr>
<tr>
<td>11-00-22-000-60165-324000 PERS Class Non Instructiona</td>
<td>13,913.00</td>
</tr>
<tr>
<td>11-00-22-000-60165-333000 Social Security Academic No</td>
<td>6,732.00</td>
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<tr>
<td>11-00-22-000-60165-334000 Social Security Class Non I</td>
<td>2,722.00</td>
</tr>
<tr>
<td>11-00-22-000-60165-337000 Medicare Academic Non Instr</td>
<td>1,574.00</td>
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<tr>
<td>11-00-22-000-60165-338000 Medicare Class Non Instructional</td>
<td>637.00</td>
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<tr>
<td>Totals for ACTIVITY: 60165 - Inst Support-Extended E</td>
<td>232,834.00</td>
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</tbody>
</table>

**Interactive Television (ITV)**

<table>
<thead>
<tr>
<th>Fiscal Year: 2007</th>
<th>ACTIVITY: 60169 - Inst Support-ITV</th>
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<tbody>
<tr>
<td>GL Account</td>
<td>Allocated Budget</td>
</tr>
<tr>
<td>11-00-22-000-60169-210000 Classified Contract Non Ins</td>
<td>69,391.00</td>
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<tr>
<td>11-00-22-000-60169-324000 Class Subs/Reg Non Instruct</td>
<td>3,924.00</td>
</tr>
<tr>
<td>11-00-22-000-60169-334000 Social Security Class Non I</td>
<td>6,331.00</td>
</tr>
<tr>
<td>11-00-22-000-60169-338000 Medicare Class Non Instruction</td>
<td>4,791.00</td>
</tr>
<tr>
<td>11-00-22-000-60169-344000 HDVL Class Non Instruction</td>
<td>1,120.00</td>
</tr>
<tr>
<td>11-00-22-000-60169-354000 SUI Class Non Instructional</td>
<td>19,646.00</td>
</tr>
<tr>
<td>11-00-22-000-60169-392002 Other Benefit-Educat Admin</td>
<td>1,940.00</td>
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<tr>
<td>11-00-22-000-60169-511000 Travel-Staff : Inst Support</td>
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<tr>
<td>11-00-22-000-60169-541000 Repairs : Inst Support-Ex</td>
<td>1,634.00</td>
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<tr>
<td>11-00-22-000-60169-550600 Telephone : Inst Support-Ex</td>
<td>3,600.00</td>
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<td>11-00-22-000-60169-578000 Software License : Inst Sup</td>
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<tr>
<td>11-00-22-000-60169-640000 Equipment Additional : Inst</td>
<td>3,125.00</td>
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<tr>
<td>Totals for ACTIVITY: 60169 - Inst Support-Extended E</td>
<td>118,201.00</td>
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Appendix N: Extended Education and Center Operating Budgets (continued)

### Intermountain Center

**Fiscal Year: 2007**

<table>
<thead>
<tr>
<th>GL Account</th>
<th>ACTIVITY: 60170 - Inst Support-Intermountain</th>
<th>Allocated Budget</th>
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</thead>
<tbody>
<tr>
<td>11-02-22-000-60170-121000 Administrators Academic Non</td>
<td>7,621.00</td>
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<td>11-02-22-000-60170-210000 Classified Contract Non Ins</td>
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<tr>
<td>11-02-22-000-60170-232000 Class ET Non Instructional</td>
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</tr>
<tr>
<td>11-02-22-000-60170-233000 Class Temp Non Instructiona</td>
<td>1,450.00</td>
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<tr>
<td>11-02-22-000-60170-234000 Class Subs/Reg Non Instruti</td>
<td>1,881.00</td>
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</tr>
<tr>
<td>11-02-22-000-60170-313000 STRS Academic Non Instructi</td>
<td>629.00</td>
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</tr>
<tr>
<td>11-02-22-000-60170-324000 PERS Class Non Instructiona</td>
<td>4,528.00</td>
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<td>11-02-22-000-60170-334000 Social Security Class Non Insructional</td>
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<tr>
<td>11-02-22-000-60170-338000 Medicare Class Non Instructional</td>
<td>782.00</td>
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<td>11-02-22-000-60170-344000 HDVL Class Non Instructional</td>
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<td>11-02-22-000-60170-353000 SUI Academic Non Instructional</td>
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<td>11-02-22-000-60170-354000 SUI Class Non Instructional</td>
<td>350.00</td>
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<tr>
<td>11-02-22-000-60170-363000 WC Academic Non Instructional</td>
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<td>11-02-22-000-60170-364000 WC Class Non Instructional</td>
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<td>11-02-22-000-60170-365000 WC Service Fees/Other Charges</td>
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<td>11-02-22-000-60170-373000 Service Fees/Other Charges</td>
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<td>11-02-22-000-60170-390400 Advertising : Inst Support-Burney</td>
<td>1,025.00</td>
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**Totals for ACTIVITY: 60170 - Inst Support-Intermountain** | 134,507.00 |

### Weaverville Center

**Fiscal Year: 2007**

<table>
<thead>
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<th>GL Account</th>
<th>ACTIVITY: 60190 - Inst Support-Weaverville</th>
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<tr>
<td>11-06-22-000-60190-121000 Administrators Academic Non</td>
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**Totals for ACTIVITY: 60190 - Inst Support-Weaverville** | 127,841.00 |
### Appendix N: Extended Education and Center Operating Budgets (continued)

#### Red Bluff Center

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## Appendix O

### Office of Information Technology Operating Budget (06-07) 
less salary/wages and associated benefit costs

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