

2009 Mississippi Curriculum Framework

Postsecondary Court Reporting Technology

(Program CIP: 22.0303 – Court Reporting/Court Reporter)

Direct inquiries to

Shawn Mackey, EdD
 Director for Career and Technical Education
 State Board for Community and Junior Colleges
 3825 Ridgewood Road
 Jackson, MS 39211
 (601) 432-6518
smackey@sbcjc.cc.ms.us

Jo Ann Watts
 Instructional Design Specialist
 Research and Curriculum Unit
 P.O. Drawer DX
 Mississippi State, MS 39762
 (662) 325-2510
jo.watts@rcu.msstate.edu

Additional copies

Research and Curriculum Unit for Workforce Development
 Vocational and Technical Education
 Attention: Reference Room and Media Center Coordinator
 P.O. Drawer DX
 Mississippi State, MS 39762
<http://cia.rcu.msstate.edu/curriculum/download.asp>
 (662) 325-2510

Published by

Office of Vocational Education and Workforce Development
 Mississippi Department of Education
 Jackson, MS 39205

Research and Curriculum Unit for Workforce Development
 Vocational and Technical Education
 Mississippi State University
 Mississippi State, MS 39762

Jo Ann Watts, Author
 Jolanda Harris, Educational Technologist
 Robin Parker, EdD, Curriculum Coordinator
 Johnny Jones, Digital Print Specialist
 Louis Randle, Binding Specialist
 Kelly Agee, Editor

The Mississippi Department of Education, Office of Vocational Education and Workforce Development does not discriminate on the basis of race, color, religion, national origin, sex, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the non-discrimination policies of the Mississippi Department of Education: Director, Office of Human Resources, Mississippi Department of Education, 359 North West Street, Suite 359, Jackson, MS 39201, (601) 359-3511.

Acknowledgments

Writing Team	Geanell Adams, RPR, CSR, CRI, CP, Hinds Community College, Raymond, MS
Professional Curriculum Advisory Team	Hinds Community College Court Reporting Technology Advisory Team

Standards in this document are based on information from the following organizations:

Standards Based on Student Outcomes Specified by the National Court Reporters Association Council on Approved Education	The National Court Reporters Association materials used with permission. © 2007 National Court Reporters Association, (800) 272-6272. All rights reserved. Permission does not constitute an endorsement by NCRA.
Related Academic Standards	CTB/McGraw-Hill LLC. (1994). <i>Tests of adult basic education, forms 7 and 8</i> . Monterey, CA: Author. Reproduced with permission of CTB/McGraw-Hill LLC. TABE is a registered trademark of The McGraw-Hill Companies, Inc. Copyright © 1994 by CTB/McGraw-Hill LLC. Reproduction of this material is permitted for educational purposes only.
21st Century Skills	Reproduced with permission of the Partnership for 21st Century Skills. Further information may be found at www.21stcenturyskills.org .
National Educational Technology Standards for Students	Reprinted with permission from <i>National Educational Technology Standards for Students: Connecting Curriculum and Technology</i> , copyright © 2000, ISTE (International Society for Technology in Education), 1.800.336.5191 (U.S. and Canada) or 1.541.302.3777 (International), iste@iste.org , www.iste.org . All rights reserved. Permission does not constitute an endorsement by ISTE.

Preface

Postsecondary Court Reporting Technology Research Synopsis

Articles, books, Web sites, and other materials listed at the end of each course were considered during the revision process. The Federal Communications Commission and National Court Reporters Association Web sites were especially useful in providing insight into trends and issues in the field. These references are suggested for use by instructors and students during the study of the topics outlined.

Industry advisory team members from colleges throughout the state were asked to give input related to changes to be made to the curriculum framework. Specific comments about soft skills relate the need for ethics, communication skills, and human relations skills. Occupation-specific skills stated include realtime theory, formatting, and transcription speed.

Instructors from colleges throughout the state were also asked to give input on changes to be made to the curriculum framework. Specific comments related to this program include statements from Advisory Committee members including the need for additional practice for the purpose of speed building. Changes suggested for the curriculum included the need for three program options including CART, Captioning, and Judicial Reporting.

Curriculum

The following national standards were referenced in each course of the curriculum:

- CTB/McGraw-Hill LLC *Tests of Adult Basic Education, Forms 7 and 8* Academic Standards
- 21st Century Skills
- National Educational Technology Standards for Students
- Standards Based on Student Outcomes Specified by the NCRA Council on Approved Education

Industry and instructor comments, along with current research, were considered by the curriculum revision team during the revision process; and changes were made as needed and appropriate. Many of the skills and topics noted in the research were already included in the curriculum framework. Specific changes made to the curriculum at the August 6–7, 2008 curriculum revision meeting include the following:

- Competencies and objectives were reviewed to ensure accuracy and appropriateness.
- The individual court reporting courses in the state curriculum framework were revised to align with NCRA guidelines.
- Courses for Court Reporting English and Grammar and a Scopes Certificate were added.
- The Recommended Tools and Equipment list was updated.

Assessment

Students will be assessed using the Postsecondary Court Reporting Technology MS-CPAS2 test.

Professional Learning

It is suggested that instructors participate in professional learning related to the following concepts:

- Blackboard training – To learn more about Blackboard training, please go to <https://cia.rcu.msstate.edu/OnlinePD/>.
- For the latest in online and yearly Connect training provided by the RCU, please go to <http://info.rcu.msstate.edu/>.

Foreword

As the world economy continues to evolve, businesses and industries must adopt new practices and processes in order to survive. Quality and cost control, work teams and participatory management, and an infusion of technology are transforming the way people work and do business. Employees are now expected to read, write, and communicate effectively; think creatively, solve problems, and make decisions; and interact with each other and the technologies in the workplace. Vocational–technical programs must also adopt these practices in order to provide graduates who can enter and advance in the changing work world.

The curriculum framework in this document reflects these changes in the workplace and a number of other factors that impact local vocational–technical programs. Federal and state legislation calls for articulation between high school and community college programs, integration of academic and vocational skills, and the development of sequential courses of study that provide students with the optimum educational path for achieving successful employment. National skills standards, developed by industry groups and sponsored by the U.S. Department of Education and Labor, provide vocational educators with the expectations of employers across the United States. All of these factors are reflected in the framework found in this document.

Referenced throughout the courses of the curriculum are the 21st Century Skills, which were developed by the Partnership for 21st Century Skills, a group of business and education organizations concerned about the gap between the knowledge and skills learned in school and those needed in communities and the workplace. A portion of the 21st Century Skills addresses learning skills needed in the 21st century, including information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills. The need for these types of skills has been recognized for some time, and the 21st Century Skills are adapted in part from the 1991 report from the U.S. Secretary of Labor’s Commission on Achieving Necessary Skills (SCANS). Another important aspect of learning and working in the 21st century involves technology skills; the International Society for Technology in Education, developers of the National Educational Technology Standards (NETS), was a strategic partner in the Partnership for 21st Century Skills.

Each postsecondary program of instruction consists of a program description and a suggested sequence of courses that focus on the development of occupational competencies. Each vocational–technical course in this sequence has been written using a common format that includes the following components:

- Course Name – A common name that will be used by all community and junior colleges in reporting students
- Course Abbreviation – A common abbreviation that will be used by all community and junior colleges in reporting students
- Classification – Courses may be classified as the following:
 - Vocational–technical core – A required vocational– technical course for all students

- Area of concentration (AOC) core – A course required in an area of concentration of a cluster of programs
 - Vocational– technical elective – An elective vocational– technical course
 - Related academic course – An academic course that provides academic skills and knowledge directly related to the program area
 - Academic core – An academic course that is required as part of the requirements for an associate’s degree
- Description – A short narrative that includes the major purpose(s) of the course and the recommended number of hours of lecture and laboratory activities to be conducted each week during a regular semester
 - Prerequisites – A listing of any courses that must be taken prior to or on enrollment in the course
 - Corequisites – A listing of courses that may be taken while enrolled in the course
 - Competencies and Suggested Objectives – A listing of the competencies (major concepts and performances) and of the suggested student objectives that will enable students to demonstrate mastery of these competencies

The following guidelines were used in developing the program(s) in this document and should be considered in compiling and revising course syllabi and daily lesson plans at the local level:

- The content of the courses in this document reflects approximately 75% of the time allocated to each course. The remaining 25% of each course should be developed at the local district level and may reflect the following:
 - Additional competencies and objectives within the course related to topics not found in the state framework, including activities related to specific needs of industries in the junior or community college district
 - Activities that develop a higher level of mastery on the existing competencies and suggested objectives
 - Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed or revised
 - Activities that implement components of the Mississippi Tech Prep initiative, including integration of academic and vocational–technical skills and coursework, school-to-work transition activities, and articulation of secondary and postsecondary vocational–technical programs
 - Individualized learning activities, including work site learning activities, to better prepare individuals in the courses for their chosen occupational areas
- Sequencing of the course within a program is left to the discretion of the local district. Naturally, foundation courses related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other courses related to specific skill areas and related academics, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors.

- Programs that offer an Associate of Applied Science degree must include a minimum 15-semester-credit-hour academic core. Specific courses to be taken within this core are to be determined by the local district. Minimum academic core courses are as follows:
 - 3 semester credit hours Math/Science Elective
 - 3 semester credit hours Written Communications Elective
 - 3 semester credit hours Oral Communications Elective
 - 3 semester credit hours Humanities/Fine Arts Elective
 - 3 semester credit hours Social/Behavioral Science Elective

It is recommended that courses in the academic core be spaced out over the entire length of the program so that students complete some academic and vocational–technical courses each semester. Each community or junior college has the discretion to select the actual courses that are required to meet this academic core requirement.

- In instances where secondary programs are directly related to community and junior college programs, competencies and suggested objectives from the high school programs are listed as baseline competencies. These competencies and objectives reflect skills and knowledge that are directly related to the community and junior college vocational–technical program. In adopting the curriculum framework, each community and junior college is asked to give assurances that:
 - Students who can demonstrate mastery of the baseline competencies do not receive duplicate instruction and
 - Students who cannot demonstrate mastery of this content will be given the opportunity to do so.
- The roles of the baseline competencies are to:
 - Assist community and junior college personnel in developing articulation agreements with high schools and
 - Ensure that all community and junior college courses provide a higher level of instruction than their secondary counterparts.
- The baseline competencies may be taught as special introduction courses for 3–6 semester hours of institutional credit that will not count toward associate’s degree requirements. Community and junior colleges may choose to integrate the baseline competencies into ongoing courses in lieu of offering the introduction courses or may offer the competencies through special projects or individualized instruction methods.
- Technical elective courses have been included to allow community colleges and students to customize programs to meet the needs of industries and employers in their areas.

In order to provide flexibility within the districts, individual courses within a framework may be customized by:

- Adding new competencies and suggested objectives;
- Revising or extending the suggested objectives for individual competencies;
- Integrating baseline competencies from associated high school programs; and

- Adjusting the semester credit hours of a course to be up 1 hour or down 1 hour (after informing the State Board for Community and Junior Colleges [SBCJC] of the change).

In addition, the curriculum framework as a whole may be customized by:

- Resequencing courses within the suggested course sequence;
- Developing and adding a new course that meets specific needs of industries and other clients in the community or junior college district (with SBCJC approval); and
- Utilizing the technical elective options in many of the curricula to customize programs.

SEC Program	PS Program	PS Courses
S Business & Computer Technology (CIP 52.0407)	PS Court Reporting Tech (CIP 22.0303)	BOT 1313 - Applied Business Math

Table of Contents

Acknowledgments.....	2
Foreword.....	5
Program Description.....	10
Suggested Course Sequences.....	11
Court Reporting Courses.....	18
Stenotype Machine Shorthand I.....	18
Stenotype Machine Shorthand II.....	20
Speed Building I.....	22
Speed Building II.....	24
Court Reporting Procedures.....	26
Court Reporting English and Grammar.....	30
Stenotype Machine Shorthand III.....	33
Stenotype Machine Shorthand IV.....	36
Speed Building III.....	39
Speed Building IV.....	41
Judicial Reporting Technology.....	43
Judicial Dictionary Development.....	47
CART I.....	49
CART II.....	52
CART Technology.....	55
CART Dictionary Development.....	57
Captioning I.....	60
Captioning II.....	64
Captioning Technology.....	67
Captioning Dictionary Development.....	69
Internship for Judicial Reporters.....	72
Internship for CART.....	75
Internship for Captioning.....	77
Recommended Tools and Equipment.....	79
Student Competency Profile for Court Reporting Technology Judicial Reporting Option.....	81
Student Competency Profile for Court Reporting Technology CART Option.....	85
Student Competency Profile for Court Reporting Technology Captioning Option.....	89
Appendix A: Standards Based on the Student Outcomes.....	92
Appendix B: Related Academic Standards.....	96
Appendix C: 21st Century Skills.....	97
Appendix D: National Educational Technology Standards for Students.....	99

Program Description

The Court Reporting Technology program includes a basic core of courses designed to prepare a student for entry-level employment as an official and/or freelance judicial reporter, Communication Access Realtime Translation (CART) provider, or captioner. Students enrolled in this program can prepare for one of the following reporting options:

- Judicial Reporting
- CART
- Captioning
- Scoping Certificate

Court Reporting Technology is a 2-year program of study that requires courses in the career-technical core, designated areas of concentration, and the academic core. The Associate of Applied Science degree is earned upon successful completion of the Judicial Reporting, CART, or Captioning curriculum.

The Judicial Reporting program provides training for official and freelance reporters.

The CART program of study prepares students for the position of CART provider for persons with hearing impairments and other disabilities.

The Captioning program of study prepares students to provide captioning services for live television broadcasts and other programs.

The Scoping Certificate option prepares students to provide editing and transcription services for judicial reporting.

This framework is based on student outcomes specified in the General Requirements and Minimum Standards published by the National Court Reporters Association Council on Approved Education. Additional research data used in the development of this publication were collected from a review of related literature and from surveys of local experts in business, industry, and education.

Industry standards are based on the National Court Reporters Association Council on Approved Education.

Articulation

Articulation credit from Secondary Business and Computer Technology to Postsecondary Court Reporting Technology will be awarded upon implementation of this curriculum by the college. The course to be articulated includes Applied Business Math (BOT 1313), with the stipulation of passing the MS-CPAS2 according to SBCJC guidelines.

SEC Program	PS Program	PS Courses
S Business & Computer Technology (CIP 52.0407)	PS Court Reporting Tech (CIP 22.0303)	BOT 1313 - Applied Business Math

Suggested Course Sequence*
Court Reporting Technology
Judicial Reporting Option**
2-Year Associate's Degree

FIRST YEAR

4 sch Stenotype Machine Shorthand I (CRT 1114) 3 sch Introduction to Law (LET 1113) 3 sch Applied Business Math (BOT 1313) 3 sch Mechanics of Communication (BOT 1713) 3 sch Speed Building I (CRT 1133)	3 sch Document Formatting (BOT 1113)*** 3 sch Stenotype Machine Shorthand II (CRT 1123) 3 sch Medical Office Terminology I (BOT 1613) 3 sch Speed Building II (CRT 1143) 3 sch Written Communications Elective
16 sch	15 sch

SUMMER SESSION

First Term

3–4 sch Math/Science Elective
 3 sch Court Reporting English and Grammar
(CRT 1173)

6–7 sch

Second Term

3 sch Social/Behavioral Science Elective
 3 sch Oral Communications Elective

6 sch

SECOND YEAR

4 sch Stenotype Machine Shorthand III (CRT 2114) 2 sch Judicial Reporting Technology (CRT 2162) 3 sch Speed Building III (CRT 2133) 3 sch Medical Office Terminology II (BOT 1623) 4 sch Court Reporting Procedures (CRT 1154)	4 sch Stenotype Machine Shorthand IV (CRT 2124) 4 sch Speed Building IV (CRT 2144) 2 sch Judicial Dictionary Development (CRT 2172) 1 sch Internship for Judicial Reporters (CRT 2911) 3 sch Humanities/Fine Arts Elective
16 sch	14 sch

- * Students who lack entry-level skills in math, English, science, and so forth will be provided related studies.
- ** Total hours required for completion of this program may be reduced through articulation agreements with local high schools or vocational centers. Local demands for note-taking skills may be implemented through Continuing Education, Adult Education, and Industry Services.
- *** Prior to enrollment in Document Formatting and Production (BOT 1113), students will be required to key straight-copy material at a minimum of 35 GWPM, on a 5-minute timed writing, with a maximum of one error per minute. Students who do not demonstrate this level of proficiency will be required to enroll in Introduction to Keyboarding (BOT 1013).

Suggested Course Sequence*
Court Reporting Technology
CART Option**
2-Year Associate's Degree

FIRST YEAR

4 sch Stenotype Machine Shorthand I (CRT 1114) 3 sch Introduction to Law (LET 1113) 3 sch Applied Business Math (BOT 1313) 3 sch Mechanics of Communication (BOT 1713) 3 sch Speed Building I (CRT 1133)	3 sch Document Formatting (BOT 1113)*** 3 sch Stenotype Machine Shorthand II (CRT 1123) 3 sch Medical Office Terminology I (BOT 1613) 3 sch Speed Building II (CRT 1143) 3 sch Written Communications Elective
16 sch	15 sch

SUMMER SESSION

First Term

3–4 sch Math/Science Elective	3 sch Social/Behavioral Science Elective
3 sch Court Reporting English and Grammar (CRT 1173)	3 sch Oral Communications Elective
6–7 sch	6 sch

Second Term

SECOND YEAR

4 sch CART I (CRT 2514) 2 sch CART Technology (CRT 2562) 3 sch Speed Building III (CRT 2133) 3 sch Foundations of Deafness (IDT 1143) 1 sch Fingerspelling (IDT 1131) 4 sch Court Reporting Procedures (CRT 1154)	4 sch Speed Building IV (CRT 2144) 4 sch CART II (CRT 2524) 2 sch CART Dictionary Development (CRT 2572) 1 sch Internship for CART (CRT 2921) 3 sch Humanities/Fine Arts Elective
17 sch	14 sch

- * Students who lack entry-level skills in math, English, science, and so forth will be provided related studies.
- ** Total hours required for completion of this program may be reduced through articulation agreements with local high schools or vocational centers. Local demands for note-taking skills may be implemented through Continuing Education, Adult Education, and Industry Services.
- *** Prior to enrollment in Document Formatting and Production (BOT 1113), students will be required to key straight-copy material at a minimum of 35 GWPM, on a 5-minute timed writing, with a maximum of one error per minute. Students who do not demonstrate this level of proficiency will be required to enroll in Introduction to Keyboarding (BOT 1013).

Suggested Course Sequence*
Court Reporting Technology
Captioning Option**
2-Year Associate's Degree

FIRST YEAR

4 sch Stenotype Machine Shorthand I (CRT 1114) 3 sch Introduction to Law (LET 1113) 3 sch Applied Business Math (BOT 1313) 3 sch Mechanics of Communication (BOT 1713) 3 sch Speed Building I (CRT 1133)	3 sch Document Formatting (BOT 1113)*** 3 sch Stenotype Machine Shorthand II (CRT 1123) 3 sch Medical Office Terminology I (BOT 1613) 3 sch Speed Building II (CRT 1143) 3 sch Written Communications Elective
16 sch	15 sch

SUMMER SESSION

First Term	Second Term
3–4 sch Math/Science Elective 3 sch Court Reporting English and Grammar (CRT 1173)	3 sch Social/Behavioral Science Elective 3 sch Oral Communications Elective
6–7 sch	6 sch

SECOND YEAR

4 sch Captioning I (CRT 2714) 2 sch Captioning Technology (CRT 2762) 3 sch Speed Building III (CRT 2133) 3 sch HIS, PSC, GEO Elective 4 sch Court Reporting Procedures (CRT 1154)	4 sch Speed Building IV (CRT 2144) 4 sch Captioning II (CRT 2724) 2 sch Captioning Dictionary Development (CRT 2772) 1 sch Internship for Captioning (CRT 2931) 3 sch Humanities/Fine Arts Elective
16 sch	14 sch

* Students who lack entry-level skills in math, English, science, and so forth will be provided related studies.

- ** Total hours required for completion of this program may be reduced through articulation agreements with local high schools or vocational centers. Local demands for note-taking skills may be implemented through Continuing Education, Adult Education, and Industry.
- *** Prior to enrollment in Document Formatting and Production (BOT 1113), students will be required to key straight-copy material at a minimum of 35 GWPM, on a 5-minute timed writing, with a maximum of one error per minute. Students who do not demonstrate this level of proficiency will be required to enroll in Introduction to Keyboarding (BOT 1013).

Suggested Course Sequence*
Court Reporting Technology
Scoping Certificate Option

FIRST YEAR

4 sch Stenotype Machine Shorthand I (CRT 1114) 3 sch Introduction to Law (LET 1113) 3 sch Applied Business Math (BOT 1313) 3 sch Mechanics of Communication (BOT 1713) 3 sch Speed Building I (CRT 1133) <hr style="width: 10%; margin-left: 0;"/> 16 sch	3 sch Document Formatting (BOT 1113)** 3 sch Stenotype Machine Shorthand II (CRT 1123) 3 sch Medical Office Terminology I (BOT 1613) 4 sch Court Reporting Procedures (CRT 1154) 3 sch English Composition (ENG 1113) <hr style="width: 10%; margin-left: 0;"/> 16 sch
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SUMMER SESSION

First Term

3 sch Court Reporting English and Grammar (CRT 1173) <hr style="width: 10%; margin-left: 0;"/> 3 sch

* Students who lack entry-level skills in math, English, science, and so forth will be provided related studies.

** Prior to enrollment in Document Formatting and Production (BOT 1113), students will be required to key straight-copy material at a minimum of 35 GWPM, on a 5-minute timed writing, with a maximum of one error per minute. Students who do not demonstrate this level of proficiency will be required to enroll in Introduction to Keyboarding (BOT 1013).

Court Reporting Courses

Course Name: Stenotype Machine Shorthand I

Course Abbreviation: CRT 1114

Classification: Vocational–Technical Core

Description: This course provides instruction in writing the spoken word with punctuation using a stenotype realtime translation theory to provide instantaneous English translation with speed and accuracy development. (4 sch: 2-hr lecture, 4-hr lab)

Prerequisite: None

Competencies and Suggested Objectives
1. Operate the stenotype machine by the touch method using a realtime theory to provide instantaneous, realtime translation, with special emphasis on dictionary building/management.
2. Read stenotype theory from printed material at the rate of up to 100 words per minute.
3. Take dictation on the stenotype machine at the rate of up to 100 words per minute.
4. Transcribe usable copy from dictated stenotype notes.

STANDARDS

Standards Based on Student Outcomes Specified by the NCRA Council on Approved Education

Judicial Option

- NCRA 1 Write a realtime translation theory system.
 NCRA 2 Read aloud from shorthand notes, quickly locating portions to be read, maintaining composure while reading, reading distinctly and with authority.

Captioning Option

- NCRA 21 Write a realtime theory.

Cart Option

- NCRA 30 Write a realtime theory.

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
 R2 Words in Context (same and opposite meaning)
 L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
 L2 Sentence Formation (fragments, run-on, clarity)
 L3 Paragraph Development (topic sentence, supporting sentence, sequence)
 L4 Capitalization (proper noun, titles)

Postsecondary Court Reporting Technology

- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

Copyright © 1994 by CTB/McGraw-Hill LLC

21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools

SUGGESTED REFERENCES

- Aurelio, S. J. (2003). *How to say it and write it correctly now*. Arlington, MA: Logophile Press.
- Bureau of Labor Statistics, U.S. Department of Labor. (n.d.). *Court reporters*. Retrieved July 11, 2005, from <http://www.bls.gov/oco/pdf/ocos152.pdf>
- Career Explorer (n.d.). *Job descriptions: Court reporting*. Retrieved July 11, 2005, from <http://careerexplorer.net/jobchoices/court.asp>
- Morson, L. I. (2002). *Morson's English guide for court reporters* (2nd ed.). New Egypt, NJ: Author.
- National Court Reporters Association. (n.d.). *The role of the court reporter in the legal system*. Retrieved July 11, 2005, from http://www.scopists.com/library/pro/cr_role.html
- Ritter, B. (2005). *StenEd realtime theory, volume I*. Melrose, FL: StenEd.

Course Name: Stenotype Machine Shorthand II

Course Abbreviation: CRT 1123

Classification: Vocational–Technical Core

Description: This course is a continuation of Stenotype Machine Shorthand I. Emphasis is placed on machine theory reinforcement, vocabulary, dictionary building, and speed development using carefully graded and timed practice material. (3 sch: 1-hr lecture, 4-hr lab)

Prerequisite: Stenotype Machine Shorthand I (CRT 1114)

Competencies and Suggested Objectives

1. Operate the stenotype machine by the touch method using a realtime theory to provide instantaneous, realtime translation, with special emphasis on dictionary building/management.
 - a. Develop, complete, and apply stenotype theory including brief forms and phrases.
 - b. Take dictation on the stenotype machine at the rate of up to 140 wpm.
 - c. Transcribe usable copy from dictated stenotype notes.

STANDARDS

Standards Based on Student Outcomes Specified by the NCRA Council on Approved Education

Judicial Option

- NCRA 1 Write a realtime translation theory system.
- NCRA 2 Read aloud from shorthand notes, quickly locating portions to be read, maintaining composure while reading, reading distinctly and with authority.

Captioning Option

- NCRA 21 Write a realtime theory.

Cart Option

- NCRA 30 Write a realtime theory.

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)

- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

Copyright © 1994 by CTB/McGraw-Hill LLC

21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools

SUGGESTED REFERENCES

- Aurelio, S. J. (2003). *How to say it and write it correctly now*. Arlington, MA: Logophile Press.
- Bureau of Labor Statistics, U.S. Department of Labor. (n.d.). *Court reporters*. Retrieved July 11, 2005, from <http://www.bls.gov/oco/pdf/ocos152.pdf>
- Career Explorer (n.d.). *Job descriptions: Court reporting*. Retrieved July 11, 2005, from <http://careereplorer.net/jobchoices/court.asp>
- Morson, L. I. (2002). *Morson's English guide for court reporters* (2nd ed.). New Egypt, NJ: Author.
- National Court Reporters Association. (n.d.). *The role of the court reporter in the legal system*. Retrieved July 11, 2005, from http://www.scopists.com/library/pro/cr_role.html
- Rhyne, P. (1997). *StenEd theory reinforcement takes*. Melrose, FL: StenEd.

Course Name: Speed Building I

Course Abbreviation: CRT 1133

Classification: Vocational–Technical Core

Description: This course is an initial course for building speed using the stenotype machine in taking dictation at speeds of 20–100 wpm through live, online, or electronic media not limited to two-voice and multi-voice testimony, literary, jury charge, and current events. Salable transcription of dictated material through stenotype notes is required. (3 sch: 2-hr lecture, 2-hr lab)

Prerequisite: NONE

Competencies and Suggested Objectives
1. Demonstrate mastery of stenotype theory and stenotype machine performance and increased speed of machine operation.
2. Develop word recognition and writing vocabulary.
3. Take dictation at the rate of up to 100 wpm for 5 minutes with 97% or better accuracy, and successfully produce a minimum of three salable transcripts of such takes consisting of literary, jury charge, and two-voice (Q&A) judicial reporting material.

STANDARDS

Standards Based on Student Outcomes Specified by the NCRA Council on Approved Education

Judicial Option

- NCRA 1 Write a realtime translation theory system.
 NCRA 2 Read aloud from shorthand notes, quickly locating portions to be read, maintaining composure while reading, reading distinctly and with authority.

Captioning Option

- NCRA 21 Write a realtime theory.

Cart Option

- NCRA 30 Write a realtime theory.

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
 R2 Words in Context (same and opposite meaning)
 L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
 L2 Sentence Formation (fragments, run-on, clarity)
 L3 Paragraph Development (topic sentence, supporting sentence, sequence)
 L4 Capitalization (proper noun, titles)

- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

Copyright © 1994 by CTB/McGraw-Hill LLC

21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools

SUGGESTED REFERENCES

Aurelio, S. J. (2003). *How to say it and write it correctly now*. Arlington, MA: Logophile Press.

Bureau of Labor Statistics, U.S. Department of Labor. (n.d.). *Court reporters*. Retrieved July 11, 2005, from <http://www.bls.gov/oco/pdf/ocos152.pdf>

Career Explorer (n.d.). *Job descriptions: Court reporting*. Retrieved July 11, 2005, from <http://careerexplorer.net/jobchoices/court.asp>

Morson, L. I. (2002). *Morson's English guide for court reporters* (2nd ed.). New Egypt, NJ: Author.

National Court Reporters Association. (n.d.). *The role of the court reporter in the legal system*. Retrieved July 11, 2005, from http://www.scopists.com/library/pro/cr_role.html

Computer Program

Realtime learning systems. *Realtime coach for schools*. www.learnrealtime.com.

Course Name: Speed Building II

Course Abbreviation: CRT 1143

Classification: Vocational–Technical Core

Description: This is a continuation course for building speed using the stenotype machine in taking dictation at speeds of 120–140 wpm through live, online, or electronic media not limited to two-voice and multi-voice testimony, literary, jury charge, and current events. Salable transcription of dictated material through stenotype notes is required. (3 sch: 2-hr lecture, 2-hr lab)

Prerequisite: Speed Building I (CRT 1133)

Competencies and Suggested Objectives	
1.	Demonstrate mastery of stenotype theory and stenotype machine performance and increased speed of machine operation.
2.	Develop word recognition and writing vocabulary.
3.	Take dictation at the rate of up to 140 wpm for 5 minutes with 97% or better accuracy, and successfully produce a minimum of three salable transcripts of such takes consisting of literary, jury charge, and two-voice (Q&A) judicial reporting material.

STANDARDS

Standards Based on Student Outcomes Specified by the NCRA Council on Approved Education

Judicial Option

- NCRA 1 Write a realtime translation theory system.
- NCRA 2 Read aloud from shorthand notes, quickly locating portions to be read, maintaining composure while reading, reading distinctly and with authority.

Captioning Option

- NCRA 21 Write a realtime theory.

Cart Option

- NCRA 30 Write a realtime theory.

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)

- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

Copyright © 1994 by CTB/McGraw-Hill LLC

21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools

SUGGESTED REFERENCES

Aurelio, S. J. (2003). *How to say it and write it correctly now*. Arlington, MA: Logophile Press.

Bureau of Labor Statistics, U.S. Department of Labor. (n.d.). *Court reporters*. Retrieved July 11, 2005, from <http://www.bls.gov/oco/pdf/ocos152.pdf>

Career Explorer (n.d.). *Job descriptions: Court reporting*. Retrieved July 11, 2005, from <http://careerexplorer.net/jobchoices/court.asp>

Morson, L. I. (2002). *Morson's English guide for court reporters* (2nd ed.). New Egypt, NJ: Author.

National Court Reporters Association. (n.d.). *The role of the court reporter in the legal system*. Retrieved July 11, 2005, from http://www.scopists.com/library/pro/cr_role.html

Computer Program

Realtime learning systems. *Realtime coach for schools*. www.learnrealtime.com.

Course Name: Court Reporting Procedures

Course Abbreviation: CRT 1154

Classification: Vocational–Technical Core

Description: This course is a study of the criminal and civil law process. The role of the reporter in trials, depositions, and congressional and administrative hearings; transcript preparation and formatting; proofreading; marking exhibits; indexing and storing notes; judicial and freelance reporting techniques; and proper use of library and reference materials; instruction in the National Court Reporters Association (NCRA) Code of Professional Ethics; and an introduction to captioning and Communication Access Realtime Translation (CART) are included. (4 sch: 2-hr lecture, 4-hr lab)

Prerequisite: Stenotype Machine Shorthand I (CRT 1114), Stenotype Machine Shorthand II (CRT 1123), Speed Building I (CRT 1133), and Speed Building II (CRT 1143)

Competencies and Suggested Objectives	
1.	Simulate the role of the realtime reporter in trials, depositions, and administrative hearings in performing the following functions: <ol style="list-style-type: none"> a. Administering an oath/affirmation b. Marking and handling exhibits c. Exercising responsibility for reporting the proceeding d. Indexing and storing notes e. Interrupting a speaker f. Obtaining spellings of proper names g. Identifying speakers in a multi-speaker situation h. Handling discussions off the record i. Indicating nonverbal actions j. Certifying questions k. Reporting interpreted proceedings l. Handling sidebar discussions m. Handling reading and signing of depositions n. Reporting and transcribing voir dire of the jury and witnesses and polling of the jury
2.	Demonstrate an awareness of all aspects of the court reporting profession and related job opportunities. <ol style="list-style-type: none"> a. Demonstrate professionalism in image, dress, and professional membership and activities. b. Develop a portfolio or résumé.
3.	Apply the NCRA Code of Professional Ethics in simulated situations and case studies.
4.	Identify the appropriate reference sources used in transcript preparation.

STANDARDS

Standards Based on Student Outcomes Specified by the NCRA Council on Approved Education

Judicial Option

- NCRA 10 Assume the role of the realtime reporter through simulated trials and depositions in performing the following functions:
- Administering an oath/affirmation
 - Marking and handling exhibits
 - Exercising responsibility for reporting the proceeding
 - Indexing and storing notes
 - Interrupting a speaker
 - Obtaining spellings of proper names
 - Identifying speakers in a multi-speaker situation
 - Handling discussions off the record and sidebar
 - Indicating nonverbal actions
 - Certifying questions
 - Reporting interpreted proceedings
 - Handling, reading, and signing depositions
- NCRA 11 Apply the NCRA Code of Professional Ethics in simulated situations and case studies.
- NCRA 12 Identify the appropriate reference sources used in transcript preparation.

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary–paraphrase, compare–contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact–opinion, predict outcomes, point of view)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

Copyright © 1994 by CTB/McGraw-Hill LLC

21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

SUGGESTED REFERENCES

- Aurelio, S. J. (2003). *How to say it and write it correctly now*. Arlington, MA: Logophile Press.
- Bureau of Labor Statistics, U.S. Department of Labor. (n.d.). *Court reporters*. Retrieved July 11, 2005, from <http://www.bls.gov/oco/pdf/ocos152.pdf>
- Career Explorer. (n.d.). *Job description: Court reporting*. Retrieved July 11, 2005, from <http://careerexplorer.net/jobchoices/court.asp>
- Federal Communications Commission. (n.d.). *Telecommunications Act of 1996*. Retrieved March 30, 2005, from <http://www.fcc.gov/telecom.html>
- Federal Communications Commission, Consumer and Governmental Affairs Bureau. (n.d.). *Closed captioning*. Retrieved March 30, 2005, from <http://ftp.fcc.gov/cgb/consumerfacts/closedcaption.html>
- McCormick, R. W., & Knapp, M. H. (2003). *Court reporter's and CART services handbook: A guide for all realtime reporters, captioners, and CART providers* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- Meyer, M. A. (2005, July–August). Defining the “verbatim transcript.” *JCR: Journal for the Reporting and Captioning Professions*, 58–61.
- National Court Reporters Association. (n.d.). *Careers in court reporting broadcast captioning*. Retrieved October 24, 2008, from <http://www.bestfuture.com/index.html>

National Court Reporters Association. (2003). *Council on Approved Student Education: General requirements and minimum standards*. Retrieved October 24, 2008, from <http://ncraonline.org/NR/rdonlyres/9C49B341-9A4D-47BF-B8EF-490F25C77588/0/CASEGenReqMinStnds0708.pdf>

National Court Reporters Association. (n.d.). *The role of the court reporter in the legal system*. Retrieved July 11, 2005, from http://www.scopists.com/library/pro/cr_role.html

Sahadi, J. (2004). More surprising 6-figure jobs. In *CNN Money*. Retrieved July 11, 2005, from http://money.cnn.com/2003/12/09/pf/more_sixfigjobs/

Sivertson, C., & Sivertson, L. (n.d.). *CART and captioning*. Retrieved July 11, 2005, from <http://www.hearinglossweb.com/res/cap/cap.htm>

Course Name: Court Reporting English and Grammar

Course Abbreviation: CRT 1173

Classification: AOC Core (Judicial Reporting)

Description: This course is an in-depth analysis and application of punctuation, capitalization, and numbers usage of the spoken rather than written English language and proofreading of printed dictated material. (4 sch: 2-hr lecture, 4-hr lab)

Prerequisite: English Composition (ENG 1113)

Competencies and Suggested Objectives

1. Use the stenotype machine and a realtime theory to provide instantaneous, realtime translation, with special emphasis on punctuation application to include the following:
 - a. All necessary alphabets defined such as a, A, A., -a for letter-by-letter spelling
 - b. Punctuation:
 - Period (.)
 - Comma (,)
 - Question mark (?)
 - Colon (:)
 - Semicolon (;)
 - Exclamation point (!)
 - Apostrophe (')
 - Parenthesis ()
 - Delete space stroke
 - Feet and inches stroke (5' 6")
 - Forward slash (/)
 - Backward slash (\)
 - Hyphen (-)
 - Dash (–)
 - Percent (%)
 - Ampersand (&)
 - At sign (@)
 - Decimal point (1.2 million)
 - Prefix/suffix decimal point (.22 caliber, 27.67)
 - Prefix/suffix colon (6:00)
 - Prefix/suffix comma (1,750)
 - Prefix apostrophe ('98)
 - Brackets (applause) [applause]
 - Quotation marks (“Hello”)
 - Lowercase “s” (RBIs)
 - Speaker identification
2. Utilize proofreading skills to include proper punctuation, spelling, capitalization, and differentiation between number symbols and words.

STANDARDS

Standards Based on Student Outcomes Specified by the NCRA Council on Approved Education

NCRA7 Apply the rules of grammar, spelling, punctuation, and capitalization to sentences, paragraphs, and transcripts through systematic testing and/or projects.

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary–paraphrase, compare–contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact–opinion, predict outcomes, point of view)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

Copyright © 1994 by CTB/McGraw-Hill LLC

21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

SUGGESTED REFERENCES

Morson, L. I. (2002). *Morson's English guide for court reporters* (2nd ed.). New Egypt, NJ: Author.

Weiss, I. (1993). *Grammar for court reporters*. Vienna, VA: National Court Reporters Association.

Course Name: Stenotype Machine Shorthand III

Course Abbreviation: CRT 2114

Classification: AOC Core (Judicial Reporting)

Description: This is a continuation course of Stenotype Machine Shorthand II. Emphasis is placed on advanced vocabulary, dictionary building, and speed development of medical and technical dictation using carefully graded and timed practice material. (4 sch: 2-hr lecture, 4-hr lab)

Prerequisite: Stenotype Machine Shorthand I (CRT 1114), Stenotype Machine Shorthand II (CRT 1123), Speed Building I (CRT 1133), and Speed Building II (CRT 1143)

Competencies and Suggested Objectives
1. Operate the stenotype machine by the touch method using a realtime theory to provide instantaneous, realtime translation, with special emphasis on dictionary building/management.
2. Read fluently from machine shorthand notes, analyzing written notes for errors.
3. Write on the stenotype machine for 5 minutes and transcribe with a minimum of 97% accuracy medical and technical dictation up to 180 wpm.
4. Utilize proper formatting for testimony and straight material, including speaker identifications.
5. Apply language arts techniques in court reporting transcription using punctuation marks, proper word usage, and capitalization.
6. Demonstrate awareness and understanding of current events.

STANDARDS

Standards Based on Student Outcomes Specified by the NCRA Council on Approved Education

Judicial Option

NCRA 1	Write a realtime translation theory system.
NCRA 2	Read aloud from shorthand notes, quickly locating portions to be read, maintaining composure while reading, reading distinctly and with authority.
NCRA 3	Transcribe a minimum of three 5-minute, two-voice testimony tests with a minimum of 95% accuracy dictated at a minimum of 225 wpm.
NCRA 4	Transcribe a minimum of three 5-minute jury charge tests with a minimum of 95% accuracy dictated at a minimum of 200 wpm.
NCRA 5	Transcribe a minimum of three 5-minute literary tests with a minimum of 95% accuracy dictated at a minimum of 180 wpm.

Captioning Option

NCRA 21	Write a realtime theory
---------	-------------------------

Cart Option

NCRA 30 Write a realtime theory.

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

Copyright © 1994 by CTB/McGraw-Hill LLC

21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

SUGGESTED REFERENCES

Aurelio, S. J. (2003). *How to say it and write it correctly now*. Arlington, MA: Logophile Press.

Bureau of Labor Statistics, U.S. Department of Labor. (n.d.). *Court reporters*. Retrieved July 11, 2005, from <http://www.bls.gov/oco/pdf/ocos152.pdf>

Career Explorer. (n.d.). *Job descriptions: Court reporting*. Retrieved July 11, 2005, from <http://careereplorer.net/jobchoices/court.asp>

Morson, L. I. (2002). *Morson's English guide for court reporters* (2nd ed.). New Egypt, NJ: Author.

National Court Reporters Association. (n.d.). *The role of the court reporter in the legal system*. Retrieved July 11, 2005, from http://www.scopists.com/library/pro/cr_role.html

Grodsky, E. (1992). *StenEd medical Q & A*. Melrose, FL: StenEd.

Course Name: Stenotype Machine Shorthand IV

Course Abbreviation: CRT 2124

Classification: AOC Core (Judicial Reporting)

Description: This course is a continuation of Stenotype Machine Shorthand III. Emphasis is placed on speaker identification, transcript formatting, and proofreading through computer-access transcription of actual judicial transcripts, public hearings, literary dictation, and congressional record. (4 sch: 2-hr lecture, 4-hr lab)

Prerequisite: Stenotype Machine Shorthand I (CRT 1114), Stenotype Machine Shorthand II (CRT 1123), Stenotype Machine Shorthand III (CRT 2114), Speed Building I (CRT 1133), Speed Building II (CRT 1143), and Speed Building III (CRT 2133)

Competencies and Suggested Objectives	
1.	Operate the stenotype machine by the touch method using a realtime theory to provide instantaneous, realtime translation, with special emphasis on dictionary building/management.
2.	Read fluently from machine shorthand notes, quickly locating portions to be read, maintaining composure while reading, and reading distinctly with authority.
3.	Write on the stenotype machine for 5 minutes and transcribe with a minimum of 97% accuracy three takes at each of the following speeds: literary at 180 wpm, jury charge at 200 wpm, and testimony at 225 wpm.
4.	Transcribe a simulated RPR skills test at RPR speed levels in 3.75 hours.
5.	Demonstrate awareness and understanding of current events.

STANDARDS

Standards Based on Student Outcomes Specified by the NCRA Council on Approved Education

Judicial Option

NCRA 1	Write a realtime translation theory system.
NCRA 2	Read aloud from shorthand notes, quickly locating portions to be read, maintaining composure while reading, reading distinctly and with authority.
NCRA 3	Transcribe a minimum of three 5-minute, two-voice testimony tests with a minimum of 95% accuracy dictated at a minimum of 225 wpm.
NCRA 4	Transcribe a minimum of three 5-minute jury charge tests with a minimum of 95% accuracy dictated at a minimum of 200 wpm.
NCRA 5	Transcribe a minimum of three 5-minute literary tests with a minimum of 95% accuracy dictated at a minimum of 180 wpm.
NCRA 6	Transcribe a simulated RPR skills test at RPR speed levels in 3.75 hours.

Captioning Option

NCRA 21	Write a realtime theory.
---------	--------------------------

Cart Option

NCRA 30 Write a realtime theory.

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

Copyright © 1994 by CTB/McGraw-Hill LLC

21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools

SUGGESTED REFERENCES

Bureau of Labor Statistics, U.S. Department of Labor. (n.d.). *Court reporters*. Retrieved July 11, 2005, from <http://www.bls.gov/oco/pdf/ocos152.pdf>

Career Explorer. (n.d.). *Job descriptions: Court reporting*. Retrieved July 11, 2005, from <http://careexplorer.net/jobchoices/court.asp>

Morson, L. I. (2002). *Morson's English guide for court reporters* (2nd ed.). New Egypt, NJ: Author.

National Court Reporters Association. (n.d.). *The role of the court reporter in the legal system*. Retrieved July 11, 2005, from http://www.scopists.com/library/pro/cr_role.html

Ritter, B. & Laborde M. (1996). *StenEd reporter on the job*. Melrose, FL: StenEd.

Course Name: Speed Building III

Course Abbreviation: CRT 2133

Classification: Vocational–Technical Core

Description: This is a continuation course for building speed in taking dictation using a stenotype machine at speeds of 160–180 wpm through live, online, or electronic media not limited to two-voice and multi-voice testimony, literary, jury charge, and current events. Salable transcription of dictated material through stenotype notes is required. (3 sch: 2-hr lecture, 2-hr lab)

Prerequisite: Stenotype Machine Shorthand I (CRT 1114), Stenotype Machine Shorthand II (CRT 1123), Speed Building I (CRT 1133), and Speed Building II (CRT 1143)

Competencies and Suggested Objectives	
1.	Demonstrate mastery of stenotype theory and stenotype machine performance and increased speed of machine operation.
2.	Expand word recognition and writing vocabulary.
3.	Take dictation at the rate of up to 180 wpm for 5 minutes with 97% or better accuracy, and successfully produce a minimum of three salable transcripts of such takes consisting of literary, jury charge, and two-voice (Q&A) judicial reporting material.

STANDARDS

Standards Based on Student Outcomes Specified by the NCRA Council on Approved Education

Judicial Option

- NCRA 1 Write a realtime translation theory system.
 NCRA 2 Read aloud from shorthand notes, quickly locating portions to be read, maintaining composure while reading, reading distinctly and with authority.

Captioning Option

- NCRA 21 Write a realtime theory.

Cart Option

- NCRA 30 Write a realtime theory.

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
 R2 Words in Context (same and opposite meaning)
 L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
 L2 Sentence Formation (fragments, run-on, clarity)
 L3 Paragraph Development (topic sentence, supporting sentence, sequence)

- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

Copyright © 1994 by CTB/McGraw-Hill LLC

21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools

SUGGESTED REFERENCES

- Aurelio, S. J. (2003). *How to say it and write it correctly now*. Arlington, MA: Logophile Press.
- Bureau of Labor Statistics, U.S. Department of Labor. (n.d.). *Court reporters*. Retrieved July 11, 2005, from <http://www.bls.gov/oco/pdf/ocos152.pdf>
- Career Explorer. (n.d.). *Job descriptions: Court reporting*. Retrieved July 11, 2005, from <http://careereplorer.net/jobchoices/court.asp>
- Morson, L. I. (2002). *Morson's English guide for court reporters* (2nd ed.). New Egypt, NJ: Author.
- National Court Reporters Association. (n.d.). *The role of the court reporter in the legal system*. Retrieved July 11, 2005, from http://www.scopists.com/library/pro/cr_role.html

Computer Program

Realtime learning systems. *Realtime coach for schools*. www.learnrealtime.com

Course Name: Speed Building IV

Course Abbreviation: CRT 2144

Classification: Vocational–Technical Core

Description: This is a continuation course for building speed in taking dictation using a stenotype machine at speeds of 200–240 wpm through live, online, or electronic media not limited to two-voice and multi-voice testimony, literary, jury charge, and current events. Salable transcription of dictated material through stenotype notes is required. (4 sch: 2-hr lecture, 4-hr lab)

Prerequisite: Stenotype Machine Shorthand I (CRT 1114), Stenotype Machine Shorthand II (CRT 1123), Stenotype Machine Shorthand III (CRT 2114), Speed Building I (CRT 1133), Speed Building II (CRT 1143), and Speed Building III (CRT 2133)

Competencies and Suggested Objectives	
1.	Demonstrate mastery of stenotype theory and stenotype machine performance and increased speed of machine operation.
2.	Expand word recognition and writing vocabulary.
3.	Take dictation at the rate of up to 240 wpm for 5 minutes with 97% or better accuracy, and successfully produce a minimum of three salable transcripts of such takes consisting of literary, jury charge, and two-voice (Q&A) judicial reporting material.

STANDARDS

Standards Based on Student Outcomes Specified by the NCRA Council on Approved Education

Judicial Option

- NCRA 1 Write a realtime translation theory system.
 NCRA 2 Read aloud from shorthand notes, quickly locating portions to be read, maintaining composure while reading, reading distinctly and with authority.

Captioning Option

- NCRA 2 Write a realtime theory.

Cart Option

- NCRA 30 Write a realtime theory.

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
 R2 Words in Context (same and opposite meaning)
 L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
 L2 Sentence Formation (fragments, run-on, clarity)

- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

Copyright © 1994 by CTB/McGraw-Hill LLC

21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools

SUGGESTED REFERENCES

- Aurelio, S. J. (2003). *How to say it and write it correctly now*. Arlington, MA: Logophile Press.
- Bureau of Labor Statistics, U.S. Department of Labor. (n.d.). *Court reporters*. Retrieved July 11, 2005, from <http://www.bls.gov/oco/pdf/ocos152.pdf>
- Career Explorer. (n.d.). *Job descriptions: Court reporting*. Retrieved July 11, 2005, from <http://careereplorer.net/jobchoices/court.asp>
- Morson, L. I. (2002). *Morson's English guide for court reporters* (2nd ed.). New Egypt, NJ: Author.
- National Court Reporters Association. (n.d.). *The role of the court reporter in the legal system*. Retrieved July 11, 2005, from http://www.scopists.com/library/pro/cr_role.html

Computer Program

Realtime learning systems. *Realtime coach for schools*. www.learnrealtime.com

Course Name: Judicial Reporting Technology

Course Abbreviation: CRT 2162

Classification: AOC Core (Judicial Reporting)

Description: This course is an in-depth analysis of judicial reporter-related technology concepts in realtime reporting, communication access realtime translation (CART), captioning and legal videography, and the vocabulary associated therewith. Emphasis is placed on the process of realtime transcription through the use of computer-aided transcription systems and video applications for the court reporter. (2 sch: 1-hr lecture, 2-hr lab)

Prerequisite: Stenotype Machine Shorthand I (CRT 1114) and Speed Building I (CRT 1133)

Competencies and Suggested Objectives
1. Use a computer-aided transcription system, including operation, setup, basic care and maintenance, support, terminology, transcript production, and dictionary management.
2. Demonstrate computer literacy including DOS, Windows, ASCII disk creation, Internet applications, and related software packages such as spreadsheets, word processing, scheduling, and job tracking.
3. Simulate the role of the realtime reporter in proceedings including speaker identification and realtime transcript, composition, and formatting demonstrating an understanding of the psychology of writing realtime.
4. Simulate the role of the realtime reporter in the Computer-Integrated Courtroom (CIC) environment to include the following: <ol style="list-style-type: none"> a. Available realtime and litigation support technology b. Procedures to train attorneys, paralegals, and court personnel c. System management d. Case management (what, where, and why) e. Indexing/conversion software programs f. Optical scanning of documents, exhibits, building a litigation database g. Interacting with court computer systems h. Lexis, Westlaw, and so forth i. Case tracking j. Word processing k. File storage-archival/retrieval computer systems l. Coordinating activities with court administrators on CIC matters m. Telecommunications (telephonic, video conferencing) n. Public relations o. Transcript distribution, ASCII diskettes, and so forth
5. Simulate the role of the realtime reporter in the deposition environment to include the following: <ol style="list-style-type: none"> a. Available hardware and software technology b. Equipment setup c. Telecommunications d. Participants' needs

e. Litigation support
f. Public relations
6. Demonstrate awareness of the role of the realtime reporter in the Communication Access Realtime Translation (CART) and broadcast captioning environments.
7. Write realtime using available resource materials.
8. Prepare, produce, and proofread a 10-page transcript checked for neatness, format, content, punctuation, and spelling.
9. Demonstrate awareness of NCRA's Certified Legal Video Specialist program and the use of video equipment in trials and depositions.

STANDARDS

Standards Based on Student Outcomes Specified by the NCRA Council on Approved Education

Judicial Option

- NCRA 13 Produce salable transcripts of at least 10 pages on a computer-aided transcription system from the student's own stenographic notes, including the following:
- Title page
 - Index
 - Jury charge/opening and/or closing statements if applicable
 - Direct and cross-examination
 - Parentheticals
 - Colloquy
 - Certification page
 - Such other entries as may appear in a given case, i.e. signature page.
- NCRA 14 Produce a five-page, first pass transcript with a goal of 95% translation rate.
- NCRA 15 Demonstrate knowledge of basic hardware care, maintenance, and setup of a realtime system.
- NCRA 16 Demonstrate understanding and application of the body of knowledge required in technology through systematic testing and/or projects.

Captioning Option

- NCRA 23 Demonstrate knowledge of and the ability to perform the basic setup and maintenance of broadcast captioning equipment.
- NCRA 24 Build and maintain a realtime dictionary as well as manage job dictionaries.
- NCRA 25 Demonstrate knowledge of and be able to pass written exams in broadcast captioning history, deaf culture, terminology related to the captioning environment, and broadcast news production functions.
- NCRA 26 Demonstrate knowledge and understanding of professional ethics and Guidelines for Professional Practice for Captioners.

Cart Option

- NCRA 32 Demonstrate knowledge of the current NCRA *CART Provider's Manual*.
- NCRA 33 Demonstrate ability to set up equipment and provide realtime translation for maximum benefit of CART recipients.

NCRA 34 Demonstrate knowledge of realtime software and computer functions.

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

Copyright © 1994 by CTB/McGraw-Hill LLC

21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

SUGGESTED REFERENCES

- Federal Communications Commission, Consumer and Governmental Affairs Bureau. (n.d.). *Closed captioning*. Retrieved March 30, 2005, from <http://ftp.fcc.gov/cgb/consumerfacts/closedcaption.html>
- Federal Communications Commission. *Telecommunications Act of 1996*. (2004). Retrieved March 30, 2005, from <http://www.fcc.gov/telecom.html>

- Fitzhugh, E., & Gilman, M. L. (2001). *8000 soundalikes, look-alikes and other words often confused*. Vienna, VA: NCRA Press.
- Hartman, C. (2003). *CaseCATalyst4 Version 5 quickstart*. Mt. Prospect, IL: Stenotype, L.L.C. (Available from http://www.stenographu.com/body2sub_cc4v5qs.html)
- Jackson, J. (2004). *digitalCAT user manual*. Charleston, WV: Stenovations, Inc. (Available from <http://stenovations.com/Manual.pdf>)
- Miller, K. F. (2004). Tech challenges, changes court reporters' business. In *Puget Sound Business Journal*. Retrieved July 11, 2005, from <http://www.bizjournals.com/seattle/stories/2004/08/30/focus9.html>
- National Court Reporters Association. (n.d.). *Careers in court reporting broadcast captioning*. Retrieved October 24, 2008, from http://www.bestfuture.com/pbs_documentary.html
- National Court Reporters Association. (2003). *Council on Approved Student Education: General requirements and minimum standards*. Retrieved October 24, 2008, from <http://ncraonline.org/NR/rdonlyres/9C49B341-9A4D-47BF-B8EF-490F25C77588/0/CASEGenReqMinStnds0708.pdf>
- National Court Reporters Association. (1997). *Court reporter technology*. Vienna, VA: Author.

Course Name: Judicial Dictionary Development

Course Abbreviation: CRT 2172

Classification: AOC Core (Judicial Reporting)

Description: In this course, the student will continue to build a dictionary for judicial reporting. Emphasis is placed on development of briefs and phrases, application through speed development, realtime transcription of dictated material through live, online, or electronic media not limited to two-voice and multi-voice testimony, literary, jury charge, and current events. (2 sch: 1-hr lecture, 2-hr lab)

Prerequisite: Stenotype Machine Shorthand I (CRT 1114), Speed Building I (CRT 1133), and Judicial Reporting Technology (CRT 2162)

Competencies and Suggested Objectives

1. Continue to build and maintain a realtime dictionary for judicial reporting to include the following:
 - a. Cultural diversity
 - b. Geography
 - c. Current events
 - d. Law
 - e. Anatomy/medicine

STANDARDS

Standards Based on Student Outcomes Specified by the NCRA Council on Approved Education

Judicial Option

- NCRA 17 Demonstrate understanding of current events including the following:
- Local events
 - National events
 - International events
 - Geography
 - Cultural diversity

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- L1 Usage (pronoun, tense, subject-verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)

- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

Copyright © 1994 by CTB/McGraw-Hill LLC

21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

SUGGESTED REFERENCES

- Ettinger, A. G., & Burch, P. F. (2001). *Medical terminology essentials*. St. Paul, MN: Paradigm.
- Fitzhugh, E., & Gilman, M. L. (2001). *8000 soundalikes, look-alikes and other words often confused*. Vienna, VA: NCRA Press.
- Ritter, B., Mann, E., & Davis, K. (1999). *StenEd vocabulary development*. Melrose, FL: StenEd.
- Shannon, M., Wilson, B., & Stang, C. (2004). *Health professional's drug guide 2004*. Upper Saddle River, NJ: Prentice Hall.
- Stedman's abbreviations, acronyms & symbols* (3rd ed.). (2003). Baltimore: Lippincott Williams & Wilkins.
- Stedman's alternative medicine words*. (2000). Philadelphia, PA: Lippincott Williams & Wilkins.

Course Name: CART I

Course Abbreviation: CRT 2514

Classification: AOC Core (CART)

Description: This course provides instruction in writing the spoken word with punctuation using a realtime translation theory for communication access realtime translation (CART). (4 sch: 2-hr lecture, 4-hr lab)

Prerequisite: Stenotype Machine Shorthand I (CRT 1114), Stenotype Machine Shorthand II (CRT 1123), Speed Building I (CRT 1133), and Speed Building II (CRT 1143)

Competencies and Suggested Objectives

1. Use the stenotype machine and a realtime theory to provide instantaneous, realtime translation, with special emphasis on dictionary building/management to include the following:
 - a. All necessary alphabets defined such as a, A, A., -a for letter-by-letter spelling
 - b. Punctuation:
 - Colon (:)
 - Semicolon (;)
 - Exclamation point (!)
 - Delete space stroke
 - Feet and inches stroke (5' 6")
 - Forward slash (/)
 - Backward slash (\)
 - Hyphen (-)
 - Percent (%)
 - Ampersand (&)
 - At sign (@)
 - Decimal point (1.2 million)
 - Prefix/suffix decimal point (.22 caliber, 27.67)
 - Prefix/suffix colon (6:00)
 - Prefix/suffix comma (1,750)
 - Prefix apostrophe ('98)
 - Brackets (applause) [applause]
 - Quotation marks ("Hello")
 - Musical notes
 - Lowercase "s" (RBIs)
 - Speaker identification
 - New speaker symbol (>>)
 - Force stroke to force translation onto the screen
 - Blanking stroke to blank and pass captions from the screen
 - Placement strokes for captions
 - c. Production of numbers, which includes use of the number bar
 - d. Environmental sounds descriptors

e. Ability to write Web site and Internet addresses
f. Prefixes and suffixes
g. Use of phonetic translator
h. Dictionary building including understanding and maintenance of dictionary entries; includes, but is not limited to, the following areas: <ul style="list-style-type: none"> • Math • Geography • Science • Political science • History • English/literature • Current events • Medical • Common proper names
2. Analyze shorthand notes including review and line-by-line edit.
3. Write three 5-minute, 180-wpm literary dictations at 96% accuracy.
4. Paraphrase in realtime.

STANDARDS

Standards Based on Student Outcomes Specified by the NCRA Council on Approved Education

Cart Option

NCRA 30	Write a realtime theory.
NCRA 31	Write three 5-minute, 180-wpm literary takes (word count) at 96% verbatim accuracy following NCRA's "What Is an Error" guidelines. (See Appendix 8 of NCRA Standards.)

Related Academic Standards

R1	Interpret Graphic Information (forms, maps, reference sources)
R2	Words in Context (same and opposite meaning)
L1	Usage (pronoun, tense, subject-verb agreement, adjective, adverb)
L2	Sentence Formation (fragments, run-on, clarity)
L3	Paragraph Development (topic sentence, supporting sentence, sequence)
L4	Capitalization (proper noun, titles)
L5	Punctuation (comma, semicolon)
L6	Writing Conventions (quotation marks, apostrophe, parts of a letter)
S1	Vowel (short, long)
S2	Consonant (variant spelling, silent letter)
S3	Structural Unit (root, suffix)

Copyright © 1994 by CTB/McGraw-Hill LLC

21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

SUGGESTED REFERENCES

Aurelio, S. J. (2003). *How to say it and write it correctly now*. Arlington, MA: Logophile Press.

Fitzhugh, E., & Gilman, M. L. (2001). *8000 soundalikes, look-alikes and other words often confused*. Vienna, VA: NCRA Press.

McCormick, R. W., & Knapp, M. H. (2003). *Court reporter's and CART services handbook: A guide for all realtime reporters, captioners, and CART providers* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Morson, L. I. (2002). *Morson's English guide for court reporters* (2nd ed.). New Egypt, NJ: Author.

National Court Reporters Association. (2007). *Council on Approved Student Education: General requirements and minimum standards*. Retrieved August 7, 2008, from <http://ncraonline.org/NR/rdonlyres/9C49B341-9A4D-47BF-B8EF-490F25C77588/0/CASEGenReqMinStnds0708.pdf>

National Court Reporters Association. (1997). *Court reporter technology*. Vienna, VA: Author.

Course Name: CART II

Course Abbreviation: CRT 2524

Classification: AOC Core (CART)

Description: This course is a continuation of CART I and provides instruction in writing the spoken word with punctuation using a realtime translation theory for communication access realtime translation (CART). (4 sch: 2-hr lecture, 4-hr lab)

Prerequisite: Stenotype Machine Shorthand I (CRT 1114), Stenotype Machine Shorthand II (CRT 1123), Speed Building I (CRT 1133), Speed Building II (CRT 1143), and CART I (CRT 2514)

Competencies and Suggested Objectives
1. Use the stenotype machine and a realtime theory to provide instantaneous, realtime translation, with special emphasis on dictionary building/management for CART.
2. Analyze shorthand notes including review and line-by-line edit.
3. Demonstrate proficiency using a simulated Certified Realtime Reporter (CRR) and/or other specialty certification exam.
4. Write a 30-minute meeting/seminar program with a goal Total Error Rate (TER) of 96% or higher to build endurance.
5. Write three 5-minute, 180-wpm literary dictation at 96% accuracy.
6. Paraphrase in realtime.
7. Use phonetic translator.
8. Build and maintain a realtime dictionary.
9. Recognize environments where CART may be used.
10. Research for job preparation using libraries, media, and the Internet.
11. Apply the Guidelines for Professional Practice.

STANDARDS

Standards Based on Student Outcomes Specified by the NCRA Council on Approved Education

Cart Option

NCRA 30	Write a realtime theory.
NCRA 31	Write three 5-minute, 180-wpm literary takes (word count) at 96% verbatim accuracy following NCRA's "What Is an Error" guidelines. (See Appendix 8 of NCRA Standards.)

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- L1 Usage (pronoun, tense, subject-verb agreement, adjective, adverb)

- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

Copyright © 1994 by CTB/McGraw-Hill LLC

21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

SUGGESTED REFERENCES

Aurelio, S. J. (2003). *How to say it and write it correctly now*. Arlington, MA: Logophile Press.

Fitzhugh, E., & Gilman, M. L. (2001). *8000 soundalikes, look-alikes and other words often confused*. Vienna, VA: NCRA Press.

McCormick, R. W., & Knapp, M. H. (2003). *Court reporter's and CART services handbook: A guide for all realtime reporters, captioners, and CART providers* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Morson, L. I. (2002). *Morson's English guide for court reporters* (2nd ed.). New Egypt, NJ: Author.

National Court Reporters Association. (2007). *Council on Approved Student Education: General requirements and minimum standards*. Retrieved August 7, 2008, from

<http://ncraonline.org/NR/rdonlyres/9C49B341-9A4D-47BF-B8EF-490F25C77588/0/CASEGenReqMinStnds0708.pdf>

National Court Reporters Association. (1997). *Court reporter technology*. Vienna, VA: Author.

Course Name: CART Technology

Course Abbreviation: CRT 2562

Classification: AOC Core (CART)

Description: This course is an overview in communication access realtime translation (CART) technology, concepts, and vocabulary. Emphasis is on basic equipment setup for maximum benefit of CART recipients and knowledge of the NCRA *CART Provider's Manual*. (2 sch: 1-hr lecture, 2-hr lab)

Prerequisite: Stenotype Machine Shorthand I (CRT 1114), Stenotype Machine Shorthand II (CRT 1123), Speed Building I (CRT 1133), and Speed Building II (CRT 1143)

Competencies and Suggested Objectives	
1.	Interpret information from <i>CART Provider's Manual</i> and use it to do the following: <ol style="list-style-type: none"> Maintain the stenotype machine. Setup computer hardware and realtime peripherals. Obtain system support.
2.	Connect a computer laptop and set up basic CART equipment for maximum benefit of CART recipients.
3.	Perform the following CART functions: <ol style="list-style-type: none"> Manipulate font sizes and screen colors. Create a realtime file. Declare job dictionaries for particular job translations. Perform on-screen globaling and defining. Manage dictionary including editing of entries, adding and deleting entries, and archiving dictionary files.

STANDARDS

Standards Based on Student Outcomes Specified by the NCRA Council on Approved Education

Cart Option

- NCRA 32 Demonstrate knowledge of the current NCRA *CART Provider's Manual*.
 NCRA 33 Demonstrate ability to set up equipment and provide realtime translation for maximum benefit of CART recipients.
 NCRA 34 Demonstrate knowledge of realtime software and computer functions.

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
 R2 Words in Context (same and opposite meaning)
 R3 Recall Information (details, sequence)
 R4 Construct Meaning (main idea, summary–paraphrase, compare–contrast, cause–effect)

- R5 Evaluate/Extend Meaning (fact–opinion, predict outcomes, point of view)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

Copyright © 1994 by CTB/McGraw-Hill LLC

21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

SUGGESTED REFERENCES

- Fitzhugh, E., & Gilman, M. L. (2001). *8000 soundalikes, look-alikes and other words often confused*. Vienna, VA: NCRA Press.
- McCormick, R. W., & Knapp, M. H. (2003). *Court reporter's and CART services handbook: A guide for all realtime reporters, captioners, and CART providers* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- Miller, K. F. (2004). Tech challenges, changes court reporters' business. In *Puget Sound Business Journal*. Retrieved July 11, 2005, from <http://www.bizjournals.com/seattle/stories/2004/08/30/focus9.html>
- National Court Reporters Association. (1997). *Court reporter technology*. Vienna, VA: Author.

Course Name: CART Dictionary Development

Course Abbreviation: CRT 2572

Classification: AOC Core (CART)

Description: In this course, the student will continue to build a dictionary for communication access realtime translation (CART). (2 sch: 1-hr lecture, 2-hr lab)

Prerequisite: Stenotype Machine Shorthand I (CRT 1114), Stenotype Machine Shorthand II (CRT 1123), Speed Building I (CRT 1133), Speed Building II (CRT 1143), CART I (CRT 2514), and CART Technology (CRT 2562)

Competencies and Suggested Objectives
<p>1. Continue to build and maintain a realtime dictionary for computer access realtime translation (CART) to include the following:</p> <ol style="list-style-type: none"> a. Math b. Geography c. Science d. Political science e. History f. English/literature g. Current events h. Medical i. Common proper names

STANDARDS

Standards Based on Student Outcomes Specified by the NCRA Council on Approved Education

- NCRA 17 Demonstrate understanding of current events including the following:
- Local events
 - National events
 - International events
 - Geography
 - Cultural diversity
- NCRA 24 Build and maintain a realtime dictionary as well as manage job dictionaries.

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
 R2 Words in Context (same and opposite meaning)
 R3 Recall Information (details, sequence)
 R4 Construct Meaning (main idea, summary–paraphrase, compare–contrast, cause–effect)
 R5 Evaluate/Extend Meaning (fact–opinion, predict outcomes, point of view)

- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

Copyright © 1994 by CTB/McGraw-Hill LLC

21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

SUGGESTED REFERENCES

- Ettinger, A. G., & Burch, P. F. (2001). *Medical terminology essentials*. St. Paul, MN: Paradigm.
- Fitzhugh, E., & Gilman, M. L. (2001). *8000 soundalikes, look-alikes and other words often confused*. Vienna, VA: NCRA Press.
- McCormick, R. W., & Knapp, M. H. (2003). *Court reporter's and CART services handbook: A guide for all realtime reporters, captioners, and CART providers* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- Shannon, M., Wilson, B., & Stang, C. (2004). *Health professional's drug guide 2004*. Upper Saddle River, NJ: Prentice Hall.
- Stedman's abbreviations, acronyms & symbols* (3rd ed.). (2003). Baltimore, MD: Lippincott Williams & Wilkins.

Stedman's alternative medicine words. (2000). Philadelphia, PA: Lippincott Williams & Wilkins.

Course Name: Captioning I

Course Abbreviation: CRT 2714

Classification: AOC Core (Captioning)

Description: This course provides instruction in writing the spoken word with punctuation using a realtime translation theory to provide instantaneous, realtime translation for broadcast captioning. (4 sch: 2-hr lecture, 4-hr lab)

Prerequisite: Stenotype Machine Shorthand I (CRT 1114), Stenotype Machine Shorthand II (CRT 1123), Speed Building I (CRT 1133), and Speed Building II (CRT 1143)

Competencies and Suggested Objectives

1. Use the stenotype machine and a realtime theory to provide instantaneous, realtime translation, with special emphasis on dictionary building/management to include the following:
 - a. All necessary alphabets defined such as a, A, A., -a for letter-by-letter spelling
 - b. Punctuation:
 - Colon (:)
 - Semicolon (;)
 - Exclamation point (!)
 - Delete space stroke
 - Feet and inches stroke (5' 6")
 - Forward slash (/)
 - Backward slash (\)
 - Hyphen (-)
 - Dash (--)
 - Percent (%)
 - Ampersand (&)
 - At sign (@)
 - Decimal point (1.2 million)
 - Prefix/suffix decimal point (.22 caliber, 27.67)
 - Prefix/suffix colon (6:00)
 - Prefix/suffix comma (1,750)
 - Prefix apostrophe ('98)
 - Brackets (applause) [applause]
 - Quotation marks ("Hello")
 - Musical notes
 - Lowercase "s" (RBIs)
 - Speaker identification
 - New speaker identification (>>)
 - Force stroke to force translation onto the screen
 - Blanking stroke to blank and pass captions from the screen
 - Placement strokes for captions
 - c. Production of numbers, which includes use of the number bar

<ul style="list-style-type: none"> d. Environmental sounds descriptors e. Ability to write Web site and Internet addresses f. Prefixes and suffixes g. Use of phonetic translator h. Dictionary building including understanding and maintenance of dictionary entries; includes, but is not limited to, the following areas: <ul style="list-style-type: none"> • Sports • Meteorology • Geography • Common proper names • Government/politics • Foods • Arts • Animals • Criminology • Entertainment • Military installations • Slang • Current national names in the news • Common female and male first names • Literature • Science • Religion
2. Analyze shorthand notes including review and line-by-line edit.
3. Write three 15-minute, 180-wpm literary at 96% accuracy.
4. Write taped broadcast news productions from television newscasts; sporting events; courtroom programs; political and daytime talk shows; seminars; medical and scientific programming; city council, administrative, and local government meetings; and public broadcasting documentaries.

STANDARDS

Standards Based on Student Outcomes Specified by the NCRA Council on Approved Education

NCRA 7	Apply the rules of grammar, spelling, punctuation, and capitalization to sentences, paragraphs, and transcripts through systematic testing and/or projects.
NCRA 17	Demonstrate understanding of current events including the following: <ul style="list-style-type: none"> • Local events • National events • International events • Geography • Cultural diversity
NCRA 21	Write a realtime theory.
NCRA 22	Write three 15-minute literary broadcast material takes at 180 wpm (word count) at 96% verbatim accuracy following

NCRA’s “What Is an Error” guidelines. (See Appendix 8 of NCRA Standards.) The instructor will grade a random 5-minute selection from each 15-minute take.

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary–paraphrase, compare–contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact–opinion, predict outcomes, point of view)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

Copyright © 1994 by CTB/McGraw-Hill LLC

21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

SUGGESTED REFERENCES

Berke, J. (2008). Accessibility—Captioning: Technology aiding both deaf and HOH. In *About.com*. Retrieved July 11, 2005, from <http://deafness.about.com/cs/accessibility/a/captioning.htm>

- Berke, J. (2007). Jobs—How to become a captioner: An increasingly lucrative field. In *About.com*. Retrieved July 11, 2005, from <http://deafness.about.com/cs/captioning/a/beacaptioner.htm>
- McCormick, R. W., & Knapp, M. H. (2003). *Court reporter's and CART services handbook: A guide for all realtime reporters, captioners, and CART providers* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- Media Access Group at WGBH. (n.d.). *MAG Guide, Vol. 8: Making meetings accessible for people who are deaf and hard of hearing*. Retrieved July 11, 2005, from http://main.wgbh.org/wgbh/pages/mag/resources/guides/mag_guide_vol8.html
- Sivertson, C., & Sivertson, L. (n.d.). *CART and captioning*. Retrieved July 11, 2005, from <http://www.hearinglossweb.com/res/cap/cap.htm>
- Solaski, P. (n.d.). Realtime reporting and broadcast captioning. In *The High School Graduate*. Retrieved July 11, 2005, from <http://www.thehighschoolgraduate.com/editorial/CC/reporting.htm>

Course Name: Captioning II

Course Abbreviation: CRT 2724

Classification: AOC Core (Captioning)

Description: This course is a continuation of Captioning I, providing instruction in writing the spoken word with punctuation using a realtime translation theory to provide instantaneous, realtime translation for broadcast captioning. (4 sch: 2-hr lecture, 4-hr lab)

Prerequisite: Stenotype Machine Shorthand I (CRT 1114), Stenotype Machine Shorthand II (CRT 1123), Speed Building I (CRT 1133), Speed Building II (CRT 1143), and Captioning I (CRT 2714)

Competencies and Suggested Objectives	
1.	Use the stenotype machine and a realtime theory to provide instantaneous, realtime translation, with special emphasis on dictionary building/management for captioning.
2.	Analyze shorthand notes including review and line-by-line edit.
3.	Write a 30-minute broadcast news program with a goal Total Error Rate of 96% or higher to build endurance.
4.	Write three 15-minute, 180-wpm literary dictation at 96% accuracy.
5.	Write taped broadcast news productions from television newscasts; sporting events; courtroom programs; political and daytime talk shows; seminars; medical and scientific programming; city council, administrative, and local government meetings; and public broadcasting documentaries.
6.	Use a phonetic translator.
7.	Build and maintain a realtime dictionary.

STANDARDS

Standards Based on Student Outcomes Specified by the NCRA Council on Approved Education

- NCRA 7 Apply the rules of grammar, spelling, punctuation, and capitalization to sentences, paragraphs, and transcripts through systematic testing and/or projects.
- NCRA 17 Demonstrate understanding of current events including the following:
- Local events
 - National events
 - International events
 - Geography
 - Cultural diversity
- NCRA 21 Write a realtime theory.
- NCRA 22 Write three 15-minute literary broadcast material takes at 180 wpm (word count) at 96% verbatim accuracy following NCRA's "What Is an Error" guidelines. (See Appendix 8 of NCRA Standards.) The instructor will grade a random 5-minute selection from each 15-minute take.

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary–paraphrase, compare–contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact–opinion, predict outcomes, point of view)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

Copyright © 1994 by CTB/McGraw-Hill LLC

21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

SUGGESTED REFERENCES

- Berke, J. (2008). Accessibility—Captioning: Technology aiding both deaf and HOH. In *About.com*. Retrieved July 11, 2005, from <http://deafness.about.com/cs/accessibility/a/captioning.htm>

- Berke, J. (2007). Jobs—How to become a captioner: An increasingly lucrative field. In *About.com*. Retrieved July 11, 2005, from <http://deafness.about.com/cs/captioning/a/beacaptioner.htm>
- McCormick, R. W., & Knapp, M. H. (2003). *Court reporter's and CART services handbook: A guide for all realtime reporters, captioners, and CART providers* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- Media Access Group at WGBH. (n.d.). *MAG Guide, Vol. 8: Making meetings accessible for people who are deaf and hard of hearing*. Retrieved July 11, 2005, from http://main.wgbh.org/wgbh/pages/mag/resources/guides/mag_guide_vol8.html
- Sivertson, C., & Sivertson, L. (n.d.). *CART and captioning*. Retrieved July 11, 2005, from <http://www.hearinglossweb.com/res/cap/cap.htm>
- Solaski, P. (n.d.). Realtime reporting and broadcast captioning. In *The High School Graduate*. Retrieved July 11, 2005, from <http://www.thehighschoolgraduate.com/editorial/CC/reporting.htm>

Course Name: Captioning Technology

Course Abbreviation: CRT 2762

Classification: AOC Core (Captioning)

Description: This course is an overview in captioning technology, concepts, and vocabulary. Emphasis is on basic equipment setup for broadcast captioning. (2 sch: 1-hr lecture, 2-hr lab)

Prerequisite: Stenotype Machine Shorthand I (CRT 1114), Stenotype Machine Shorthand II (CRT 1123), Speed Building I (CRT 1133), and Speed Building II (CRT 1143)

Competencies and Suggested Objectives	
1.	Demonstrate basic setup, care, and maintenance of the stenotype machine, computer hardware, and broadcast captioning equipment.
2.	Perform the following captioning functions: <ol style="list-style-type: none"> Prepare for broadcast news production. Perform prescripting. Manage dictionary including editing of entries, adding and deleting entries, and archiving dictionary files.
3.	Demonstrate knowledge of history, culture, terminology, broadcast news production, prescripting, psychology of on-air captions, FCC regulations, and deaf culture.

STANDARDS

Standards Based on Student Outcomes Specified by the NCRA Council on Approved Education

NCRA 23	Demonstrate knowledge of and the ability to perform the basic setup and maintenance of broadcast captioning equipment.
NCRA 24	Build and maintain a realtime dictionary as well as manage job dictionaries.
NCRA 25	Demonstrate knowledge of and be able to pass written exams in broadcast captioning history, deaf culture, terminology related to the captioning environment, and broadcast news production functions.
NCRA 26	Demonstrate knowledge and understanding of professional ethics and Guidelines for Professional Practice for Captioners.

Related Academic Standards

R1	Interpret Graphic Information (forms, maps, reference sources)
R2	Words in Context (same and opposite meaning)
R3	Recall Information (details, sequence)
R4	Construct Meaning (main idea, summary–paraphrase, compare–contrast, cause–effect)
R5	Evaluate/Extend Meaning (fact–opinion, predict outcomes, point of view)
L1	Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
L2	Sentence Formation (fragments, run-on, clarity)

- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

Copyright © 1994 by CTB/McGraw-Hill LLC

21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

SUGGESTED REFERENCES

- Fitzhugh, E., & Gilman, M. L. (2001). *8000 soundalikes, look-alikes and other words often confused*. Vienna, VA: NCRA Press.
- McCormick, R. W., & Knapp, M. H. (2003). *Court reporter's and CART services handbook: A guide for all realtime reporters, captioners, and CART providers* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- Miller, K. F. (2004). Tech challenges, changes court reporters' business. In *Puget Sound Business Journal*. Retrieved July 11, 2005, from <http://www.bizjournals.com/seattle/stories/2004/08/30/focus9.html>

Course Name: Captioning Dictionary Development

Course Abbreviation: CRT 2772

Classification: AOC Core (Captioning)

Description: In this course, the student will continue to build a dictionary for captioning. (2 sch: 1-hr lecture, 2-hr lab)

Prerequisite: Stenotype Machine Shorthand I (CRT 1114), Stenotype Machine Shorthand II (CRT 1123), Speed Building I (CRT 1133), Speed Building II (CRT 1143), Captioning I (CRT 2714), and Captioning Technology (CRT 2762)

Competencies and Suggested Objectives

1. Continue to build and maintain a realtime dictionary including understanding and maintenance of dictionary entries; includes, but is not limited to, the following areas:
 - Sports
 - Meteorology
 - Geography
 - Common proper names
 - Government/politics
 - Foods
 - Arts
 - Animals
 - Criminology
 - Entertainment
 - Military installations
 - Slang
 - Current national names in the news
 - Common female and male first names
 - Literature
 - Science
 - Religion

STANDARDS

Standards Based on Student Outcomes Specified by the NCRA Council on Approved Education

- NCRA 17 Demonstrate understanding of current events including the following:
- Local events
 - National events
 - International events
 - Geography
 - Cultural diversity
- NCRA 24 Build and maintain a realtime dictionary as well as manage job dictionaries.

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary–paraphrase, compare–contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact–opinion, predict outcomes, point of view)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

Copyright © 1994 by CTB/McGraw-Hill LLC

21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

SUGGESTED REFERENCES

- Ettinger, A. G., & Burch, P. F. (2001). *Medical terminology essentials*. St. Paul, MN: Paradigm.
- Fitzhugh, E., & Gilman, M. L. (2001). *8000 soundalikes, look-alikes and other words often confused*. Vienna, VA: NCRA Press.

McCormick, R. W., & Knapp, M. H. (2003). *Court reporter's and CART services handbook: A guide for all realtime reporters, captioners, and CART providers* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Shannon, M., Wilson, B., & Stang, C. (2004). *Health professional's drug guide 2004*. Upper Saddle River, NJ: Prentice Hall.

Stedman's abbreviations, acronyms & symbols (3rd ed.). (2003). Baltimore, MD: Lippincott Williams & Wilkins.

Stedman's alternative medicine words. (2000). Philadelphia, PA: Lippincott Williams & Wilkins.

Course Name: Internship for Judicial Reporters

Course Abbreviation: CRT 2911

Classification: AOC Core (Judicial Reporting)

Description: This course provides supervised practical experience in courts and freelance court reporting firms. (1 sch: 45 clock hours)

Prerequisite: Stenotype Machine Shorthand I (CRT 1114), Stenotype Machine Shorthand II (CRT 1123), Stenotype Machine Shorthand III (CRT 2114), Speed Building I (CRT 1133), Speed Building II (CRT 1143), and Speed Building III (CRT 2133)

Competencies and Suggested Objectives	
1.	Write a minimum of 66 hours under the supervision of a practicing realtime reporter using machine shorthand technology. The 66 verified hours of writing time should include time with both a freelance reporter and an official reporter.
2.	Produce a minimum 40-page salable transcript for educational and grading purposes only, not to be sold.
3.	Write a narrative report summarizing the internship experience including such things as a diary, new terminology encountered, new experiences, and activities/processes observed.

STANDARDS

Standards Based on Student Outcomes Specified by the NCRA Council on Approved Education

- NCRA 18 Submit a written narrative report summarizing the internship experience. The written narrative shall include such things as a diary, new terminology encountered, new experiences, and activities/processes observed.
- NCRA 19 Prepare 40 pages of salable transcript for course evaluation taken from the freelance, the official, or the realtime reporting internship.
- NCRA 20 Submit the signed internship verification form for the judicial reporting internship.

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary–paraphrase, compare–contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact–opinion, predict outcomes, point of view)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)

- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

Copyright © 1994 by CTB/McGraw-Hill LLC

21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

SUGGESTED REFERENCES

- Chipkin, D. (2001). *Successful freelance court reporting*. Albany, NY: West Legal Studies.
- McCormick, R. W., & Knapp, M. H. (2003). *Court reporter's and CART services handbook: A guide for all realtime reporters, captioners, and CART providers* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- Miller, K. F. (2004). Tech challenges, changes court reporters' business. In *Puget Sound Business Journal*. Retrieved July 11, 2005, from <http://www.bizjournals.com/seattle/stories/2004/08/30/focus9.html>
- Morson, L. I. (2002). *Morson's English guide for court reporters* (2nd ed.). New Egypt, NJ: Author.
- Sahadi, J. (2004). More surprising 6-figure jobs. In *CNN Money*. Retrieved July 11, 2005, from http://money.cnn.com/2003/12/09/pf/more_sixfigjobs/

Solaski, P. (n.d.). Realtime reporting and broadcast captioning. In *The High School Graduate*. Retrieved July 11, 2005, from <http://www.thehighschoolgraduate.com/editorial/CC/reporting.htm>

Course Name: Internship for CART

Course Abbreviation: CRT 2921

Classification: AOC Core (CART)

Description: This course provides supervised practical experience in communication access realtime translation (CART). (1 sch: 45 clock hours)

Prerequisite: Stenotype Machine Shorthand I (CRT 1114), Stenotype Machine Shorthand II (CRT 1123), Speed Building I (CRT 1133), Speed Building II (CRT 1143), Speed Building III (CRT 2133), CART I (CRT 2514), and CART Technology (CRT 2562)

Competencies and Suggested Objectives	
1.	Write a minimum of 66 hours under the supervision of a practicing CART reporter or institutional instructor responsible for the internship experience.
2.	Produce an unedited realtime translation of 1 hour of CART services for educational and grading purposes only, not to be sold.
3.	Write a narrative report summarizing the internship experience including such things as a diary, new terminology encountered, new experiences, and activities/processes observed.

STANDARDS

Standards Based on Student Outcomes Specified by the NCRA Council on Approved Education

- NCRA 38 Submit an unedited realtime translation of two 30-minute segments of CART services on varied topics for course evaluation taken from the internship experience.
- NCRA 39 Submit a narrative report summarizing the internship experience including such things as a diary, new terminology encountered, new experiences, and activities/processes observed.
- NCRA 40 Submit signed internship verification form.

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary–paraphrase, compare–contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact–opinion, predict outcomes, point of view)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)

- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

Copyright © 1994 by CTB/McGraw-Hill LLC

21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

SUGGESTED REFERENCES

- McCormick, R. W., & Knapp, M. H. (2003). *Court reporter's and CART services handbook: A guide for all realtime reporters, captioners, and CART providers* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- Media Access Group at WGBH. (n.d.). *MAG Guide, Vol. 8: Making meetings accessible for people who are deaf and hard of hearing*. Retrieved July 11, 2005, from http://main.wgbh.org/wgbh/pages/mag/resources/guides/mag_guide_vol8.html
- Miller, K. F. (2004). Tech challenges, changes court reporters' business. In *Puget Sound Business Journal*. Retrieved July 11, 2005, from <http://www.bizjournals.com/seattle/stories/2004/08/30/focus9.html>
- Morson, L. I. (2002). *Morson's English guide for court reporters* (2nd ed.). New Egypt, NJ: Author.
- Sahadi, J. (2004). More surprising 6-figure jobs. In *CNN Money*. Retrieved July 11, 2005, from http://money.cnn.com/2003/12/09/pf/more_sixfigjobs/

Course Name: Internship for Captioning

Course Abbreviation: CRT 2931

Classification: AOC Core (Captioning)

Description: This course provides supervised practical experience in broadcast captioning. (1 sch: 45 clock hours)

Prerequisite: Stenotype Machine Shorthand I (CRT 1114), Stenotype Machine Shorthand II (CRT 1123), Speed Building I (CRT 1133), Speed Building II (CRT 1143), Speed Building III (CRT 2133), Captioning I (CRT 2714), and Captioning Technology (CRT 2762)

Competencies and Suggested Objectives	
1.	Write a minimum of 66 verified hours under the supervision of a practicing captioner or institutional instructor responsible for the internship experience.
2.	Produce an unedited captioned translation of 1 hour of captioning services for educational and grading purposes only, not to be sold.
3.	Write a narrative report summarizing the internship experience including such things as a diary, new terminology encountered, new experiences, and activities/processes observed.

STANDARDS

Standards Based on Student Outcomes Specified by the NCRA Council on Approved Education

- NCRA 27 Prepare a captioned translation of 1 hour of captioning services for course evaluation taken from the internship experience.
- NCRA 28 Submit a narrative report summarizing the internship experience including such things as a diary, new terminology encountered, new experiences, and activities/processes observed.
- NCRA 29 Complete at least 40 verified hours of actual writing time during captioning internship and submit signed internship verification form.

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary–paraphrase, compare–contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact–opinion, predict outcomes, point of view)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)

- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

Copyright © 1994 by CTB/McGraw-Hill LLC

21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

SUGGESTED REFERENCES

- Media Access Group at WGBH. (n.d.). *MAG Guide, Vol. 8: Making meetings accessible for people who are deaf and hard of hearing*. Retrieved July 11, 2005, from http://main.wgbh.org/wgbh/pages/mag/resources/guides/mag_guide_vol8.html
- Miller, K. F. (2004). Tech challenges, changes court reporters' business. In *Puget Sound Business Journal*. Retrieved July 11, 2005, from <http://www.bizjournals.com/seattle/stories/2004/08/30/focus9.html>
- Morson, L. I. (2002). *Morson's English guide for court reporters* (2nd ed.). New Egypt, NJ: Author.
- Solaski, P. (n.d.). Realtime reporting and broadcast captioning. In *The High School Graduate*. Retrieved July 11, 2005, from <http://www.thehighschoolgraduate.com/editorial/CC/reporting.htm>

Recommended Tools and Equipment

CAPITALIZED ITEMS

1. Computer work centers, including desk and chair (1 per student; 1 special needs accessible)
2. Multimedia computer with CD-RW, DVD, speakers, sound card, internal modem or network card, USB port for jump drive, and two RS-232 serial ports (1 per student)
3. Laser printer (1 per lab)
4. Scanner, color page (1 per lab)
5. Internet access
6. Data projector (1 per lab)
7. Stenotype machine (1 per student)
8. Video camera and tripod (1 per lab)
9. Sound system with four 8-in. speakers (1 per lab)
10. Teacher workstation (laptop computer with printer, scanner, and Internet access)
11. Caption character generator (1 per broadcast captioning station)
12. Television, minimum 32-in. (1 per broadcast captioning station)

NON-CAPITALIZED ITEMS

1. Cassette player (1 per student)
2. Projection screen (1 per lab)
3. Whiteboard (1 per lab)
4. Storage cabinets for cassette tapes/CDs/VHS tapes/DVDs
5. Dedicated telephone line with phone (1 per broadcast captioning station)
6. VHS videocassette recorder/player (1 per broadcast captioning station)
7. Portable/rolling multimedia CART (1 per broadcast captioning station)
8. Paper, ribbons, and batteries for stenotype machines

Access to the following:

1. Copier
2. Electronic whiteboard

SUGGESTED RESOURCES

1. digitalCAT software (or equivalent)
2. CaseCatalyst software (or equivalent)
3. Performance Accelerator software
4. Dictation tapes at varying speeds
5. Medical dictionary
6. Legal dictionary
7. NCRA certification exams from previous years
8. NCRA General Requirements and Minimum Standards
9. Framed U.S. and world maps

10. Wall clock
11. Electronic timers and stopwatches

Student Competency Profile for Court Reporting Technology Judicial Reporting Option

Student: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. Noted in parentheses beside each unit is the cluster competency from the MS-CPAS2. This form may be duplicated for each student, and it may serve as a cumulative record of competencies achieved in the course.

As an alternative to the use of this form, you may note competency achievement by attaching a report showing comparable results for each student. Please indicate that you are using this alternative report by checking here. _____

Stenotype Machine Shorthand I (CRT 1114)

- _____ 1. Operate the stenotype machine by the touch method using a realtime theory to provide instantaneous, realtime translation, with special emphasis on dictionary building/management.
- _____ 2. Read stenotype theory from printed material at the rate of up to 100 words per minute.
- _____ 3. Take dictation on the stenotype machine at the rate of up to 100 words per minute.
- _____ 4. Transcribe usable copy from dictated stenotype notes.

Stenotype Machine Shorthand II (CRT1123)

- _____ 1. Operate the stenotype machine by the touch method using a realtime theory to provide instantaneous, realtime translation, with special emphasis on dictionary building/management.

Speed Building I (CRT 1133)

- _____ 1. Demonstrate mastery of stenotype theory and stenotype machine performance and increased speed of machine operation.
- _____ 2. Develop word recognition and writing vocabulary.
- _____ 3. Take dictation at the rate of up to 100 wpm for 5 minutes with 97% or better accuracy, and successfully produce a minimum of three salable transcripts of such takes consisting of literary, jury charge, and two-voice (Q&A) judicial reporting material.

Speed Building II (CRT 1143)

- _____ 1. Demonstrate mastery of stenotype theory and stenotype machine performance and increased speed of machine operation.
- _____ 2. Develop word recognition and writing vocabulary.

- _____3. Take dictation at the rate of up to 140 wpm for 5 minutes with 97% or better accuracy, and successfully produce a minimum of three salable transcripts of such takes consisting of literary, jury charge, and two-voice (Q&A) judicial reporting material.

Court Reporting Procedures (CRT 1154)

- _____1. Simulate the role of the realtime reporter in trials, depositions, and administrative hearings in performing the following functions.
- _____2. Demonstrate an awareness of all aspects of the court reporting profession and related job opportunities.
- _____3. Apply the NCRA Code of Professional Ethics in simulated situations and case studies.
- _____4. Identify the appropriate reference sources used in transcript preparation.

Court Reporting English and Grammar (CRT 1173)

- _____1. Use the stenotype machine and a realtime theory to provide instantaneous, realtime translation, with special emphasis on punctuation application to include the following:
- _____2. Utilize proofreading skills to include proper punctuation, spelling, capitalization, and differentiation between number symbols and words.

Stenotype Machine Shorthand III (CRT 2114)

- _____1. Operate the stenotype machine by the touch method using a realtime theory to provide instantaneous, realtime translation, with special emphasis on dictionary building/management.
- _____2. Read fluently from machine shorthand notes, analyzing written notes for errors.
- _____3. Write on the stenotype machine for 5 minutes and transcribe with a minimum of 97% accuracy medical and technical dictation up to 180 wpm.
- _____4. Utilize proper formatting for testimony and straight material, including speaker identifications.
- _____5. Apply language arts techniques in court reporting transcription using punctuation marks, proper word usage, and capitalization.
- _____6. Demonstrate awareness and understanding of current events.

Stenotype Machine Shorthand IV (CRT 2124)

- _____1. Operate the stenotype machine by the touch method using a realtime theory to provide instantaneous, realtime translation, with special emphasis on dictionary building/management.
- _____2. Read fluently from machine shorthand notes, quickly locating portions to be read, maintaining composure while reading, and reading distinctly with authority.

- _____3. Write on the stenotype machine for 5 minutes and transcribe with a minimum of 97% accuracy three takes at each of the following speeds: literary at 180 wpm, jury charge at 200 wpm, and testimony at 225 wpm.
- _____4. Transcribe a simulated RPR skills test at RPR speed levels in 3.75 hours.
- _____5. Demonstrate awareness and understanding of current events.

Speed Building III (CRT 2133)

- _____1. Demonstrate mastery of stenotype theory and stenotype machine performance and increased speed of machine operation.
- _____2. Expand word recognition and writing vocabulary.
- _____3. Take dictation at the rate of up to 180 wpm for 5 minutes with 97% or better accuracy, and successfully produce a minimum of three salable transcripts of such takes consisting of literary, jury charge, and two-voice (Q&A) judicial reporting material.

Speed Building IV (CRT 2144)

- _____1. Demonstrate mastery of stenotype theory and stenotype machine performance and increased speed of machine operation.
- _____2. Expand word recognition and writing vocabulary.
- _____3. Take dictation at the rate of up to 240 wpm for 5 minutes with 97% or better accuracy, and successfully produce a minimum of three salable transcripts of such takes consisting of literary, jury charge, and two-voice (Q&A) judicial reporting material.

Judicial Reporting Technology (CRT 2162)

- _____1. Use a computer-aided transcription system, including operation, setup, basic care and maintenance, support, terminology, transcript production, and dictionary management.
- _____2. Demonstrate computer literacy including DOS, Windows, ASCII disk creation, Internet applications, and related software packages such as spreadsheets, word processing, scheduling, and job tracking.
- _____3. Simulate the role of the realtime reporter in proceedings including speaker identification and realtime transcript, composition, and formatting demonstrating an understanding of the psychology of writing realtime.
- _____4. Simulate the role of the realtime reporter in the computer-integrated courtroom (CIC) environment.
- _____5. Simulate the role of the realtime reporter in the deposition environment.
- _____6. Demonstrate awareness of the role of the realtime reporter in the communication access realtime translation (CART) and broadcast captioning environments.
- _____7. Write realtime using available resource materials.
- _____8. Prepare, produce, and proofread a 10-page transcript checked for neatness, format, content, punctuation, and spelling.

- _____9. Demonstrate awareness of NCRA's Certified Legal Video Specialist program and the use of video equipment in trials and depositions.

Judicial Dictionary Development (CRT 2172)

- _____1. Continue to build and maintain a realtime dictionary for judicial reporting.

Internship for Judicial Reporters (CRT 2911)

- _____1. Write a minimum of 66 hours under the supervision of a practicing realtime reporter using machine shorthand technology. The 66 verified hours of writing time should include time with both a freelance reporter and an official reporter.
- _____2. Produce a minimum 40-page salable transcript for educational and grading purposes only, not to be sold.
- _____3. Write a narrative report summarizing the internship experience including such things as a diary, new terminology encountered, new experiences, and activities/processes observed.

Student Competency Profile for Court Reporting Technology CART Option

Student: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. Noted in parentheses beside each unit is the cluster competency from the MS-CPAS2. This form may be duplicated for each student, and it may serve as a cumulative record of competencies achieved in the course.

As an alternative to the use of this form, you may note competency achievement by attaching a report showing comparable results for each student. Please indicate that you are using this alternative report by checking here. _____

Stenotype Machine Shorthand I (CRT 1114)

- _____ 1. Operate the stenotype machine by the touch method using a realtime theory to provide instantaneous, realtime translation, with special emphasis on dictionary building/management.
- _____ 2. Read stenotype theory from printed material at the rate of up to 100 wpm.
- _____ 3. Take dictation on the stenotype machine at the rate of up to 100 wpm.
- _____ 4. Transcribe usable copy from dictated stenotype notes.

Stenotype Machine Shorthand II (CRT1123)

- _____ 1. Operate the stenotype machine by the touch method using a realtime theory to provide instantaneous, realtime translation, with special emphasis on dictionary building/management.

Speed Building I (CRT 1133)

- _____ 1. Demonstrate mastery of stenotype theory and stenotype machine performance and increased speed of machine operation.
- _____ 2. Develop word recognition and writing vocabulary.
- _____ 3. Take dictation at the rate of up to 100 wpm for 5 minutes with 97% or better accuracy, and successfully produce a minimum of three salable transcripts of such takes consisting of literary, jury charge, and two-voice (Q&A) judicial reporting material.

Speed Building II (CRT 1143)

- _____ 1. Demonstrate mastery of stenotype theory and stenotype machine performance and increased speed of machine operation.
- _____ 2. Develop word recognition and writing vocabulary.
- _____ 3. Take dictation at the rate of up to 140 wpm for 5 minutes with 97% or better accuracy, and successfully produce a minimum of three salable transcripts of such

takes consisting of literary, jury charge, and two-voice (Q&A) judicial reporting material.

Court Reporting Procedures (CRT 1154)

- _____ 1. Simulate the role of the realtime reporter in trials, depositions, and administrative hearings in performing functions.
- _____ 2. Demonstrate an awareness of all aspects of the court reporting profession and related job opportunities.
- _____ 3. Apply the NCRA Code of Professional Ethics in simulated situations and case studies.
- _____ 4. Identify the appropriate reference sources used in transcript preparation.

Court Reporting English and Grammar (CRT 1173)

- _____ 1. Use the stenotype machine and a realtime theory to provide instantaneous, realtime translation, with special emphasis on punctuation application to include the following:
- _____ 2. Utilize proofreading skills to include proper punctuation, spelling, capitalization, and differentiation between number symbols and words.

Speed Building III (CRT 2133)

- _____ 1. Demonstrate mastery of stenotype theory and stenotype machine performance and increased speed of machine operation.
- _____ 2. Expand word recognition and writing vocabulary.
- _____ 3. Take dictation at the rate of 180 wpm for 5 minutes with 97% or better accuracy, and successfully produce a minimum of three salable transcripts of such takes consisting of literary, jury charge, and two-voice (Q&A) judicial reporting material.

Speed Building IV (CRT 2144)

- _____ 1. Demonstrate mastery of stenotype theory and stenotype machine performance and increased speed of machine operation.
- _____ 2. Expand word recognition and writing vocabulary.
- _____ 3. Take dictation at the rate of up to 240 wpm for 5 minutes with 97% or better accuracy, and successfully produce a minimum of three salable transcripts of such takes consisting of literary, jury charge, and two-voice (Q&A) judicial reporting material.

CART I (CRT 2514)

- _____ 1. Use the stenotype machine and a realtime theory to provide instantaneous, realtime translation, with special emphasis on dictionary building/management to include the following:
- a. All necessary alphabets defined such as a, A, A., and -a for letter-by-letter spelling
 - b. Punctuation
 - Colon (:)
 - Semicolon (;)
 - Exclamation point (!)
 - Delete space stroke
 - Feet and inches stroke (5' 6")
 - Forward slash (/)
 - Backward slash (\)
 - Hyphen (-)
 - Percent (%)
 - Ampersand (&)
 - At sign (@)
 - Decimal point (1.2 million)
 - Prefix/suffix decimal point (.22 caliber, 27.67)
 - Prefix/suffix colon (6:00)
 - Prefix/suffix comma (1,750)
 - Prefix apostrophe ('98)
 - Brackets (applause) [applause]
 - Quotation marks ("Hello")
 - Musical notes
 - Lowercase "s" (RBIs)
 - Speaker identification
 - New speaker symbol (>>)
 - Force stroke to force translation onto the screen
 - Blanking stroke to blank and pass captions from the screen
 - Placement strokes for captions
 - c. Production of numbers, which includes use of the number bar
 - d. Environmental sounds descriptors
 - e. Ability to write Web site and Internet addresses
 - f. Prefixes and suffixes
 - g. Use of phonetic translator
 - i. Dictionary building including understanding and maintenance of dictionary entries; includes but is not limited to the following areas:
 - Math
 - Geography
 - Science
 - Political science
 - History
 - English/literature

- Current events
 - Medicine
 - Common proper names
- _____2. Analyze shorthand notes including review and line-by-line edit.
 - _____3. Write three 5-minute, 180-wpm literary dictations at 96% accuracy.
 - _____4. Paraphrase in realtime.

CART II (CRT 2524)

- _____1. Use the stenotype machine and a realtime theory to provide instantaneous, realtime translation, with special emphasis on dictionary building/management for CART.
- _____2. Analyze shorthand notes including review and line-by-line edit.
- _____3. Demonstrate proficiency using a simulated Certified Realtime Reporter (CRR) and/or other specialty certification exam.
- _____4. Write a 30-minute meeting/seminar program with a goal Total Error Rate (TER) of 96% or higher to build endurance.
- _____5. Write three 5-minute, 180-wpm literary dictation at 96% accuracy.
- _____6. Paraphrase in realtime.
- _____7. Use phonetic translator.
- _____8. Build and maintain a realtime dictionary.
- _____9. Recognize environments where CART may be used.
- _____10. Research for job preparation using libraries, media, and the Internet.
- _____11. Apply the Guidelines for Professional Practice.

CART Technology (CRT 2562)

- _____1. Interpret information from *CART Provider's Manual* and use it.
- _____2. Connect a computer laptop and set up basic CART equipment for maximum benefit of CART recipients.
- _____3. Perform CART functions.

CART Dictionary Development (CRT 2572)

- _____1. Continue to build and maintain a realtime dictionary for computer access realtime translation (CART).

Internship for CART (CRT 2921)

- _____1. Write a minimum of 66 hours under the supervision of a practicing CART reporter or institutional instructor responsible for the internship experience.
- _____2. Produce an unedited realtime translation of one hour of CART services for educational and grading purposes only, not to be sold.
- _____3. Write a narrative report summarizing the internship experience including such things as a diary, new terminology encountered, new experiences, and activities/processes observed.

Student Competency Profile for Court Reporting Technology Captioning Option

Student: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. Noted in parentheses beside each unit is the cluster competency from the MS-CPAS2. This form may be duplicated for each student, and it may serve as a cumulative record of competencies achieved in the course.

As an alternative to the use of this form, you may note competency achievement by attaching a report showing comparable results for each student. Please indicate that you are using this alternative report by checking here. _____

Stenotype Machine Shorthand I (CRT 1114)

- _____ 1. Operate the stenotype machine by the touch method using a realtime theory to provide instantaneous, realtime translation, with special emphasis on dictionary building/management.
- _____ 2. Read stenotype theory from printed material at the rate of up to 100 wpm.
- _____ 3. Take dictation on the stenotype machine at the rate of up to 100 wpm.
- _____ 4. Transcribe usable copy from dictated stenotype notes.

Stenotype Machine Shorthand II (CRT 1123)

- _____ 1. Operate the stenotype machine by the touch method using a realtime theory to provide instantaneous, realtime translation, with special emphasis on dictionary building/management.

Speed Building I (CRT 1133)

- _____ 1. Demonstrate mastery of stenotype theory and stenotype machine performance and increased speed of machine operation.
- _____ 2. Develop word recognition and writing vocabulary.
- _____ 3. Take dictation at the rate of up to 100 wpm for 5 minutes with 97% or better accuracy, and successfully produce a minimum of three salable transcripts of such takes consisting of literary, jury charge, and two-voice (Q&A) judicial reporting material.

Speed Building II (CRT 1143)

- _____ 1. Demonstrate mastery of stenotype theory and stenotype machine performance and increased speed of machine operation.
- _____ 2. Develop word recognition and writing vocabulary.
- _____ 3. Take dictation at the rate of up to 140 wpm for 5 minutes with 97% or better accuracy, and successfully produce a minimum of three salable transcripts of such

takes consisting of literary, jury charge, and two-voice (Q&A) judicial reporting material.

Court Reporting Procedures (CRT 1154)

- _____ 1. Simulate the role of the realtime reporter in trials, depositions, and administrative hearings in performing functions.
- _____ 2. Demonstrate an awareness of all aspects of the court reporting profession and related job opportunities.
- _____ 3. Apply the NCRA Code of Professional Ethics in simulated situations and case studies.
- _____ 4. Identify the appropriate reference sources used in transcript preparation.

Court Reporting English and Grammar (CRT 1173)

- _____ 1. Use the stenotype machine and a realtime theory to provide instantaneous, realtime translation, with special emphasis on punctuation application to include the following:
- _____ 2. Utilize proofreading skills to include proper punctuation, spelling, capitalization, and differentiation between number symbols and words.

Speed Building III (CRT 2133)

- _____ 1. Demonstrate mastery of stenotype theory and stenotype machine performance and increased speed of machine operation.
- _____ 2. Expand word recognition and writing vocabulary.
- _____ 3. Take dictation at the rate of up to 180 wpm for 5 minutes with 97% or better accuracy, and successfully produce a minimum of three salable transcripts of such takes consisting literary, jury charge, and two-voice (Q&A) judicial reporting material.

Speed Building IV (CRT 2144)

- _____ 1. Demonstrate mastery of stenotype theory and stenotype machine performance and increased speed of machine operation.
- _____ 2. Expand word recognition and writing vocabulary.
- _____ 3. Take dictation at the rate of up to 240 wpm for 5 minutes with 97% or better accuracy, and successfully produce a minimum of three salable transcripts of such takes consisting of literary, jury charge, and two-voice (Q&A) judicial reporting material.

Captioning I (CRT 2714)

- _____ 1. Use the stenotype machine and a realtime theory to provide instantaneous, realtime translation, with special emphasis on dictionary building/management.
- _____ 2. Analyze shorthand notes including review and line-by-line edit.

- _____ 3. Write three 5-minute, 180-wpm literary at 96% accuracy.
- _____ 4. Write taped broadcast news productions from television newscasts; sporting events; courtroom programs; political and daytime talk shows; seminars; medical and scientific programming; city council, administrative, and local government meetings; and public broadcasting documentaries.

Captioning II (CRT 2724)

- _____ 1. Use the stenotype machine and a realtime theory to provide instantaneous, realtime translation, with special emphasis on dictionary building/management for captioning.
- _____ 2. Analyze shorthand notes including review and line-by-line edit.
- _____ 3. Write a 30-minute broadcast news program with a goal Total Error Rate of 96% or higher to build endurance.
- _____ 4. Write three 5-minute, 180-wpm literary dictation intensity at 96% accuracy.
- _____ 5. Write taped broadcast news productions from television newscasts; sporting events; courtroom programs; political and daytime talk shows; seminars; medical and scientific programming; city council, administrative, and local government meetings; and public broadcasting documentaries.
- _____ 6. Use phonetic translator.
- _____ 7. Build and maintain a realtime dictionary.

Captioning Technology (CRT 2762)

- _____ 1. Demonstrate basic setup, care, and maintenance of the stenotype machine, computer hardware, and broadcast captioning equipment.
- _____ 2. Perform captioning functions.
- _____ 3. Demonstrate knowledge of history, culture, terminology, broadcast news production, prescripting, psychology of on-air captions, FCC regulations, and deaf culture.

Captioning Dictionary Development (CRT 2772)

- _____ 1. Continue to build and maintain a realtime dictionary including understanding and maintenance of dictionary entries.

Internship for Captioning (CRT 2931)

- _____ 1. Write a minimum of 66 verified hours under the supervision of a practicing captioner or institutional instructor responsible for the internship experience.
- _____ 2. Produce an unedited captioned translation of 1 hour of captioning services for educational and grading purposes only, not to be sold.
- _____ 3. Write a narrative report summarizing the internship experience including such things as a diary, new terminology encountered, new experiences, and activities/processes observed.

Appendix A: Standards Based on the Student Outcomes Specified by the National Court Reporters Association Council on Approved Education¹ JUDICIAL PROGRAM OPTION

Machine Shorthand

- NCRA 1 Write a realtime translation theory system.
- NCRA 2 Read aloud from shorthand notes, quickly locating portions to be read, maintaining composure while reading, reading distinctly and with authority.
- NCRA 3 Transcribe a minimum of three 5-minute, two-voice testimony tests with a minimum of 95% accuracy dictated at a minimum of 225 wpm.
- NCRA 4 Transcribe a minimum of three 5-minute jury charge tests with a minimum of 95% accuracy dictated at a minimum of 200 wpm.
- NCRA 5 Transcribe a minimum of three 5-minute literary tests with a minimum of 95% accuracy dictated at a minimum of 180 wpm.
- NCRA 6 Transcribe a simulated RPR skills test at RPR speed levels in 3.75 hours.

English

- NCRA 7 Apply the rules of grammar, spelling, punctuation, and capitalization to sentences, paragraphs, and transcripts through systematic testing and/or projects.

Law and Legal Terminology

- NCRA 8 Demonstrate an understanding and application of law and legal terminology.

Anatomy/Medical Terminology

- NCRA 9 Demonstrate an understanding and application of anatomy and/or medical terminology.

Judicial Reporting Standards

- NCRA 10 Assume the role of the realtime reporter through simulated trials and depositions in performing the following functions:
- Administering an oath/affirmation
 - Marking and handling exhibits
 - Exercising responsibility for reporting the proceeding
 - Indexing and storing notes
 - Interrupting a speaker
 - Obtaining spellings of proper names

¹ Council on Approved Student Education. (2007). *The National Court Reporters Association General Requirements and Minimum Standards*. Retrieved August 7, 2008, from <http://ncraonline.org/NR/rdonlyres/9C49B341-9A4D-47BF-B8EF-490F25C77588/0/CASEGenReqMinStnds0708.pdf>

- Identifying speakers in a multi-speaker situation
- Handling discussions off the record and sidebar
- Indicating nonverbal actions
- Certifying questions
- Reporting interpreted proceedings
- Handling, reading, and signing depositions

NCRA 11 Apply the NCRA Code of Professional Ethics in simulated situations and case studies.

NCRA 12 Identify the appropriate reference sources used in transcript preparation.

Judicial Technology

NCRA 13 Produce salable transcripts of at least 10 pages on a computer-aided transcription system from the student's own stenographic notes, including the following:

- Title page
- Index
- Jury charge/opening and/or closing statements if applicable
- Direct and cross-examination
- Parentheticals
- Colloquy
- Certification page
- Such other entries as may appear in a given case, i.e. signature page

NCRA 14 Produce a five-page, first pass transcript with a goal of 95% translation rate.

NCRA 15 Demonstrate knowledge of basic hardware care, maintenance, and setup of a realtime system.

NCRA 16 Demonstrate understanding and application of the body of knowledge required in technology through systematic testing and/or projects.

Current Events

NCRA 17 Demonstrate understanding of current events including the following:

- Local events
- National events
- International events
- Geography
- Cultural diversity

Judicial Reporting Internship

NCRA 18 Submit a written narrative report summarizing the internship experience. The written narrative shall include such things as a diary, new terminology encountered, new experiences, and activities/processes observed.

- NCRA 19 Prepare 40 pages of salable transcript for course evaluation taken from the freelance, the official, or the realtime reporting internship.
- NCRA 20 Submit the signed internship verification form for the judicial reporting internship.

CAPTIONING STANDARDS OPTION

Machine Shorthand Captioning

- NCRA 21 Write a realtime theory.
- NCRA 22 Write three 15-minute literary broadcast material takes at 180 wpm (word count) at 96% verbatim accuracy following NCRA's "What Is an Error" guidelines. (See Appendix 8 of NCRA Standards.) The instructor will grade a random 5-minute selection from each 15-minute take.

Captioning Technology

- NCRA 23 Demonstrate knowledge of and the ability to perform the basic setup and maintenance of broadcast captioning equipment.
- NCRA 24 Build and maintain a realtime dictionary as well as manage job dictionaries.
- NCRA 25 Demonstrate knowledge of and be able to pass written exams in broadcast captioning history, deaf culture, terminology related to the captioning environment, and broadcast news production functions.
- NCRA 26 Demonstrate knowledge and understanding of professional ethics and Guidelines for Professional Practice for Captioners.

Captioning Internship

- NCRA 27 Prepare a captioned translation of 1 hour of captioning services for course evaluation taken from the internship experience.
- NCRA 28 Submit a narrative report summarizing the internship experience including such things as a diary, new terminology encountered, new experiences, and activities/processes observed.
- NCRA 29 Complete at least 40 verified hours of actual writing time during captioning internship, and submit signed internship verification form.

CART STANDARDS OPTION

Machine Shorthand for CART

- NCRA 30 Write a realtime theory.
- NCRA 31 Write 5-minute, 180-wpm literary takes (word count) at 96% verbatim accuracy following NCRA's "What Is an Error" guidelines. (See Appendix 8 of NCRA Standards.)

CART Technology

- NCRA 32 Demonstrate knowledge of the current NCRA *CART Provider's Manual*.
- NCRA 33 Demonstrate ability to set up equipment and provide realtime translation for maximum benefit of CART recipients.
- NCRA 34 Demonstrate knowledge of realtime software and computer functions.

General Instruction

- NCRA 35 Demonstrate knowledge of appropriate communication by various providers, including sign language interpreters, oral interpreters, Cprint and CART providers.
- NCRA 36 Demonstrate knowledge of the current NCRA Guidelines for Professional Practice.
- NCRA 37 Demonstrate knowledge of deaf and hard-of-hearing culture and types of accommodations.

CART Internship

- NCRA 38 Submit an unedited realtime translation of two 30-minute segments of CART services on varied topics for course evaluation taken from the internship experience.
- NCRA 39 Submit a narrative report summarizing the internship experience including such things as a diary, new terminology encountered, new experiences, and activities/processes observed.
- NCRA 40 Submit signed internship verification form.

Appendix B: Related Academic Standards²

Reading

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary–paraphrase, compare–contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact–opinion, predict outcomes, point of view)

Mathematics Computation

- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations

Applied Mathematics

- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)

Language

- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)

Spelling

- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

² CTB/McGraw-Hill LLC. (1994). *Tests of adult basic education, forms 7 and 8*. Monterey, CA: Author. Reproduced with permission of CTB/McGraw-Hill LLC. TABE is a registered trademark of The McGraw-Hill Companies, Inc. Copyright © 1994 by CTB/McGraw-Hill LLC. Reproduction of this material is permitted for educational purposes only.

Appendix C: 21st Century Skills³

CS1 Global Awareness

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
- Promoting the study of non-English language as a tool for understanding other nations and cultures

CS2 Financial, Economic, and Business Literacy

- Knowing how to make appropriate personal economic choices
- Understanding the role of the economy and the role of business in the economy
- Applying appropriate 21st century skills to function as a productive contributor within an organizational setting
- Integrating one's self within and adapting continually to the nation's evolving economic and business environment

CS3 Civic Literacy

- Being an informed citizen to participate effectively in government
- Exercising the rights and obligations of citizenship at local, state, national, and global levels
- Understanding the local and global implications of civic decisions
- Applying 21st century skills to make intelligent choices as a citizen

CS4 Information and Communication Skills

- Information and media literacy skills: Analyzing, accessing, managing, integrating, evaluating, and creating information in a variety of forms and media; understanding the role of media in society
- Communication skills: Understanding, managing, and creating effective oral, written, and multimedia communication in a variety of forms and contexts

CS5 Thinking and Problem-Solving Skills

- Critical thinking and systems thinking: Exercising sound reasoning in understanding and making complex choices; understanding the interconnections among systems
- Problem identification, formulation, and solution: Ability to frame, analyze, and solve problems
- Creativity and intellectual curiosity: Developing, implementing, and communicating new ideas to others; staying open and responsive to new and diverse perspectives

CS6 Interpersonal and Self-Directional Skills

- Interpersonal and collaborative skills: Demonstrating teamwork and leadership, adapting to varied roles and responsibilities, working productively with others, exercising empathy, and respecting diverse perspectives
- Self-direction: Monitoring one's own understanding and learning needs, locating appropriate resources, and transferring learning from one domain to another
- Accountability and adaptability: Exercising personal responsibility and flexibility in personal, workplace, and community contexts; setting and meeting high standards and goals for one's self and others; and tolerating ambiguity

³ *21st century skills*. (n.d.). Washington, DC: Partnership for 21st Century Skills.

- Social responsibility: Acting responsibly with the interests of the larger community in mind; demonstrating ethical behavior in personal, workplace, and community contexts

Appendix D: National Educational Technology Standards for Students⁴

- T1 Basic operations and concepts
- Students demonstrate a sound understanding of the nature and operation of technology systems.
 - Students are proficient in the use of technology.
- T2 Social, ethical, and human issues
- Students understand the ethical, cultural, and societal issues related to technology.
 - Students practice responsible use of technology systems, information, and software.
 - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- T3 Technology productivity tools
- Students use technology tools to enhance learning, increase productivity, and promote creativity.
 - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
- T4 Technology communications tools
- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- T5 Technology research tools
- Students use technology to locate, evaluate, and collect information from a variety of sources.
 - Students use technology tools to process data and report results.
 - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
- T6 Technology problem-solving and decision-making tools
- Students use technology resources for solving problems and making informed decisions.
 - Students employ technology in the development of strategies for solving problems in the real world.

⁴ International Society for Technology in Education. (2000). *National educational technology standards for students (NETS)*. Retrieved July 13, 2004, from <http://www.iste.org/>