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Chancellor's Office Management Information Systems Unit Announces 2005 Training Schedule

by Myrna Huffman,
CCC Chancellor's Office
Technology, Research and Information Systems
Information Systems Specialist

The CCC Chancellor's Office Management Information Systems Unit has scheduled 18 trainings for 2005. All training will be held at the Chancellor's Office in Sacramento. Training runs from 10:00 a.m. to 3:00 p.m., with a working lunch. The only cost is \$10 for lunch, payable the day of the class. A complete schedule, including detailed descriptions of each training, is on page six.

It is important that the Chancellor's Office receives accurate and consistent data from districts and colleges on a regular and timely basis. The Management Information Services Unit is responsible for data collection from all 72 districts and 109 colleges. Data is used for a variety of purposes, including reporting to Federal and State agencies, responding to legislative requests, and research and decision support systems, including the Chancellor's Office Data Mart. The Data Mart allows ad-hoc queries for reporting and decision making.



The Management Information Systems trainings provide clarification of data elements, discussion of available reference tools and instruction in using feedback reporting. All trainings are geared toward improving the quality of data. Data quality is necessary to ensure that collected data accurately reflects the activity of the reporting districts and colleges.

For registration information, visit the Web site: <http://www.cccco.edu/divisions/tris/mis/submission.htm>

>> see **2005 MIS Training Schedule**, page 6

CCC Live Caption Expanded to Include Equipment and Closed Captioning

by Cristina Mora,
CCC Chancellor's Office
Academic Affairs &
Educational Services
Distance Education Coordinator



The Captioning of Live Distance Education Program (CLDEP), also known as CCC Live Caption, has provided funding for live captioning of distance education courses in the California Community Colleges system since July 1, 2002. The program began as an effort to address deficiencies in distance education accessibility identified by the federal Office of Civil Rights, as well as

several far-reaching pieces of state and federal legislation, and it evolved into a proactive approach that emphasizes "direct access" and "universal design."

The CCC Chancellor's Office implemented the CLDEP to assist colleges in improving their capacity to serve disabled populations by ensuring the accessibility of aural information for all students. The

Chancellor's Office Distance Education and Disabled Students Programs and Services (DSPS) unit offers the program. The grant is administered through Butte-Glenn Community College District. Funds were made available through the State Budget Act, Statutes of 2001.

In January of this year, the program's grant was amended in a significant manner to address the issues/concerns identified by the community college system when asked what they needed and what they wanted in order to ensure accessibility anytime, anywhere to anybody.

>> see **CCC Live Caption**, page 6

TechEDge is published quarterly, with at least two additional special issues per year. It is distributed to distance educators, information systems officers, business leaders, the California legislature, and other interested parties. A current editorial calendar is available at ccctechedge.com.

Funded by a grant from the California Community Colleges Chancellor's Office and published by the California Community Colleges Technology Center, its purpose is to provide timely and relevant news about telecommunications and technology in California's 109 community colleges.

TechEDge welcomes relevant submissions and feedback, and we will gladly add you to our mailing list by request. Direct all correspondence to the TechEDge editor, Sandoval Chagoya, at:

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Tracking Technology

The first salvo on the 2005-06 budget was launched in January. The Technology and Telecommunications Unit of the California Community College's System Office had submitted three budget change proposals for consideration:

-Funding to implement CCCTran, the Electronic Transcript Exchange project. We requested funds to implement a systemwide electronic transcript system that would interface between the community colleges, K-12, the California State University, University of California and other colleges. This project would have been one of the first implementations of the new XML standard for transcript exchange.

-Funding for Internet connectivity for the California Community Colleges off-site centers. Currently, the 52 officially recognized off-site centers are not eligible for connectivity to the system's Internet Service Provider, the Corporation for Education Network Initiatives in California (CENIC). This budget change proposal would have allocated one-time funds to connect the off-site centers to the network.

-Ongoing funding for Cal-PASS. This budget change proposal would have fully funded the California Partnership for Achieving Student Success, an intersegmental data warehousing project that has been very well-received by policy-makers and educators statewide.

As luck would have it, none of the three budget change proposals were recognized in the proposed January budget. However, all hope is not lost. We have initiated conversations about these projects and the possibility of including them in the budget's May Revise, and we have not received a completely cold shoulder. We will continue to find ways to ensure these projects get funded.

In last year's budget, the \$1.347 million line item for the California Virtual Campus (CVC) was moved into the Telecommunication and Technology Infrastructure Program portion of the system budget. At the same time, the existing CVC grant contract is set to expire at the end of fiscal year 2004-05, requiring a new bid to for the CVC services. This new bid will go out shortly from the Technology, Research and Information Systems Division (TRIS), and with direction given by Chancellor Drummond, will likely shift the focus of the CVC to supporting systemwide hosting activities and providing a 24/7 helpdesk call center to support students and faculty. Staff development and course catalog services, however, will still remain an important aspect of CVC operations. Look for more on the topic of the CVC in the upcoming year.

Jamillah Moore, the Vice Chancellor of Governmental Relations at the System Office has been very responsive to assisting with system technology issues. She has worked extensively on and has an in-depth grasp of both of our current legislative issues: inclusion of the California Community Colleges in the California Teleconnect Fund (CTF) and amending

the education code and regulations to allow the usage of electronic signatures.

On the California Teleconnect Fund front, Jamillah is seeking authors for a bill that would enable us to receive CTF benefits from the California Public Utilities Commission for phone and Internet services purchased. This is an uphill battle, however, given the possibility that CTF rates might have to be raised to fund this.

The electronic signature issue is less volatile, and is part of an omnibus bill package currently in place for the system. Allowing the use of electronic signatures instead of the more costly digital signature technology will save the system time and effort by eliminating the current

requirement of an inked signature for residency verification on applications for admission to the colleges. Please see the Guest Opinion on page seven for more information about digital versus electronic signatures.

Finally, the Technology, Research and Information Systems Division has spent the better part of the last four months working on Assembly Bill 1417, the District Reporting Framework bill passed last year. AB1417 requires the System Office to create a new framework for reporting district-level accountability metrics by March 25, 2005. Given that the project was not able to get underway until November 2004, it has been an impacted timeframe in accomplishing this. Also at stake is \$31.4 million, which was set-aside pending completion of the project; should the framework be accepted, the monies will likely be returned to the system budget in the May budget revision.

The proposed framework is an improvement over the prior Partnership for Excellence metrics in that all proposed district metrics yield rates instead of annual volumes. However, even if the framework is accepted, there is still an enormous amount of work to be done specifying data definitions in collaboration with the field before the first report will be released.

I look forward to giving more detail on all of these issues at the combined Chief Information Society Officers Association and Research and Planning Group Conference at Granlibakken Lake Tahoe in April.

Sincerely,



Patrick Perry
Vice Chancellor
Technology, Research and Information Systems
California Community Colleges Chancellor's Office



Conference Calendar

CENIC Annual Conference: Pathways to Discovery

Marina Del Rey, California March 7-9, 2005

Corporation for Education Network
Initiatives in California <http://cenic.org>

The Security Professionals Conference: EDUCAUSE/Internet2 Computer and Network Security Task Force

Washington, D.C. April 3-5, 2005

EDUCAUSE <http://www.educause.edu>

10th Annual TechEd International Conference & Exposition: Successful Learning Outcomes in Today's Digital World

Pasadena, California April 4-6, 2005

The Community College Foundation Events &
Programs <http://techedevents.org>

CISOA Annual Conference

Lake Tahoe, California April 17-20, 2005

CCC Chief Information Systems Officers
Association <http://www.cisoa.org>

Secure IT: Third Annual Information Technology Security Conference

San Diego, California April 19-22, 2005

<http://www.secureitconf.com>

EDUCAUSE Western Regional Confer- ence 2005 ~ Winds of Change: Charting the Course for Technology in Challenging Times

San Francisco, California April 26-28, 2005

EDUCAUSE <http://www.educause.edu>

California Community Colleges



Chief Information Systems Officers Association Conference 2005



The CISOA Conference 2005 will be held at the Lake Tahoe Granlibakken Conference Center, April 17-20th 2005. This year's theme is "Bridge Over Troubled Waters" with a focus on how to bridge administrative and academic computing.

The Research and Planning Group will collaborate with CISOA at the conference again this year. Last year's conference began to build the bridge between IT and Research and Planning. This year's conference will continue that

dialogue, allowing CISOA members to connect with Research and Planning colleagues from throughout the state to foster greater synergy between our information technology operations and some of the most important IT users at our colleges.



Keynote Speaker Deb Newberry will talk about the impact of nanotechnology, not only on science and technology curriculum, but also on higher education in general. Deb leads the Nanoscience program at Dakota County Technical College in Minnesota and is the coauthor of the book *The Next Big Thing is Really Small*.

Nearly 30 breakout sessions will feature presentations from community college colleagues and other experts from higher education and industry. Topics range from network security to national technology

benchmarks to the effective utilization of the latest business applications for higher education.

CENIC staff members will talk about coming developments in the California K-20 Internet and beyond. Chancellor's Office staff will be on hand to talk about the latest developments in CalMIS reporting. Dozens of vendors will attend, featuring some of the most advanced technology products available to higher education.

Breakout session topics include the following examples:

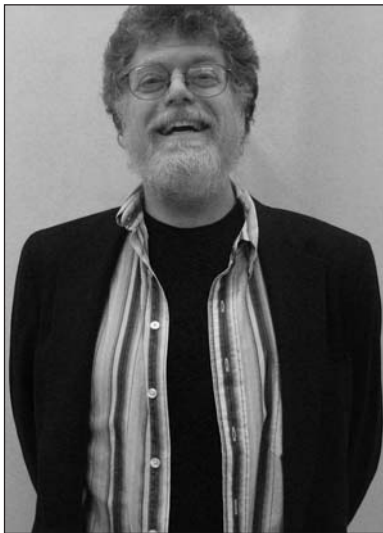
- *Accountability in the Community Colleges: Like Dancing on the Head of a Pin
- *Regional Conversation among Practitioners on the Assessment of Learning
- *Basic Skills Research across the State: Findings, Implications and the Future
- *Impact of Student Registration Behavior on Academic Performance
- *FINALLY! A Process for "Linking Planning to Budgeting" that Works!
- *Integrating College-wide Planning using a Web-based Process
- *Oxnard College Project
- *Center for Student Success Update



*Watch for more conference details and
registration information at*

www.CISOA.org

Faces of Technology



Bob N. Grill; Cousin Bob: CIS Instructor, ASCCC Executive, SAC-TTAC-DETAC Member

Empowering California's Students Through Technology

Bob N. Grill has dedicated more than 20 years of his life to teaching and advocating technology in the California Community Colleges.

Bob has been an instructor at the College of Alameda in the Peralta Community College District since 1981. He teaches Computer Information Systems courses, including Introduction to Computer Information Systems, offered as a four-unit online class.

Throughout his teaching career, Bob has been an active and dedicated union member. Since 1981, he has been a member of Peralta's Federation of Teachers, serving as its president from 1995-1999. He is also a member and former chair of the California Federation of Teachers' Technology Committee.

Bob has also been an active and dedicated political representative, participating in both the College of Alameda Academic Senate and the Peralta Community College District Academic Senate.

Currently, he is a member of the Executive Committee of the statewide Academic Senate for California Community Colleges, where he serves as a North Representative and chairs the Technology Committee. The Senate's Technology Committee has the responsibility of considering issues surrounding existing and emerging technologies and the implications for teaching and learning.

Bob also represents faculty at the consultation level with the California Community Colleges Chancellor's Office. He is a member of the Telecommunications and Technology Advisory Committee, the Systemwide Architecture Committee and the Distance Education Technical Advisory Committee. These three committees take a systemwide approach to

technology and learning, analyzing usage and effect from the perspective of the California Community Colleges as a whole rather than from an individual college or district perspective.

Some people pursue teaching and service for various, sometimes complex

reasons. For Bob it's simple. "Everything that we do is for the student," he said in an interview at his office at the College of Alameda. "Technology is a tool, and a powerful one. Like all tools, it can be used for right or wrong. I want to do what I can to make sure it is used for the good."

Bob shared an experience that highlighted the power of technology in the learning environment. One of his students had been injured in a serious accident that left the student quadriplegic. When Bob first met him, the student, unaware of the assistance available through Disabled Students Programs and Services, was struggling to use a computer in a lab. They began to work together, and through technology-assisted learning and hard work, the student completed his AS degree at the College of Alameda.

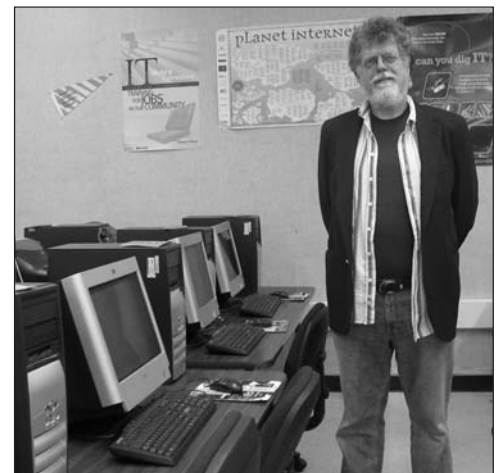
After leaving the College of Alameda, the student continued his education. He received a Bachelor's degree and became an excellent programmer. "Through technology, the world has opened up in front of him," Bob said.

That student nominated Bob for *Who's Who Among America's Teachers* and Bob's biography ran in the 2000 edition. The biography ran under the heading "Bob N. Grill," but it could have

been titled "Cousin Bob" without causing too much confusion. "Cousin Bob" is a persona, an instrument of pedagogy that allows Bob to get closer to his students.

Cousin Bob is playful and unconventional, inclined to using fantastic props in the classroom. He is known to carry a huge flail into the room on the first day of class, and drop it with Vaudevillian clamor on his desk to gain the attention of every student present. When teaching a particularly "hot" subject, Cousin Bob sometimes uses a teacher's edition textbook that actually bursts with flame when opened.

To illustrate proper cellular phone etiquette for the classroom, Cousin Bob is known to react to the ring of his own phone by pulling it from his pocket and smashing it to bits with a hammer. Of course, when he reaches into his pocket he turns off the ring of his real phone and withdraws a fake, but his ruse leaves a lasting impression on his, presumably wide-eyed, students.



Bob in the laboratory, College of Alameda, 2005.





Then there is Cousin Bob's trademark: mismatched, colorful Converse All-Stars shoes. This unusual style began when Bob's daughter was three. One morning while helping him get dressed, she matched his red and yellow tie to a pair of Converse, one red and one yellow.

Bob found that the students in his night classes, often tired when they arrived, were refreshed by the unusual style. The shoes became part of the Cousin Bob persona. "At first I got teased because my shoes didn't match," Bob said. "Now I get teased if they do match."

Aside from the pure fun of it, the Cousin Bob persona is an instrument of pedagogy intended to change the student-teacher dynamic. Bob sees learning as a journey that the teacher and the student take together. Cousin Bob is approachable, a persona designed to foster a peer-to-peer relationship rather than the traditional teacher-student hierarchy. He helps students assert their own intellects, to become more willing to challenge ideas, and, thus, to learn more.

It works. Bob has received national recognition for his teaching. In 1993, he received an Excellence in Teaching Award from the National Institute for Staff & Organizational Development. Excellence in Teaching Awards are offered to recognize a college's most outstanding faculty and staff.

Bob was born in Jersey City, New Jersey and grew up on the East Coast. After high school, he was accepted to the prestigious Stevens Institute of Technology one of the leading technological universities in the country. Bob enrolled at Stevens, but he found the institute's curriculum, with its narrow focus on technical engineering, too limiting.

He transferred to Ohio University where, in 1973, his diversified studies yielded a Bachelor of General Studies with four Areas of Concentration: Physics, Television Production, Mathematics, and Psychology.

After college, Bob took a job as Assistant Lab Manager of Penn State's Computer Assisted Learning Lab. The mobile lab came out west to Oakland for a few months and when it left, Bob stayed. He has been in the Bay Area ever since.

Aside from his love of teaching and technology, Bob has another passionate pursuit: art. "If I wasn't doing this thing that I love so much, teaching," Bob said, "I would probably be enrolled full-time at The Crucible in Oakland, doing art and working on design projects."

The Crucible is a non-profit, arts education center in Oakland with the stated purpose of fostering a collaboration of arts, industry, and community.

For one project Bob invented a "Fish Bridge" that allows his tropical fish to swim back and forth between tanks. Bob is currently developing a jacket with a back panel animated with electroluminescent wire, an optical wire capable of being programmed with patterns and colors. The animation is of a dragon in flight that lands and breathes fire at the viewer.



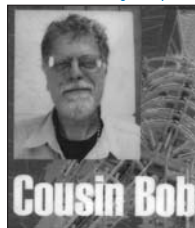
Bob's domestic partner of 11 years, Diane Tomkins, left, and his daughter Esta, front.

The jacket is sure to pop a few retinas when Bob wears it at Burning Man 2005. Burning Man is "an annual experiment in temporary community dedicated to radical self-expression and radical self-reliance" held the week prior to and including Labor Day weekend in the Black Rock Desert north of Reno. Bob has attended Burning Man for several years, and he is responsible for the Blue Oasis Theater, which shows movies on a large screen, outdoors beneath the desert sky.

Bob lives in Berkeley with his domestic partner, Diane Tomkins. They recently celebrated an eleven-year anniversary. He also has an 18-year old daughter, Esta, whom he described as the best thing that has ever happened to him. "She's my daughter, so I love her. But even more, I really like the person that she has become: her personality and her values." Esta is a freshman at the University of California, Santa Barbara. < >



Bob's 2003 Burning Man picture.



After a gastric bypass surgery and losing 150 pounds, Bob's 2004 Burning Man picture.

"Faces of Technology" is a regular feature of TechEDge newsletter. Each issue it will highlight an individual making contributions to technology in the California Community Colleges.

Academic Senate for California Community Colleges

ASCCC represents the faculty of the community colleges, ensuring effective participation in the formation of statewide policies on academic and professional matters. ASCCC strengthens and supports the local academic senates of the 109 California Community Colleges. <http://www.academicssenate.cc.ca.us>

Academic Senate CCC Technology Committee

The Technology Committee has the responsibility of considering issues surrounding existing and emerging technologies and the implications for teaching and learning. It has additional responsibilities for making recommendations to the ASCCC Executive Committee on such technologies and implications for the Academic Senate in fulfilling its communication and representative responsibilities.

<http://www.academicssenate.cc.ca.us/ExecCom/Committees/TechCmte.htm>

Academic Senate CCC Publications

The ASCCC has published numerous position and research papers, including works on Distance Learning and Library and Learning Resources. A complete, searchable archive is available at the ASCCC Web site.

<http://www.academicssenate.cc.ca.us/Publications/Publications.htm>

The Impact of Computer Technology on Student Access and Success in the California Community Colleges (2003)

<http://www.academicssenate.cc.ca.us/Publications/Papers/DigitalDivide.htm>

2005 MIS Training Schedule: Continued from page 1 >>

District Data Submission Training - April 13

This training will address preparing, submitting and evaluating term-end, annual and staff MIS data. Each training session will be limited to 12 participants. Personnel responsible for submitting term, annual and employee data to the Chancellor's Office should attend. This training was also offered on February 9.

Topics: *Reference tools (User's Guide, DED, Syntactical/Referential Rules)

- *How to use the pre-submission syntactical edit programs
- *File formats, including the TX file
- *Evaluation tools
- *Submitting data using the Test and Production sites
- *Checking the status of your submission
- *Common errors

Using Referential Data Files - March 8, March 29, April 28 and May 18

The training will concentrate on the referential data files, which are an exact copy of the data loaded to the Chancellor's Office database. Each training session will be limited to 12 participants to allow for individualized instruction. MIS/Research/Other personnel responsible for generating management reports using MIS data should attend.

Topics: *File Layout

- *Derived Data Elements
- *Hands-on loading of your data to a Microsoft Access database
- *Using BRIO or Microsoft Access to reproduce the Chancellor's Office Data Mart
- *Methodology for Chancellor's Office Data Mart
- *Maintaining your "referential database"

Chancellor's Office MIS Web site - Gateway to Data Information - May 5

The workshop will be your guide to the vast amount of data information available on the Chancellor's Office MIS website. The focus will be data quality. The emphasis of the training will be data quality. Discussion on the use of various evaluation tools to assist the districts in answering the question: Does the Chancellor's Office MIS Database accurately reflect the activity at my district? Each training session will be limited to 12 participants to allow for individualized instruction. Personnel interested in the quality of the data should attend. This training was also offered on February 24.

Topics: *Chancellor's Office Data Mart *Analysis Reports *Annual Headcount *IPEDS COOL
*Student Right to Know *VTEA Core Indicator Reports *Partnership for Excellence

Annual Data Submission Training - June 8, June 23, July 12, July 28 and August 11

This training will concentrate on Financial Aid, Program Awards and Assessment data. The emphasis of the training will be data quality. Discussion on the use of various evaluation tools to assist the districts in answering the question: Does the Chancellor's Office MIS Database accurately reflect the activity at my district? Each training session will be limited to 20 participants to allow for individualized instruction. Personnel responsible for preparing/submitted financial aid, program awards and assessment data to the Chancellor's Office should attend, as well as personnel responsible for the quality of the data, i.e., Financial Aid Directors, Student Services, IPEDS Coordinators and Instructional Office staff.

Topics: *Annual Data: Domain, Elements *Taking full advantage of the test site
*Common coding errors *Methodology and Evaluation Tools for BOGW Administrative Funding, IPEDS Survey, VTEA allocation, VTEA Core Indicators, PFE Reporting, and the Chancellor's Office Data Mart

Employee Data Submission Training - August 30, September 14, September 29, October 5 and October 20

The focus of the training is employee data submissions for term end and Fall Collection. The emphasis of the training will be data quality. Discussion on the use of various evaluation tools to assist the districts in answering the question: Does the Chancellor's Office MIS Database accurately reflect the activity at my district? Each training session will be limited to 20 participants to allow for individualized instruction. Personnel responsible for submitting employee data to the Chancellor's Office should attend, as well as personnel responsible for the quality of the data, i.e., Human Resources, IPEDS Coordinators, Business Office and Instructional Office staff.

Topics: *Employee Data: Domain, Elements *Common coding errors
*Methodology and Evaluation Tools for: Full-time Faculty Obligation, IPEDS Winter Survey, Staffing Reports, XE/EB Reporting, and the Chancellor's Office Data Mart

For more information about MIS Data Trainings, Data Submission and the Data Mart, please visit the CCCC MIS Web site at <http://www.cccc.edu/divisions/tris/mis.htm>

CCC Live Caption Continued from page 1 >>

The program continues to provide funding for captioning of live distance education courses. In addition, CLDEP funds can now be used for equipment expenses, as well as providing captioning for off-line, closed captioning of distance education courses. While the grant amendment expands the use of funding, funds will be distributed according to a four-tier priority.

Captioning of real-time, synchronous distance education telecourses has first priority. Captioning of live video streaming and live web casts has second priority. The third priority will be the funding of equipment necessary to provide captioning of distance education courses. Asynchronous, off-line closed captioning is the fourth priority.

Another significant change implemented is the way services are reimbursed. The Butte-Glenn Community College district in conjunction with the Foundation for California Community Colleges released a

Priority of Funding Through the Captioning of Live Distance Education Program:
Priority 1: Captioning of real-time, synchronous distance education telecourses
Priority 2: Live video-streaming and live webcasts
Priority 3: Equipment needs for captioning of distance education courses
Priority 4: Off-line, asynchronous captioning of distance education courses

Request For Bid in the spring of 2004 and established a Statewide Agreement with two captioning vendors, National Captioning Institute and Rapid Text. The purpose of this agreement is to assist campuses in completing captioning and allow the colleges to pay the cost up front for captioning services.

The agreement with the vendors allows the services to be rendered and the vendor to bill the Foundation CCC directly. The Foundation CCC is preparing to release another Request for Bid for the equipment and off-line, closed captioning services that have been added to this grant by request of the Chancellor's Office. Results of the bidding should be completed by May of this year.

The Application Process:
Approval for services to campuses is contingent on the completion of an

application and meeting the program's specified criteria allowed for in this process. The application form and details for completing and submitting the application can be obtained at www.cclivecaption.com

Additional information about funding is available through CLDEP by visiting the Web site at www.cclivecaption.com

How Do I Sign? : Electronic vs. Digital Signatures for Online Verification

Guest Opinion by Tish McNamara, Project Manager, CCCApply: CCC Online Application Center

Supposedly, the E-SIGN Act, signed June 2000 (in ink), made it possible to sign any online document with ease. So why aren't all the online transactions among the California Community Colleges using electronic signatures — especially those applications for admission being submitted by more than a million people a year?

E-SIGN is a federal act. It's up to each state to adopt its own laws and regulations, which are often more specific and restrictive. For public agencies in California only digital certificate signatures, based on PKI — Public Key Infrastructure, and digital dynamics technologies, based on handwriting, are sanctioned for transactions requiring a high level of verifiability. Other forms of electronic signing — like typing in your name and checking a box to acknowledge that you are liable for and not committing fraud — are not acceptable.

Sections 70901.1, 54010 and 54300 in particular specify these "digital signature" technologies for residency certification. Since residency

questions are integral to admissions applications for the California Community Colleges, these applications are prevented from relying on more general "electronic signatures".

Unfortunately, digital signature technologies have proven too costly and complex for practical use by a large public like the three million students attending California Community Colleges. The University of California has worked for more than four years to make digital signatures available to its population of students and has not yet found it practical. At the same time, a growing body of experience with other forms of electronic signatures may prove them sufficient. Thus, the CCC Chancellor's Office is currently spearheading an effort to broaden the state specification of digital signatures to electronic signatures. < >



CCCApply is the online doorway to the California Community Colleges. More information is available from the Web site at CCCApply.org.

or contacting Patty Davis, Program Administrator at pdavis@cccnex.net or (530) 895-2887. < >

Documentation submitted for CLDEP reimbursement should include, but is not limited to:

- a. Distance Education Captioning Application completely filled out and signed.
- b. Supporting invoice or quote from captioning/equipment vendor.
- c. Copy of course schedule showing distance education classes to be captioned.
- d. Distance education equipment request, including a description and what equipment will be used for.
- e. Information on courses/videos to be close captioned, including title and minutes of course/video. It is the college's responsibility to receive permission to caption.
- f. Off-line captioning requests must provide funding amounts already received/spent in FY 2003-04 and 2004-05. Your district must have exhausted all funding for closed captioning each year.

www.ccclivecaption.com.

Save the Date!

@ONE 2005 Summer Institute

Featuring courses for faculty, staff, and IT professionals on topics such as PowerPoint, digital photography, web-enhanced instruction, supporting Windows XP, and network technology.

Northern California: Ohlone College in Fremont ~ June 6-8
Southern California: San Bernardino Community College District
~ June 14-16

Full registration details and course listings available in late February 2005 on the @ONE website:

www.@ONE.org.

TechEDge

California Community Colleges
Leading Technology in Education

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