CALIFORNIA COMMUNITY COLLEGES

TIPS News

Technology in Education

TELECOMMUNICATIONS INFRASTRUCTURE PROJECT STATEWIDE

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CCCSAT Network Blasts Off

Community colleges deliver distance learning via satellite

CCCSAT Staff

Palomar College recently launched the California Community College Satellite Network (CCCSAT) Broadcast Center with an in-studio kickoff.

The event celebrated the award of an $8.5 million state grant from the California Community Colleges Chancellor's Office (CCCCO) to the college that established the CCCSAT Network. The network will link distance learning programs at all 106 California community college campuses, said Sherilyn Hargraves, Palomar College's ETV manager and new CCCSAT project manager.

Palomar has been pioneering distance learning since 1975 with its Educational Television (ETV) department, providing classes delivered via cable-access television and home videos that students can check out.

The CCCSAT Network will eventually utilize a full range of new digital technologies such as the Internet,

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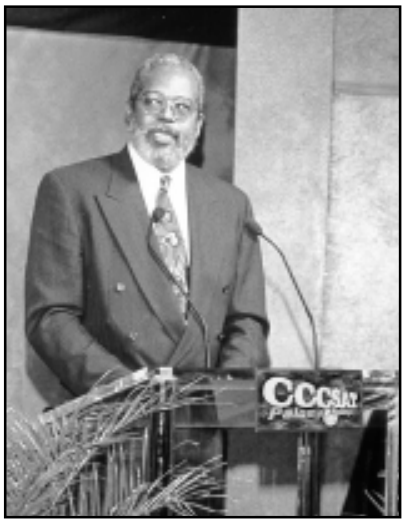

Lebaron Woodyard, CCCCO Dean of Instructional Resources and Technology

SUMMER

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CCCCO Awards Five New CVU Centers

Regional Centers will offer training around the state

Debbie Olson
Specialist, CVU

The California Community Colleges are charting a wired future with the added help of the five new California Virtual University Regional Centers announced in June by the Chancellor's Office. They are: Foothill-De Anza College, Rio Hondo College, Coastline Community College, Cerro Coso Community College, and El Camino College.

Each campus has been charged with empowering faculty and staff around the state with the skills and knowledge to use current technology in designing effective learning experiences as well as building distance learning environments that assist students in attaining high standards of competence.

Region I

Located in the heart of Silicon Valley, De Anza College will serve the 24 colleges in the Greater Bay Area (GBA). No newcomer to distance learning, De Anza College can contribute much to the system by sharing

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COMMENTARY

Collaboration Is True Genius

Debbie Olson
Specialist, CVU

Summer is the time for the mind to wander, especially when the outside temperature is hovering between 100 and 105 degrees. In this state of mind, I have come to the conclusion that all too many ingenious technology projects fail by utilizing strategies that resemble the Wiley Coyote vs. Roadrunner cartoons.

For those of you who don't remember, Wiley Coyote is a self-proclaimed super genius whose life goal is to catch the Roadrunner, a fast moving bird of few words. The cartoon always ends predictably with the coyote being foiled, despite an impressive number of high-tech gadgets he has purchased and assembled from the Acme Corporation catalog, where he seems to have an unlimited line of credit.

Perhaps the coyote could have benefited from the thinking on the development of the California Community College Regional Centers. Why, you may ask, do I connect the two? Because the message behind the coyote is this: technology, funding, and imaginative, sometimes genius, thinking has not ensured the success of his goal. The coyote's ineptitude, lack of thorough preparation or failure of some Acme product ultimately leads to a predictable end, wherein the coyote is always as much humiliated as he is harmed.

The California Community College Regional Centers, on the other hand, realize that in a global society, where timely information is the most important commodity, collaboration is not simply desirable, it is inextricably tied to success. In a world in which technical complexity increases at an accelerating rate, there are fewer and fewer arenas in which individual action suffices. The most urgent projects require the coordinated contributions of many talented people. In short, none of us are as smart as all of us.

The California Community College Regional Centers are committed to finding ways to enhance access and provide greater educational opportunities through individual and campus collaborations. The ultimate success for this project will be measured by the increased numbers of students who are satisfied with the quality of education and the choices available regarding course and degree programs and delivery technologies.

And so, the five Regional Centers are off and running...presumably not into the side of the nearest mesa.

TMAPP: Faculty Access To Computers and Technology

Colly A. Tettelbach
Director, Regional Health Occupations Resource Center
Hartnell College

HARTNELL COLLEGE

In early 1998, Hartnell College was awarded a $371,000 Technology Model Applications Pilot Projects (TMAPP) grant to provide faculty access to computers and technology. The Project Director is Colly Tettelbach, who is also Director of the Regional Health Occupations Resource Center.

This project arose out of an identified need for faculty training in the area of technology-mediated instruction. Specifically, as colleges were provided with interactive teleconferencing capabilities, the need for faculty members to be skilled in using these media became even more apparent.

A second demand driving this project is the need for student populations in rural and semi-rural areas to have access to low enrollment for otherwise unavailable courses that could not be offered in their locale.

The project also seeks to create learning communities between community college faculty and students using video conferencing and computer-mediated instruction.

This project comprises a consortium of seven community colleges around the state of California. Two colleges are located in urban settings: Evergreen Valley College and Ohlone College; the other five colleges- Hartnell College, Butte College, College of the Siskiyous, Feather River College, and West Hills College- are located in semi-rural or rural areas. Four faculty from each college receive support and instruction on the use of technology-mediated instruction.

The grant provides workshops and instructional support for 28 faculty. The grant also provides computer hardware and software for each of the participating faculty. In addition, the grant funds virtual faculty offices, one for each college.

So far, three workshops have been given to the faculty. The first was a face-to-face, all-day workshop held at Hartnell College to orient the chosen faculty and the campus liaisons to the provisions of the grant and to their responsibilities as members of the grant team. At that meeting, it was requested that, as much as possible, the workshops utilize video conferencing so as to reduce travel time, particularly from the remote areas. The second workshop was a video conference workshop on "Strategies for Video Teleconferencing," that included tips and techniques to make video conferencing more successful. The third workshop was on the legal and ethical issues involved in technology-mediated instruction, particularly in interactive video conferencing. Other conferences, workshops, and educational opportunities will be offered to the faculty as a part of this grant.

A major part of the grant was to provide capital outlay to college sites to convert video conferencing into distance learning facilities. Each campus received $20,000 to upgrade their distance educational classrooms or facilities to facilitate the offering of distance education.

The obstacles encountered administering this grant included the challenge of coordinating the activities of seven different community colleges, each of which has different schedules and different ways of handling faculty release time, substitution, etc. Another challenge has been that faculty liaison and even faculty participants have changed over the course of the grant cycle, so that there is the need for constant updating mailing lists and reorienting new campus coordinators to the provisions of the grant.

The ultimate goal of the grant is for each of the four faculty participants on each campus to become a campus resource in the use and the design of technology-mediated instruction. Part of the provision of the grant is that each campus will develop courses to be offered via video teleconferencing to other campuses in a mutual exchange.

Although it is not a provision of this grant, the need for developing policies and procedures and for understanding intellectual property rights and mechanisms for the sharing of courses is accentuated.

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A Team Approach to Developing Online Courses

Anne Arundel Community College's Online Academy

Mary Wells
Director of AVCom and Distance Learning
Anne Arundel Community College, Arnold, Maryland

Paul Warner
Instructional Technologist

Stephen Steele
Professor of Sociology

The Online Academy at Anne Arundel Community College (AACC) is not a place, but a vehicle—a way to access the teaching and learning potential of the information superhighway. The Academy was established in spring 1998 to foster the creative development of online courses by using a team approach. The first Academy class represents a cross section of faculty who have a great deal of teaching experience, some computer experience, and a lot of enthusiasm for expanding current concepts of how we teach and learn.

During spring and summer of 1998, we developed courses in topics such as chemistry, nutrition, introduction to computers, programming in C++, geography, and introduction to literature.

How the Team Works

Since developing online courses is a relatively new undertaking (not just at AACC, but throughout higher education), the idea of a team approach makes sense: We can combine our expertise, creative ideas, and computer experience to create products as a team that might not be possible if we work in isolation. The Academy brings together the Webmaster, the Faculty Resource Center, Media Production Services, the resources of the Distance Learning Center, and faculty advisors.

Our activities have included learning about Front Page 98 and WebCT, reviewing existing online courses, and sharing Internet sites about teaching and learning. We have also consulted various vendors who are creating products for delivering online instruction and with colleagues at other community colleges.

Through this process, the Academy's faculty advisors received valuable feedback on the kinds of instructional and technical support needed to efficiently adapt courses to an online format. We became confident that our process for converting traditional lecture classes to online classes has resulted in academically rigorous interactive online courses.

Online Academy Workbook Available

We now have an Online Academy Workbook available to faculty. They can download a flow diagram from the workbook that takes them through each step of developing an online course. (See the Academy Web site at *www.aacc.cc.md.us/ola/*)

The workbook encourages instructors to consider how the online course will compare with classroom instruction and to identify major elements in their traditional course. In the next step, a grid takes them through three levels of learning: what a student should know, how an instructor wants students to apply that knowledge, and how students will use the knowledge to create some new knowledge product or experience. For every traditional element of classroom instruction, there is an accompanying online resource or several alternatives.

Building the Elements of the Course

Once an instructor identifies the various elements of his or her course material, it is time to convert the elements to distance learning media. Our instructors create a communication system with their online students using a combination of methods including video, electronic and live field trips, fax, email, voice mail, the U.S. Postal Service, and face-to-face interaction.

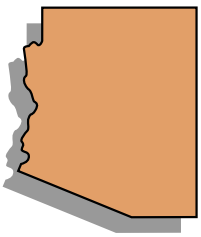
Finally, each instructor builds the course using software he or she is comfortable working with, then shows the course to colleagues, in-

(continued on page 8)

Creative Delivery of Distance Education

Diana Hall
Associate Dean of Student Services
Rio Salado College, Tempe, Arizona

OUT of STATE



ARIZONA

Rio Salado College is one of 10 colleges in Arizona's Maricopa County Community College District. Rio was established in 1978 to develop and deliver innovative education. We offer courses at dispersed locations rather than on one campus, and have provided distance learning for over 20 years. Today, Rio's distance learning program serves some 12,000 enrollments annually. Approximately 4,000 students are enrolled at any given time.

A Rio hallmark is the commitment to make distance learning conveniently accessible. Given our informal "education any time, any place, any way" motto, Rio offers 146 courses in several delivery modalities, including the Internet, mixed media (print and/or AV media), CD-ROM, and print.

Students have the convenience of choosing from 26 (biweekly) enrollment periods. And although most require 13 weeks to complete a course, students may accelerate. Finally, courses are asynchronous - students don't have to depend upon the instructor's physical presence at the other end of the fiber-optic linkage. They can work on their courses anytime.

Rio's Distance Services Program

Rio's success comes from recognizing that an effective "any time, any where, any way" distance learning program must provide essential student services any time, any where , and any way. Thanks to insights gained in the last six years especially, Rio has developed an award-winning program with its own comprehensive student services infrastructure. This includes academic advising, testing services, tutoring, disability services and resources, financial aid and scholarship services, and both personal and career counseling.

Academic Advising

Academic advising is also available through several modalities. Advisors are accessible by phone, by e-mail using software provided to all students, by fax, and in person. All academic advising, including evaluating military and other transcripts, is done at a distance when necessary, using the U.S. mail or the telephone. Advisors are equipped to answer calls immediately, and local students are encouraged to meet personally with an advisor. The Advisement Center averages 25 walk-ins and 350 phone advisement requests daily.

Tutoring

Tutoring services are explained in the online Student Services home pages and course syllabi. Tutoring is also available in several modalities. Students appreciate the convenient Beep-A-Tutor program. When they beep a tutor, they can expect a response within two hours. Recently we found that alphanumeric beepers allow students to type questions to the tutor, who then can be prepared with answers even before returning the student's call.

Our Cybertutoring service is also popular. Currently, we offer some 146 courses by Internet. The online math and Spanish classes include online tutoring services. Cybertutors are available online at specified hours. The hours are published in the course syllabus and on the Student Services/ Tutoring Web page, where students also find instructions for using tutoring services. Soon we intend to expand the Cybertutoring service to other subject areas.

Testing

Distance learning testing is a very large program. All students take their distance learning midterms and finals in person, sometimes arranging for proctoring at a more convenient educational institution. All tests are secured, administered, scanned, and graded by the Student Services Testing Department. In addition, the department conducts all placement testing (currently ASSET), credit-by-examination tests, and standardized tests such as DANTES and CLEP. We plan to begin offering COMPASS computerized placement testing in the spring of 1999.

Counseling

Career counseling is available via e-mail, by telephone, or in person days and evenings, and related courses, such as Career Exploration and Conflict Resolution are offered

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TIPS on Video Conferencing

PART **TWO**

Beware of Video Conferencing in Distance Learning Clothing

Ted Hunter
Education & Government Manager, VTEL Corporation

Part **One** of this article appeared in the June 1999 issue of *TIPS News*.

Audio Characteristics

Audio is the primary component of an effective distance learning environment. In fact, this is usually one of the key differentiators between a video conferencing system and a distance learning system. As can be seen in the diagram (page 7), work done in the field suggests, where possible, a touch-to-talk microphone placed on a desk in such a way that it can easily be accessed by students in groups of two provides excellent sound quality to all of the participating sites. In addition, these microphones can be linked to student tracking camera presets so that who ever is speaking at the time is clearly framed to each of the remote sites, making the students at the far end seem like an integral part of the class.

Regardless of the approach taken regarding in-room sound, well positioned microphones of the appropriate technology placed in a room with acceptable acoustic treatment are the essential first step toward meeting any distance learner's needs.

Video Characteristics

Video characteristics of a distance learning room are not limited to just the ability to see the "talking heads" at the other sites, but also need to address the delivery of the PC and Internet-based multimedia. Furthermore, delivery of the human images and the multimedia content, needs to be presented in such a way that the student and the teacher have a clear view of what is being presented. This is why the more experienced distance learning sites employ a dual monitor system. In essence, there is one monitor that contains multimedia content, while the other maintains the image of the people at the far-end. As can be seen in the diagram, a single set of monitors, appropriate for a given class size, will provide for the visual needs of the students, but what will the instructor be looking at?

In order for the instructor to see what the students are seeing while maintaining eye contact with near-and-far-end students, a similar arrangement of monitors needs to be placed at the back of the room. In addition, giving the instructor the freedom to move about the class can often contribute to enhancing the learning experience, but it can be distracting at the far-end if the instructor moves out of the camera range or moves away from the microphone. This obviously implies that at instructional origination sites there has to be a second camera, usually at the back of the room, which carries the image of the instructor to the far-end. To give the instructor even more flexibility, instructors can wear a wireless tracking ring and microphone linked to automatic tracking cameras. This enables the instructor to be as animated and responsive to classroom needs as desired, without losing contact with the far-end.

Equipment

The first consideration of equipment in the room is usually given to what will make the instructor's life easier. In many cases it is the design of the instructor's station. In some less experienced environments, this can be little more than a used desk with a document camera on it somewhere. In the more advanced environments, it can be the source of elegant control of the entire environment. Individualized implementations can be based on a number of factors, so it is best to see as many existing environments as possible before deciding.

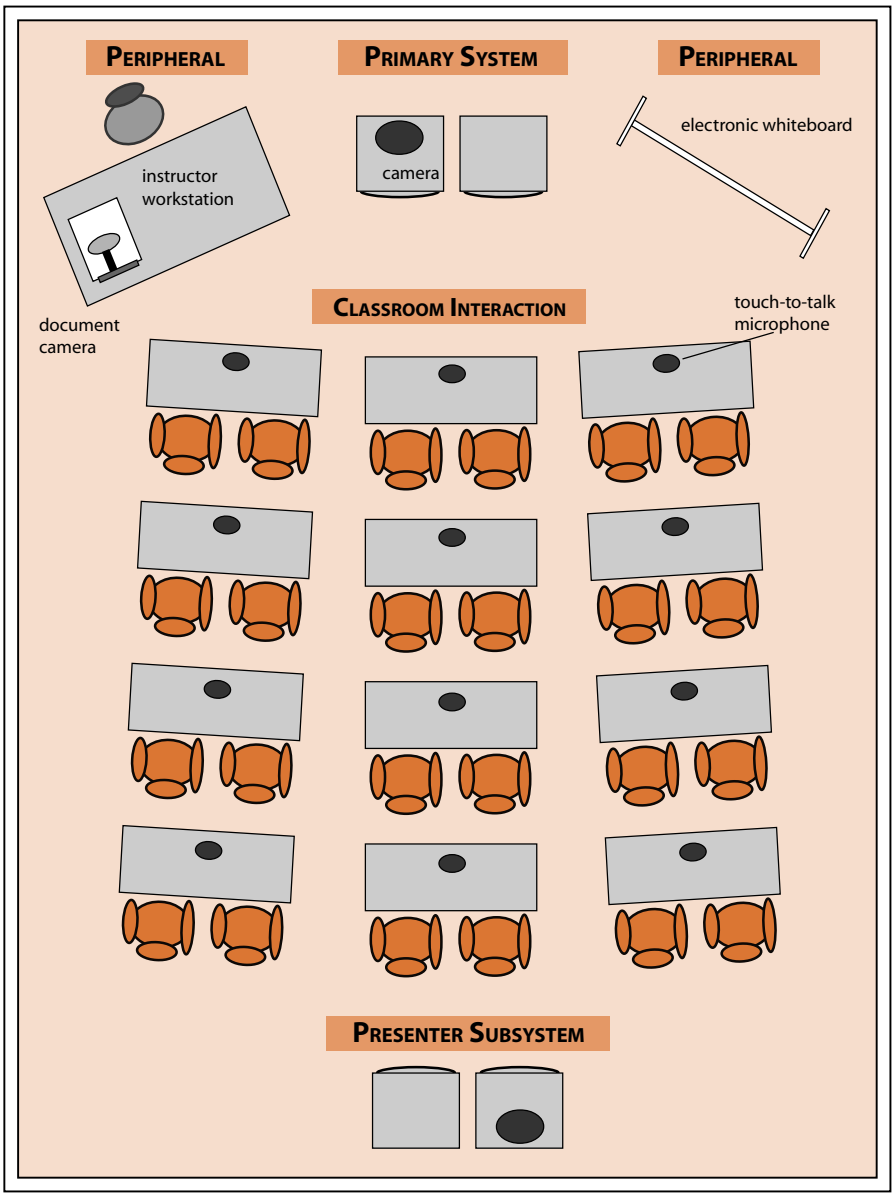
For a generation growing up on a steady diet of Nintendo and the Internet, incorporating multimedia-based content will enable the distance learning class to provide a stimulating learning environment. This means incorporation of a multimedia-capable PC with an Internet connection will become the

instructor's principle weapon in drawing students into the class, especially at the far-end. The control of this PC should be integrated with the video environment in such a way that moving back-and-forth between these two environment should be seamless.

Given the dynamics of class interaction and the need to amplify certain points made during class, many distance learning environments have found it useful to have a full-size, interactive electronic whiteboard connected to their distance learning systems. This device provides a shared whiteboarding functionality at both the near and far-end, as well as possessing the ability to have its content saved to a PC or recorded onto a VCR as an integral part of the class video record.

Room Characteristics

As with any aspect of building a successful distance learning environment, common sense should be any institution's guide when choosing near and far-end rooms. Little things, such as excessive hallway noise, inadequate window coverings, bouncing sound, even noisy clocks!, can turn a nuisance into a real distance learning distraction. Picture yourself as a near or far-end student, and most the right choices will be easy.



In Conclusion

Effective distance learning is not rocket science, but neither is it the same as video conferencing. Nonetheless, using the guidelines above should help to transform the novice from a "book writer" to a "book reader," and if you get stuck, do not hesitate to seek the plenty of free help that is out there. See you in class---from my monitor of course!

Visit VTEL Corporation online at *http://www.vtel.com*

Online Acadamy

(continued from page 4)

formal student groups, and others to gather feedback; and then offers the course.

Online Enrollments Doubled

We are extremely pleased with the results. In fall 1998, we had 197 online students compared with 93 in the spring. And our online credit course offerings are doubling each semester. This spring we offered 28 different online courses, covering 11 topics ranging from computer technology to math and sociology. Some of our telecourses now offer an online component, and students correspond with their instructor through e-mail and computer chat sessions.

We think the option of online education will continue to be an attractive one for our students, and expect our Online Academy to continue its vital role in helping faculty make more and more online courses available to our distance learning students.

This article originally appeared in the Spring/Summer issue of AGENDA,the PBS Adult Learning Magazine, and is reprinted with permission.

http://www.pbs.org/adultlearning/als/agenda

Creative Delivery

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on the Internet. Rio also provides personal counseling to students. Finally, students can visit our virtual Career Center for assistance in career planning and job searches.

Library Services

No college student can be without a library. At Rio, a library/Cybrary is always open. There students find over 6,000 links updated and organized by discipline, as well as other electronic research and Web-browsing options. Students can do everything, including checking out books and periodicals through the Cybrary that they can do in a walk-in college library, without ever leaving their computers. Moreover, they are entitled to use area university and sister college libraries through the Maricopa County Community College District intercollegiate library exchange program.

Summary

The key to providing quality distance learning involves recognizing that student services must be part of the package. Colleges not only must offer the traditional services conveniently, but also must have foresight in designing and developing services needed to satisfy students who expect high-quality instruction any time, any place, any way.

This article originally appeared in the Spring/Summer issue of AGENDA,the PBS Adult Learning Magazine, and is reprinted with permission.

http://www.pbs.org/adultlearning/als/agenda

CCCSAT

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two-way video, and the 4CNet network.

The CCCSAT Network's mission will also be unique because the California Community Colleges will have the opportunity to confer credit, degrees, and certification via the satellite network to distance learning students. The system could reach a new range of students previously limited by time or distance.

The distance-learning component of community college education has until recently been held by law to an instruction component.

"Shoot for the stars! And bring educational programs to all of the people," said Ralph Meuter, Dean for Regional & Continuing Education of California State University, Chico.

That far-reaching potential was demonstrated by the guests at the recent Palomar College celebration, whose ranks included representatives of the local faculty, members of the education community from around the state, along with business, local, and federal government leaders.

Representatives of the University of California, San Diego, California State University, Chico, Saddleback College, San Bernardino College, and Miramar College were on hand. Representing the Chancellor's Office were officials LeBaron Woodyard, Catherine McKenzie, and Charles Mawson.

Jim Ritchey of Congressman Duke Cunningham's office attended the event along with Mayor of San Marcos, Corky Smith, and San Marcos City Council members Hal Martin and Mark Rozmus.

> *"Shoot for the stars! And bring educational programs to all of the people"*

A number of businesses helped support the event including Sony, Palomar Mountain Spring Water, Philips, O'Mara Communications, Miralite Communications, Dell Computer.Corp., University Access, and Televideo.

The support of business and government is important, said Hargraves, because the CCCSAT Network is designed to be self-funding at the end of its initial five-year grant phase.

Evidence of the seeds of the business community's participation in the CCCSAT program was on display during the kickoff. The celebration included a demonstration of Sony's new digital high definition television system along with Philips flat screen technology.

The kickoff was successful in raising the awareness of the CCCSAT project and its personnel. Key influencers were brought together to join CCCSAT in the common objective of providing access, affordability, customer focus, and performance to the distance learning student. All of this will become reality on the wireless highway.

Dr. George Boggs, President/Superintendent of Palomar Community College (left) and F.H. "Corky" Smith, Mayor of San Marcos

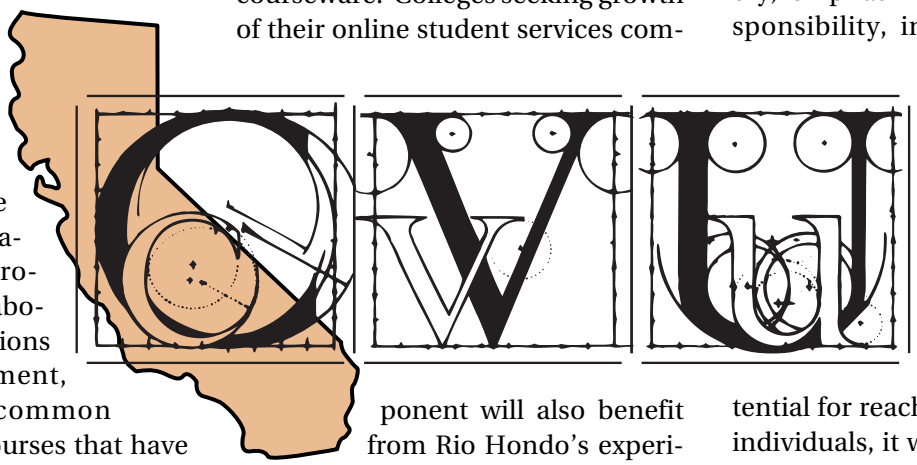
More information on the CCCSAT project can be found online at *http://www.cccsat.org*

CVU Centers

(continued from page 1)

expertise and lessons learned by experienced pioneers in online delivery and other distance methodologies.

An overall goal of the GBA Center is to aid faculty in efficiently converting courses to a more pedagogically sophisticated accessible online course than they would be able to produce without assistance. In addition, the Center will address the need to reduce duplication of effort and promote enhanced collaboration across institutions on course development, especially on common courses, advanced courses that have low enrollment, and courses that can be offered jointly by multiple campuses.



Region II

Located in the Greater Los Angeles Region, Rio Hondo College will serve 25 colleges and the more than 10 million people who live in this vibrant, multicultural area that stretches from Ventura southward to Long Beach and eastward to Riverside. Rio Hondo has named Dr. Ding-Jo Currie, Vice President of Economic and Community Development, as project director. Assisting her will be Dr. Andy Howard, director of the highly successful Rio Hondo Virtual College, as Regional Center Coordinator.

While the Rio Hondo Regional Center will benefit all associated campuses with the services provided by a Regional Center, the colleges that most need these services are the institutions just starting distance education programs. With these campuses, a Regional Center can provide expertise on campus infrastructure, start a technology plan, and greatly reduce the cost of developing curriculum by facilitating the utilization of existing learning objects and courseware. Colleges seeking growth of their online student services component will also benefit from Rio Hondo's experience in the development of online counseling, registration, online library services, and an online bookstore.

Region III

Coastline Community College, in partnership with San Diego Community College District, brings a number of resources to the colleges in Region III. Coastline has been a leader in the design and production of high quality distance learning, and has already trained over 100 mentors in the development of online instruction. The training program is complemented by a strong information technology infrastructure that is well–equipped to assume a lead role in providing technical support and guidance for the region. Coastline was also the recipient of a Chancellor's Office TMAPP (Telecommunications Model Applications Pilot Projects) grant to design and develop an online student services center, which can serve as a model to facilitate implementation of similar services at colleges regionwide.

Coastline Regional Center developers believe the technologies of the computer age hold a promise of improved educational design and delivery, emphasizing more student responsibility, independent learning skills, cognitive development, interaction, and greater content mastery than previously experienced. However, Project Director Ted Boehler notes that, "although online instruction has the potential for reaching large numbers of individuals, it will only be successful if colleges are able to offer high quality programs that provide collaborative learning, faculty and student interaction, and adequate attention to individual student needs." He adds, "Making California community colleges more responsive to student needs through technology enhanced instruction will require a comprehensive approach that addresses system leadership, institutional supports, and faculty preparation."

Region IV

Coordinating the efforts of the Statewide/Rural Region, Cerro Coso Community College will have the added challenge of expanding online education and teacher training in an area consisting of 35 diverse community colleges including large urban colleges, small rural colleges, and everything in-between. For many of the rural colleges, online education is not just an option, it is a necessity crucial in ensuring survival for the colleges

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CVU Centers

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and better serving their students' needs.

Recognizing the difficulty of providing assistance to such a diverse service area, and, in order to overcome the geographical challenges, the Project will establish two physical sites, one at American River in the north and the second at Cerro Coso in the south. Additionally, four subcenters will be established at Victor Valley, Butte, Merced, and Allan Hancock Colleges. Each of the centers will act as a Lead Faculty Mentor College. The remaining 31 colleges in the region will be invited to select a project-funded faculty mentor. All mentors will receive training at the physical sites, and then be encouraged to transfer to the faculty on their home campuses.

Seeing the Regional Centers as a long-term project, Paul Meyers, Project Director for the Center, believes the highest priority should be the development of a carefully planned and stable foundation built on previous experience and open to regular input and assessment. "During the development of Cerro Coso Online, we have encountered and resolved many problems related to the development of a virtual campus, including course development, student preparedness, faculty training and support, and online student services. We are excited about the opportunity to share our experiences with colleges within the Statewide/Rural Region and beyond," says Meyers.

Staff Development Center

The Statewide Staff Development Center (Statewide Center) will serve the entire Community College system, and coordinate the development and dissemination of distance education standards, training resources, and exemplary practices with the other four Regional Centers.

The first priority of the Statewide Center is the implementation of a Web site that makes it possible to access a centralized catalog of online courses and programs. As Statewide Center Program Director, much of Joseph Georges' time has been spent focusing on this portion of the Project. He and his staff are committed to having the new site operational by the first week in August, in time for fall course listings. Beyond the initial Web site, a large portion of the Center's effort will be in the creation of Web resource centers, to be called Distance Learning Initiative (DLI) Centers

Many faculty in the same discipline, but at different institutions, may be unaware of each other's accomplishments, interests, or progressive work on similar projects. The DLI Centers integrate online information about the technology available to support distance learning in specific fields, and will have examples of best practices statewide, as well as the training needed to allow a new user to select and make effective use of appropriate tools in a variety of specific disciplines.

The DLI Centers will provide a directory of faculty, teaching or otherwise working in a specific field or discipline at California Community Colleges, and support individualized Web pages, listservs, Web-conferencing, and real-time chat,

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MEMO...

To: TIPS readers

From: California Community Colleges Chancellor's Office

Subject: CVU Regional Centers/Staff Development Center

The California Community Colleges Chancellor's Office announces the Intent to Award funding for the CVU Regional Centers and the CVU Staff Development Center. The awards are as follows:

Region I - Greater Bay Area	Foothill/De Anza CCD	$575,000
Region II - Greater Los Angeles	Rio Hondo CCD	$574,985
Region III - San Diego/Orange/So. Los Angeles	Coast CCD	$575,000
Region IV - Statewide/Rural	Kern CCD	$675,000
CVU Staff Development Center	El Camino CCD	$480,000

CVU Centers

(continued from page 11)

with the goal of encouraging the formation of associations and information sharing.

"California's Community Colleges have the opportunity to create a national model for faculty and staff development in distance education," says Joseph Georges. "Once the various Web sites are in operation, the Center plans to proceed with activities that involve training and professional develop of various kinds."

"The Regional Centers represent an essential step in what will be a challenging and exciting process of linking new and emerging technologies with the goals of the State of California, our institutions of higher education and the constituencies we serve," notes Chief Deputy Chancellor Glee Johnson. "Each of the campuses chosen as a regional center is extra-ordinary in their own way, yet all have much in common. Every campus has a track record in distance learning, and brings their expertise together with essential consultation and support of resources found around their region."

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