



Integrating High Quality Video Faculty Manual

For Constituent Institutions of the
University of North Carolina

- Appalachian State University
- Elizabeth City State University
- North Carolina A&T State University
- North Carolina School of the Arts
- University of North Carolina at Asheville
- University of North Carolina at Charlotte
- University of North Carolina at Pembroke
- Western Carolina University
- East Carolina University
- Fayetteville State University
- North Carolina Central University
- North Carolina State University
- University of North Carolina at Chapel Hill
- University of North Carolina at Greensboro
- University of North Carolina at Wilmington
- Winston Salem State University

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This manual is a general overview for integrating video from UNC-TV and PBS into existing University courses. Our ready-to-use distance learning video content save you time and money compared to producing your own, yet allow you to customize extensively to meet your curricular objectives. Each course comes with a specific faculty manual that contains a model syllabus and learning objectives; may also include assignments, activities, and test questions. These elements can be used selectively or in their entirety, as you see fit. Many now have rights available for blending into your existing online course!

This manual was adapted from the following:

- PBS Adult Learning Service Course Catalog
- "Teaching Telecourses: Opportunities and Options" a publication of Annenberg/CPB in cooperation with the PBS Adult Learning Service.
- "College By Television: A Manual Designed to Present Ideas for Increasing College Enrollments through Distance Education" a joint effort of the North Carolina Community College System and the University of North Carolina Center for Public Television.
- Handouts and marketing materials from various colleges and universities, members of the North Carolina Telecourse Consortium.

The manual was designed to assist faculty and administrators in assessing the value of nationally produced telecourses, original video programs, series and segments from UNC-TV and using them most effectively within existing university catalog on campus, online and other distance education courses. The result of consultation with experienced distance education teachers, faculty who have never taught telecourses, college administrators, and an examination of the research that has been conducted on telecourses and their use, the information presented provides you with important guidelines to assist you in using our courses and other video material.

For more information on how UNC-TV may be helpful, contact:

- Jay Holloway, Executive for University Partnerships, jholloway@unctv.org, (919) 549-7165; or
- Ronald Plummer, Ed.D., Adult Learning Manager, rplummer@unctv.org, (919) 549-7163.

The Video Provider for Educational Providers

[UNC-TV](#) is operated by [The University of North Carolina](#), a [16-campus](#) university. We are committed to supporting our University in the following areas:

- **Access:** Ensure affordability and access to higher education for those who qualify and embrace a vision of lifelong learning
- **K-16 Education:** Continue to propose and support initiatives to serve the needs of the state's public schools
- **Transformation and Change:** Use the power of information technology guided by IT strategy and more effective educational, administrative and business practices. This is to enable the university to respond to the competitive global environment of the 21st century

Building upon UNC-TV and PBS's commitment to education, the Adult Learning Service (ALS) licenses educational program rights to colleges, universities, and other organizations. The programs we distribute have many uses:

- The basis for distance education courses
- Enrichment to traditional classes
- Professional development events

Our catalogue includes more than 100 [telecourses](#) and over 25 courses with some [Web-based component](#). In fact, ALS is the largest source of telecourses in the world! Since our creation in 1981, more than 5 million students have earned college credit through telecourses we distribute. And you can thank your local [public television station](#) for broadcasting the majority of these telecourses, giving students a way to see the programs without traveling to campus or purchasing tapes.

In addition to telecourses, we also offer [live and pre-produced programs](#) in many curricular areas and on timely topics in higher education and distance learning.

Delivery

Most online courses offered by the University use Blackboard.com. Students using Blackboard should visit the [Student Manual](#) web site. Depending upon licensing and rights, UNC-TV can offer video for integration into a course via:

- Broadcast television (analog or digital over the air, or tape on VCR)
- Video cassette (check out videotape from library or purchase tapes)
- Streaming video on the Web (requires Internet access, web browser, and streaming software)
- Cable television (check for UNC-TV listing, or may be available on local educational access channel)
- DVD or CD ROM (back-up for those desiring all content on computer).

Until recently, ALS was mainly a satellite-based service. Now, the Web plays a growing role. We distribute software for developing and administering online courses and have [Web components](#) for many of our video-based series.

Other Initiatives

UNC System e-Learning

The UNC Division of Information Resources and the [UNC Division of Academic Affairs](#) are responsible for development of UNC's strategy for e-Learning. E-Learning will enable the University to expand access to more North Carolinians despite projected constraints on capacity. UNC e-Learning offerings will focus on three learner segments: adult degree completion students, professionals and corporate learners.

The Division of Information Resources will provide expertise and support for development of the technical infrastructure to implement the e-Learning Strategy. By seeking economies of scale and pursuing an enterprise approach to on-line services, the division will help the University deliver reliable, high quality access to e-Learning courses and degree programs.

[Going the Distance](#)

Launched in 1994, the "GTD" project joins colleges and public television stations to offer an entire associate's degree program via distance learning. As of summer 2001, 69 PBS stations and over 200 colleges are participating. That means people in 43 states can earn a college degree even if they can't travel to campus every week to attend classes!

Project ACCESS

ALS received a grant from FIPSE (Fund for the Improvement of Post-Secondary Education) to develop a suite of Web-based student advising services. As an information brokering center, the service will help learners explore academic and career options. It will then help them choose colleges and distance learning programs to reach their educational and career goals.

[PBS YOUsm](#)

Each week, more than 30 ALS courses are seen on PBS' direct broadcast satellite channel, PBS YOU. PBS YOU is a 24-hour-a-day, seven-day-a-week program service offering viewers the best formal and informal education programming on television—including adult learning, foreign language instruction, How-To, and educational documentaries. Its [accompanying Web site](#) funnels interested viewers to the colleges that offer credit for those courses.

[LiteracyLink](#)

Funded by a five-year Star Schools grant from the U.S. Department of Education, LiteracyLink offers an integrated, multimedia approach to adult literacy instruction. Through this service, instructors and program directors get professional development opportunities and high-quality instructional content. Adult learners get timely, relevant learning opportunities that combine online activity with video.

Using Our Courses

This section contains excerpts from "Teaching Telecourses: Opportunities and Options" a publication Annenberg/CPB in cooperation with the PBS Adult Learning Service.

The handbook was designed to assist faculty and administrators in assessing the value of telecourses and using them most effectively. The result of consultation with experienced telecourse teachers, faculty who have never taught telecourse, college administrators, and an examination of the research that has been conducted on telecourses and their use, the information presented provides you with important guidelines to assist you in using our courses.

If you would like to obtain a copy of the complete handbook, please call 1-800-257-2578 or [send an e-mail](#).

EVALUATING COURSES PRIOR TO ADOPTION

Every college has its own procedures for considering and approving courses. Generally the same procedures and standards of quality apply to distance learning courses. If a course with similar objectives already exists in the college catalog, the distance-learning course is primarily review to determine that comparable content is covered. In instances where a similar course is not offered by the college, the course is review in the same way as other new courses, probably by referral to a curriculum committee. Distance learning courses that do not readily fit existing course numbers often are offered as special topics for interdisciplinary or since discipline study. Above all, the early review of all course materials will help ensure a productive and positive adoption process.

The following questions may prove helpful as a framework for evaluating distance-learning courses.

OVERALL IMPRESSION

- Is the course compatible with your institution's mission?
- Is a comparable course in your institution's catalog? How does the course compare to it in terms of objectives, content, approach, academic level, and students it might serve?
- If there is no comparable course, would this subject make a good addition to your curricular offerings or would it fit a special topic category?
- Does the course have an innovative approach to the teaching of the subject or provide a new resource?
- Is there interest in the topic of the course among faculty in your department?
- Is there likely to be sufficient interest in the subject from prospective students to warrant offering the course?

- Are there other courses on the same subject now available? How does this course compare to them?
- Is the overall instructional design for the course academically sound? Are the academic goals of the course on the subject?
- What are the components of the course? Are they adequate to achieve the goals of the course and meet your college's requirements? Are they well coordinated?
- Is there sufficient flexibility in the course design to permit you to adapt the course to local needs and your interests?

PRINT COMPONENTS

- Are the print materials academically valid and up-to-date? Are they attractive and readable? Will they engage students' interest?
- Does the study guide tie together the text, video, and other course components? Does it clearly identify lesson objectives, reading assignments, and what to look for in the television programs? Does it provide a means for students to assess their own learning?
- Does the study guide elaborate on complex or controversial points presented in the programs or readings? Are the study assignments pertinent to the material and challenging to students?
- If an existing text is recommended is it widely used? Up to date? Is a new edition planned? Does it correlate well with the rest of the course materials?
- If a new text is being written, what are the credentials of its author? What role does it play in the course design? Will it be published in time?

VIDEO COMPONENTS

- Does the video make effective use of the television medium to present information and maintain interest? Are key point or concepts demonstrated or explained adequately? Is there a logical flow to the programs?
- Is the pacing of the programs adequate to attract and maintain student interest but slow enough to allow students to grasp the content?
- Is there a sufficient amount of academic content in the video component to fulfill its role in the course design?
- Is the content academically valid?
- Is the host or narrator understandable? Appealing? Credible?
- Do the programs encourage further study of the subject?

IMPORTANT INSTRUCTIONAL DECISIONS

One of the most important periods for distance learning faculty is the few months prior to the start of the academic term. This is the period during which faculty members will want to review course components and make critical instructional decisions. The following questions may assist you in doing this. Your response to these questions should help you develop your own course syllabus that communicates to students the manner in which you will teach a particular course and the instructional emphasis you wish to impart.

COURSE DESIGN

- How well does the course match the comparable on-campus course?
- Are the objectives equivalent?
- Should supplementary course experiences be developed or adapted?

CLASS MEETINGS

- How often and under what circumstances will you interact with students?
- How many class meetings will you schedule?
- What will be their purpose (orientation, lecture, discussion, review, examinations, etc.)?
- Will they be optional or required or a combination of each?

COMMUNICATING WITH STUDENTS OUTSIDE OF CLASS

- Will you reach out to students in other ways (phone, mail, etc.)?
- Will you use Web-based technologies such as e-mail, listserves, and other Internet resources?
- Does your institution require you to contact students at certain intervals?

ASSIGNMENTS

- What materials will students be required to use?
- Does the course design suggest an alternative?
- Does your college's curriculum committee mandate a particular text?
- Are there course materials that you prefer to use rather than those recommended?
- What learning activities (assignments, class meetings, activities, and research) will students engage in?
- Are the assignments and activities recommended in the study guide sufficient?
- What assignments and activities will be added and how will these be communicated to students?
- Are there supplementary readings that you would like to add to student assignments?
- How will these be distributed to students? What changes in the course study guide will be needed as a result?

EVALUATION

- How will students be evaluated and graded?
- Will you give examinations and/or require written assignments?
- Will the examinations be multiple choice or essay or a combination of types of assessment items?
- Will you develop them yourself or use those provided in the faculty manual?
- What weight will be given to each assessment procedure?

WHAT TO EXPECT FROM A FACULTY MANUAL

ELEMENTS

Faculty manuals for distance learning courses differ significantly from faculty manuals that sometimes come with videotapes and films for supplementary use in classes in that they go into considerable depth about the course design and suggest detailed teaching and evaluation strategies.

Faculty manuals generally consist of the following elements:

- Background information on course development
- The course outline
- A test bank of suggested test items
- Suggested teaching strategies
- Teaching resources
- Sample promotional materials

Faculty manuals (which are sometimes combined with the administrator's manual) are sent to colleges that license a course. To give course faculty a longer planning and evaluation period, the faculty manuals may be requested for [preview](#).

COURSE OUTLINE

This section may be called the instructional design and is usually organized on a lesson-by-lesson basis. The outline will indicate the course length in reference to a typical academic term and what activities students will be expected to complete each week. Some course designs cover two video segments per week, while others have one.

LESSONS/UNITS

For each lesson or unit, the faculty manual generally:

- Will identify the objectives that students are expected to achieve during the period of study
- Will discuss the content embodied in the various instructional materials and how they relate to one another
- Recommend teaching strategies pertinent to that content.

TEST BANK

Typically, the test or examination bank and answer key constitute a large section of the faculty manual. The test bank may be organized in one of several ways. Some courses include the corresponding test questions within the lesson descriptions; others have them in a special section. While nearly all test banks include an answer key, some also indicate where the content of that question is discussed in the course. Most test banks contain a variety of types of short answer questions that can be graded by computer; some contain suggestions for short essays. Many faculty manuals are available in a variety of electronic formats (ASCII, WordPerfect, Microsoft Word, etc.) as well as print.

SUGGESTED TEACHING STRATEGIES

In most cases, faculty manuals include some recommendations for teaching strategies that are specific to the content and style of the particular course as well as more generic recommendations on successful strategies for teaching distance learners.

OTHER ACTIVITIES

Some faculty manuals also present suggestions for research papers, seminar topics, and other learning activities that local faculty may wish to assign.

EVALUATING STUDENT PROGRESS

Because face-to-face interaction with distance learning students is less frequent than with students in traditionally taught courses, many instructors express concern about how to evaluate and grade their distance-learning students. Using a combination of outreach techniques can be a good start to tracking student progress through a course. These include:

- A well-planned orientation
- Regular phone or email contact
- A variety of assignments, flexible testing procedures and
- Class meetings

All designed to help assess where students are in their learning. A more complete instructional assessment is likely to be accomplished by using traditional types of assignments and exams given in nontraditional ways.

A major task of telecourse producers is the development of an instructional design that determines the overall goals and approach of the course and identifies learning objectives on a lesson-by-lesson or week-by-week basis. The instructional outline is typically communicated to students in the study guide and it is on the basis of those objectives that distance-learning students expect to be examined, unless you have specifically communicated different expectations.

Most faculty manuals recommend that at least two exams be administered: a midterm and a final. Many faculty manuals include extensive banks of test items organized by week and sometimes keyed directly into the specific objectives and content to which they relate. While these test questions are very helpful, you will need to evaluate each one to make sure that it fits the course as you have adapted it. In cases where the faculty manual includes objective questions only, you may want to add short or long essay questions, problems, analytical exercises, and other types of assessment items. The study guide is a good source of test questions. Many guides have self-tests or questions for review to help guide student learning. You may also want to develop other types of assessment activities such as research papers and projects.

ADMINISTRATIVE FACTORS IN TESTING

Regardless of the type or the number of exams you give, or whether you construct them yourself or use those provided, there are a number of administrative factors to consider.

- **Scheduling**
Distance learning students require flexibility in exam scheduling. On some campuses, examinations are administered at a special testing center, the library, a counseling office, or the course coordinator's office. Many programs permit students to come in at their own convenience within a set week. Others provide a choice of two or more specific times. If possible, examinations should be scheduled for weekends and/or evenings and arrangements made for administering tests to students who are physically unable to come to the testing location.
 - **Proctoring**
If proctors are used, and in many cases they are, be sure to provide complete instructions concerning how you want the tests administered and collected and how the students will be identified, e.g. through a photo identification card.
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INSTRUCTIONAL FACTORS: TURNAROUND AND FEEDBACK

Whatever test types are used, two key factors are turnaround time and feedback. Some faculty members try to mail test results out the day after the examination, not only including personal evaluations and comments on the individual student's work, but comparing the individual student's work to the performance of the class as a whole.

Although it takes a little extra time, experienced distance learning teachers indicate that their students want to receive more than just a letter or number grade. Ideally, an analysis of their work and ways to improve are provided. Some instructors develop a stock of short messages that cover common student problems and suggest ways to improve. The more specific feedback you can provide to the students the better.

FEEDBACK IS A TWO-WAY STREET

One of the best ways to find out what the distance learning experience has been like for students is to invite them to give you feedback at the end of the term. In many cases, the office and not the coordinator conduct formal course evaluations, when such an office exists. If this service is not available, it is worthwhile for faculty to undertake the study independently. By obtaining student feedback on their reactions to such factors as the various course components, class meetings, examinations, and instructors, data is gathered toward deciding whether the course ought to be offered again and in what way. The offer of anonymity generally facilitates honesty. Also, distributing and collecting course evaluations at the final examination is likely to generate a higher response rate than if students need to mail them.

Preview Opportunities

You may review and tape any current telecourses over the UNC-TV broadcast for faculty and department head consideration of telecourses. For course descriptions of all available PBS telecourses, go to www.pbs.org/als/guide. This site will have all print information regarding textbooks, faculty manuals and student study guides as well.

As a constituent institution of the University of North Carolina, there are at least two options for the selection of courses to be broadcast. After previewing the telecourses and determining the video series of interest for use, work with your University telecourse administrator to make your selections known:

1. Your NC Telecourse Consortium representative will vote on the courses to be aired on UNC-TV statewide analog broadcast and cable network. The NC Telecourse Selection Survey goes out in February of each year. The voting and selection is for the coming summer, fall and spring telecourses to be broadcast over the UNC-TV main channel.
2. Your telecourse administrator can request additional time on UNC-TV's digital services suite on DTV and TimeWarner digital cable service: UNC-ED and/or UNC-NC. (See Viewing UNC-TV).

We provide multiple opportunities for you to examine and evaluate the components of our courses. We also have original productions/segments that may be of interest to faculty that are not listed with PBS. Consult a UNC-TV representative for assistance.

PREVIEW KITS

Preview kits—typically a preview book and a preview tape—generally become available shortly after a new course is announced and remain available throughout the life of the course.

The kits are useful for evaluating new courses and typically:

- Provide an overview of the specific elements of a course
- Identify course goals and components
- Describe the faculty/administrator's manual
- Provide chapters from the student study guide and textbook
- Include a preview video of an episode of the course

To obtain a preview kit:

- Complete the online [preview kit request form](#)
- [Download](#) and fax or mail in the preview kit request form
- Contact the [adult learning liaison](#) at your local public television station

PREVIEW OF PROGRAMS

Preview Blockfeeds

Whenever possible, we provide a satellite blockfeed of premiering courses. Such feeds are announced in the [blockfeed schedules](#).

Because review and consideration of a new course can be a lengthy process, your institution is allowed to retain course programs recorded off-satellite through the subsequent academic term. For example, if you record programs for preview in fall 2001, you would need to erase the tapes by the end of the winter/spring 2002 term, unless your college obtained a license or written permission from ALS to extend the preview period.

Preview Privileges for ALS Associates

One of the many benefits available to ALS Associates is the right to record and preview courses in our schedule at no charge. Read more about [ALS membership](#) or call 1-800-257-2578.

Preview Tapes

You may also obtain videocassettes of selected preview programs as part of a preview kit from us or by requesting them from the [adult learning liaison](#) at your local public television station.

Online Previews

Video clips from selected courses are available online for preview. See preview opportunities in the individual [course listings](#). You can also visit the [Preview Room](#) for a complete listing of online previews available. Clips may be viewed by using RealPlayer. The video clips, which are several minutes in length, are intended to give a general sense of the course format. [Preview kits](#) provide a more in-depth review of the course and are more useful for evaluation.

The Annenberg/CPB Multimedia Collection

Selected preview programs for [Annenberg/CPB Collection](#) telecourses may also be requested by calling 1-800-LEARNER.

Entire series from the Annenberg/CPB Collection can be rented and previewed for a fee from Pennsylvania State University. Please contact the audiovisual department at 1-800-826-0132.

PREVIEW ROOM

Previews of many courses, and other resources available from ALS, are available for preview online. Visit the [Preview Room](#) for a complete listing of the previews available and details about what you'll need to view the clips.

PREVIEWING COURSE MATERIALS

To obtain copies of course materials for preview, you can follow the same procedures used to secure review copies for traditional campus courses. You can request desk copies of textbooks, student study guides, and other course materials, with the exception of the faculty manual, by submitting a request to the appropriate publisher as listed in the course materials section of the individual [course listing](#).

LICENSING AND RIGHTS

All telecourses are copyrighted and must be licensed for use. Once the selection process has occurred and a decision has been made to offer the telecourse, your university representative works with PBS to secure a license.

Your telecourse license permits

- 1) broadcast over statewide public television (UNC-TV),
- 2) local cable or college cable,
- 3) circulation of cassettes to enrolled telecourse students. Your institution may use part or all of these capabilities.

Your telecourse license also entitles you to have one faculty manual for each licensed telecourse. Notify your university representative who will work with UNC-TV Adult Learning and PBS to make sure you are not charged for the licensed faculty manual. All other print items (textbooks, study guides) are ordered from the publisher listed in the PBS ALS website.

Most ALS telecourses can be licensed in multiple ways so that they can be used for a variety of instructional purposes.

Different rights are associated with each type of license, and the licensing options vary with each course. While some may have all licensing options available, some are only available with a College by Cassette license. Others may not be available to license as audiovisual resources or may have special requirements associated with them.

Please see the options above for details about each type of license. You should also view the [course listings](#) and the [rights chart](#) for complete details about the rights and distribution options.

Telecourse license

[Telecourse Rights](#)

A telecourse license allows your institution to:

- Videotape the programs as they are being broadcast, cablecast, or transmitted via satellite
- Duplicate the programs for use by students who are enrolled in the telecourse (during the term of the license only)
- Use the television programs as part of a complete, college-credit, non-credit, or certificate course
- Receive one free faculty manual/guide
- Receive free promotional materials upon request, if available

- Arrange for local distribution of the telecourse programs to students. (Distribution options vary from course to course. Please see the individual [course listings](#) to find out what distribution rights are available.)

Telecourse Fees

To use as a complete telecourse for one term, a license fee and a per student enrollment fee apply.

- The license fee is due 30 days after you receive an invoice from ALS.
- The student fee is based on the number of enrollments in each course. You should submit an enrollment report within 30 days after the local transmission of the first program. Student fees are due 30 days after you receive an invoice from ALS.

If your institution is not an [ALS Associate](#), an additional fee applies for taping programs off satellite. Please see the individual [course listings](#) for fees.

How to License a Telecourse

If your institution is interested in arranging public television broadcast of a course:

1. You should consult with the [adult learning liaison](#) at your local public television station. If you plan to use other delivery systems, you can license either through your local public television station, or [directly through ALS](#).
2. If it is your first time licensing a course through ALS, you'll need to sign a Master License Agreement. If you have previously licensed a course from ALS, you need only sign an amendment to the Master License Agreement for each course you'd like to offer each term.
3. Once we have received and processed your license request, we'll automatically send one faculty manual for each licensed course (without additional charge) to each college or consortium. You can [order additional copies](#) of the faculty manual for a nominal fee.

TELEWEBCOURSE LICENSE

[TeleWEBcourse Rights](#)

For teleWEBcourses with a video component, a teleWEBcourse license allows your institution to:

- Videotape the programs as they are being broadcast, cablecast, or transmitted via satellite
- Duplicate the programs for use by students who are enrolled in the telecourse (during the term of the license only)

- Use the television programs as part of a complete, college-credit, non-credit, or certificate course
- Receive one free faculty manual/guide
- Receive free promotional materials upon request, if available
- Arrange for local distribution of the telecourse programs to student. (Distribution options vary from course to course. Please see the individual [course listings](#) to find out what distribution rights are available.)

TeleWEBcourse Fees

To use as a complete teleWEBcourse for one term, a license fee, a per-student enrollment fee, and a teleWEBcourse fee apply.

- The license fee is due 30 days after you receive an invoice from ALS.
- The student fee is based on the number of enrollments in each course. You should submit an enrollment report within 30 days after the local transmission of the first program. Student fees are due 30 days after you receive an invoice from ALS.
- The teleWEBcourse fee will vary depending on the course. For some courses, an additional per-student fee will apply, or there may be an additional fee depending on whether the Web component is hosted on your institution's server or not. Please see the individual [course listings](#) for fee information.
- If your institution is not an [ALS Associate](#), an additional fee applies for taping programs off satellite. Please see the individual [course listings](#) for fees.

How to License a TeleWEBcourse

If your institution is interested in arranging public television broadcast of a course:

1. You should consult with the [adult learning liaison](#) at your local public television station. If you plan to use other delivery systems, you can license either through your local public television station, or [directly through ALS](#).
2. If it is your first time licensing a course through ALS, you'll need to sign a Master License Agreement. If you have previously licensed a course from ALS, you need only sign an amendment to the Master License Agreement for each course you'd like to offer each term.
3. Once we have received and processed your license request, we'll automatically send one faculty manual for each licensed course (without additional charge) to each college or consortium. You can [order additional copies](#) of the faculty manual for a nominal fee.

COLLEGE BY CASSETTE LICENSE

Some courses that are available as telecourses and teleWEBcourses are also available using the [College by Cassette](#) (CBC) option. There are some courses that are no longer available for broadcast and are only available with a College by Cassette license. See rights and pricing for individual [course listings](#) to determine the licensing options for a course.

College by Cassette Rights

A CBC license allows your institution to:

- Acquire the programs through off-satellite taping or by taping them from a local public television station's broadcast or cablecast in a prior semester
- Use the programs as part of a college-credit, non-credit, or certificate course for one semester only, when the programs are not being broadcast or cablecast in your community
- Make duplicate copies of the programs and offer them to students enrolled in the telecourse during the specified semester

College by Cassette Fees

To use as a complete College by Cassette course for one term, a license fee, a per student enrollment fee applies.

Fee: \$40 per student

- If your institution is not an [ALS Associate](#), an additional fee of \$200 applies for taping off satellite.
- Once your college enrolls more than 24 students in the course, your CBC license will convert to a basic telecourse license. This way your college will not pay more with a CBC license than with a basic telecourse license.
- The student fee is based on the number of enrollments in each course. You should submit an enrollment report within 30 days after the local transmission of the first program. Student fees are due 30 days after you receive an invoice from ALS.

How to License a College by Cassette Course

If your institution is interested using the CBC option:

1. You can submit your [license request](#) directly to ALS.

2. If it is your first time licensing a course through ALS, you'll need to sign a Master License Agreement. If you have previously licensed a course from ALS, you need only sign an amendment to the Master License Agreement for each course you'd like to offer each term.
3. Once we have received and processed your license request, we'll automatically send one faculty manual for each licensed course (without additional charge) to each college or consortium. You can [order additional copies](#) of the faculty manual for a nominal fee.

NON-CREDIT LICENSE

A non-credit course license allows your organization to:

- Acquire the programs through off-satellite taping or off-air taping
- Use the programs as an audiovisual resource for classes, libraries, and other college learning centers for the life of the tape
- Pay a one time only license fee for the course even if programs are being broadcast or cablecast by a public television station

Please see individual [course listings](#) to determine if the non-credit license option is available.

Non-Credit License Fee

To use as a non-credit course, a flat fee applies.

Standard fee: \$600

[ALS Associates](#): \$600

If your institution is not an [ALS Associate](#), an additional fee applies for taping programs off satellite. Please see the individual [course listings](#) for fees and exceptions.

AUDIOVISUAL OFF-SATELLITE OR OFF-AIR TAPING LICENSE

Off-Satellite/Off-Air Taping License Rights

An audiovisual off-satellite/off-air taping license allows your institution to:

- Acquire the programs off satellite (by taping them from a PBS satellite feed) or off-air (by taping them from a local public television station's broadcast or cablecast). Written permission is needed to duplicate the tapes (a fee may apply).
- Use the programs for the life of the tape(s) as educational resources in a non-credit, continuing education class.

- Use the programs or video collections of public and academic libraries and media centers.
- If cable rights are available, transmit the programs on an internal system or on a non-pay educational cable channel.

Off-Satellite Taping

Off-satellite taping rights are included in [telecourse](#) and [teleWEBcourse](#) licenses, but resulting cassettes may only be used by students enrolled in the course. To use as a complete telecourse or teleWEBcourse, telecourse or teleWEBcourse fees apply.

Off-Air Taping

Colleges can request off-air taping rights on the license request form. In instances where ALS does not hold these rights, off-air taping licenses may be secured from the [course producer](#).

Please see individual [course listings](#) to determine if the audiovisual license option is available.

Off-Satellite/Off-Air Taping Fees

To use as an audiovisual resource, a taping fee applies. Please see the individual [course listings](#) for details.

If your institution is not an [ALS Associate](#), an additional fee applies for taping programs off satellite. Please see the [individual course listings](#) for fees.

How to License for Off-Satellite Taping

1. Submit your [license request](#) directly to ALS.
2. Once we have received and processed your license request, we'll automatically send the feed information for the course.
3. Provide the tape stock to your taping facility for recording.

How to License for Off-Air Taping

1. Submit your [license request](#) directly to ALS.
2. Determine the local broadcast schedule for the course and make arrangements for the programs to be taped (generally with campus media services or with the local public television station).
3. Provide the tape stock to your taping facility for recording.

SHORT COURSE LICENSE

A short- course license is based on a single institution using the programs as a short course during the specified license term. When available, a short course license allows your organization to:

- Acquire the programs through off-satellite taping or off-air taping
- Make additional copies of the television programs in the series for use by students in the short course

At the end of the license term, your institution must:

- Either renew or extend the license
- Erase the master and all duplicate copies
- Or secure a taping license in order to retain the master set of the programs created under the short course license.

The pricing schedule below should be applied to the following courses:

- [American Entrepreneur](#)
- [Every Child Can Succeed](#)

Schedule B

License Term	Standard fee	ALS fee
One Term	\$750	\$500
One Year	\$1250	\$750
Three Year	\$2500	\$1750
Five Year	\$4000	\$3000

If your institution is not an [ALS Associate](#), an additional fee applies for taping programs off satellite. Please see the individual [course listings](#) for fees and exceptions.

DISTRIBUTION OPTIONS

Our licensing options offer your college several ways to distribute programs locally. Since distribution options vary from course to course, depending on what rights are available, refer to the individual [course listings](#) and the [rights chart](#) for details.

UNC-TV

The most common way that our programs reach students is by local television station broadcast. Over 98% of public television stations have cooperated with colleges to broadcast our courses. Stations record the programs off our satellite feed and work with the college to establish a broadcast schedule. Some stations require colleges to underwrite the costs of local broadcast transmission.

Cable television

Many cable systems carry public television stations that broadcast courses. In addition, the rights for many courses allow colleges to schedule the programs on cable channels they program and/or arrange for distribution by a local cable company. Each [course listing](#) outlines full use and distribution rights. Cable companies usually require that you provide tapes in a specific format. If you need tapes for cable distribution, call our customer support center at 1-800-257-2578 for information on costs and how to make arrangements.

For most of our courses, there are two types of cable distribution arrangements available:

- **Cable distribution without local public television broadcast**
Many courses may be distributed on local non-commercial cable without an accompanying public television broadcast. See the [rights chart](#) for a course-by-course listing of distribution options.
- **Cable distribution with accompanying local public television broadcast**
Some of our courses may be distributed over local non-commercial cable channels only in conjunction with local public television broadcasts. As noted above, many cable systems carry public television stations that broadcast our courses.

Videocassette distribution

Many colleges give students enrolled in a course the opportunity to view videotapes of the programs at campus or public libraries, in off-campus learning resource centers, and even at home. Students may use the tapes as a primary source for viewing the programs, for make-up, or for review. Several institutions now offer a new option: to check out the tapes for home viewing for a specified period of time. This option makes taking a course even more convenient for busy adult learners. Under the terms of the license agreement with ALS, a college may allow students to check out videocassettes of the programs as long as use is restricted to people enrolled in the course and is not extended to the general college community or general public. For some courses, libraries may acquire separate rights to allow videocassettes to be used by the public.

ADDING A COURSE TO YOUR CURRICULUM

Good planning—well in advance of the first broadcast or viewing, by a team of faculty, administrators, and support personnel—is the key to offering distance learning courses. The information here is intended to assist you in your planning. It suggests ways to make your college's process of offering distance learning courses work smoothly and effectively.

The ideas and strategies presented are based upon the experiences of other institutions that have successfully offered distance-learning courses. This guide owes its text to the suggestions of many adult learning experts. Since every educational system and every institution within it has an individual style of organization, these guidelines are meant to be suggestions, not rules.

Guidelines for Faculty

PREPARE YOURSELF

Being a distance learning instructor requires as much careful preparation as traditional teaching does, although your responsibilities will not be exactly the same as for your on-campus classes. The amount of personal contact between students and faculty will differ according to how your responsibilities are defined, how the course is coordinated, how much you shape the course to reflect your own area of expertise, and the restrictions of your students.

Though research shows that most of your students will be self-motivated, students definitely prefer some kind of interaction, both with the faculty member and other students. You might plan to have review sessions, group discussions, or occasional seminars.

Pre-course preparation is crucial. Before planning your course, it's important to consider:

- What are the course objectives?
- What are your academic expectations of the students?
- What kind of performance do you expect?
- How will you communicate these objectives and expectations to the students?
- What administrative procedures will work best for your students and yourself?

Know the course

In addition to reading and being familiar with the course faculty manual, you should be familiar with the several components of this course. Understand how the course components have been carefully integrated. Watch the television programs to acquaint yourself with the course. Familiarize yourself with the student guide and its self-study resources, as well as any additional course components.

Fit the course into your curriculum

Know the course number, the prerequisites, the programs, and the credits that the student earns upon successful completion.

Understand the procedure

Inform yourself about the broadcast schedule, registration, orientation, expected enrollments, discussion meetings, testing schedules, and student support services. Find out who is to make the above arrangements and how they are to be communicated to students. It may be you! Make sure that you know your responsibilities and to whom to go for assistance if problems occur.

Adapt this course to your course needs

Review key points, lesson objectives, lesson overview and points for discussion in the guides to decide what to assign as required assignments and what to assign for extra credit. You may want your students to reflect upon some of the Points for Discussion in their journals or notebooks.

Read the questions provided. Adapt them as you see fit or use the test bank as is.

Keeping up

Just as in any other college course, you are a key factor for student success. Many students will look to you for help, many others will drop out if you do not reach out to them. Keeping up with the course and with the students is crucial.

Keep up with the course

Watch each television program, follow each student guide chapter so that you will be able to answer questions and discuss each unit with students who need help. Revise the tests as needed to fit your students. Supervise the assignments for which you offer extra credit.

Keep up with the students

Keeping good contacts with your students is key to the success of a distance-learning course. Maintain contact through newsletters, e-mail reports on progress, and personal or telephone conferences. Develop an informal style of correspondence with the students that provides a sense of personal interest in their progress.

Conduct study sessions and discussion meetings as you think necessary; before and after tests are good times. Write out your suggestions and criticisms fully on each writing assignment. Develop other activities as you see the need. Keep in mind that requiring many on-campus activities may defeat the purpose of this delivery system. Other student communication devices are usually more effective.

RECORDING AND REPORTING

Although every teacher has to be concerned about keeping accurate records, this part of a distance learning instructor's job is especially important and time consuming. It is also quite possible that you will never see some of your students face-to-face; your contacts may all be via telephone, e-mail and paper—perhaps only on paper.

Consequently, it is especially important that you keep full and complete records of all student contacts, activities, deficiencies, and successes, so that you can help

students appropriately and evaluate them fairly. Keep track of students who attend orientation and discussion meetings, call on the telephone, send you e-mail messages, or come by for conferences.

Be very particular about recording test scores and other grades that figure into the final evaluations of the students. Be prompt in returning written assignments and in sending out grades after each test. Be equally prompt in warning students if they are in danger of being dropped or failed in the course.

If you deal with large numbers of students, ask for clerical help in keeping records and scoring objective tests (if you do not have machine-grading capabilities). Supervise grade records closely if you do have clerical assistance.

HELP YOUR STUDENTS GET A GOOD START

Distance learning students need special help from you. Since they will not regularly have the benefit of interaction with you and their classmates in a group, they will rely heavily upon you to inform them about procedures and requirements. At the same time, they may be reluctant to ask questions, or they may not know the right questions to ask. You can help by reaching out to them.

Supply an information bulletin or booklet

Make sure your students receive at registration, or before, a viewing schedule for broadcasts and information on other ways that the television programs for the course will be available to them; the times, dates, and places for discussion groups and examinations, general information about the course; a description of student services available to them; a list of required books; and grading policies. Communicate this information on to them via e-mail as well as in printed page form.

Orientation letter

Welcome your students to the course, reassure the students that they can both succeed and find this course stimulating, challenging, and rewarding. Use this letter to express your own interest and enthusiasm in the course.

Give the students your office number and its location, your e-mail address and phone number and the times you are available. It is also helpful to provide the students with some background information about yourself, your field of knowledge, experience, and interest in this particular course.

Remind them about the broadcast schedule and orientation sessions and stress the importance of attending. Tell them to get a copy of your institution's distance learning handbook if they do not have one. Alert them to the location and operating hours of the bookstore. Mail the orientation letter as soon as possible or hand it out at registration.

Orient students about distance learning

Inform your students about the advantages and disadvantages of learning at a distance and about the best ways to approach it. Identify whatever support services your institution offers to distance learning students. You may want to give them this information at orientation, in a newsletter, or via e-mail (or in all of the above—a little reinforcement never hurts).

Provide a student syllabus

The student syllabus will give students the specifics about requirements and responsibilities for the course. If this is the only distance learning course offered, the syllabus and information booklet may be combined, but if several courses are included in the general information piece, students will feel more comfortable with a special syllabus explaining this course.

Plan ahead for a good orientation

It is the responsibility of the campus instructor to plan a good orientation meeting. You may have to schedule rooms, dates, and times, or you may have to prepare only the content. Plan to hold the orientation before any television components are broadcast. Remember that students will probably be able to attend evening and weekend meetings more readily than weekday or daytime ones. You may want to schedule more than one orientation session to work around your students' schedules. Make sure that the students are informed about this meeting (if possible, provide a campus map or directions). Research shows a high correlation between attendance at orientation and successful completion of the course. Make the orientation mandatory and make it worth attending.

Establish a student roll

It's a good idea to ask students to fill out index cards with their names, social security numbers, addresses, e-mail addresses, phone numbers, best times to reach them, and other information you would like to have. Easily alphabetized and stored, these cards will prove very helpful all through the course. Think of ways the students can be comfortable with each other and encourage them to exchange phone numbers to create a learning support system.

Introduce yourself

Be sure to introduce yourself and establish the kind of role you see for yourself throughout this course. Express your interest and enthusiasm about the course topic and structure.

Tell the students your office number and location, your e-mail address, your campus phone number, your office hours, and the way they can leave messages for you when you are not in your office.

Introduce the course

Even though the students should have received an information bulletin with their registration materials, make sure you have plenty of copies to distribute now. Include information about the course schedule, test and discussion meeting schedules, necessary books, grading practices, and other information you think helpful. Tell them something about the course—the purpose, the objective, the outline, and some highlights.

Find out what students know about the subject

It may be helpful to know what background, if any, the students have a background in the course subject area. You may want to ask them to write a paragraph or two on their exposure to and understanding of the subject. They may find that they become more aware of their own knowledge and background through this course. It would be interesting to refer them back to this question at the end of the course. It may also be of interest to know what brought them to this particular course.

Describe distance-learning instruction

Orient the students about distance learning instruction. First, the distinct advantages: convenience, economy in time and travel, opportunities for making up and evening lessons. Then, the disadvantages, the extra self-discipline required, the lack of immediate answers to questions, the reduction in student-to-teacher and student-to-student contact.

Dispel the myth that taking a distance-learning course is easier than taking a course on campus. Encourage the students to establish a viewing schedule and the proper viewing environment—slouching around drinking a soda and chatting with the family is not the way to absorb a television program that is part of a telecourse. Remind them that they are in essence watching a lecture in their own home. Advise them to listen and watch intently and to rely on their memories, not their notes. The pace and the visualization of television make taking more than the briefest notes unsatisfactory, if not impossible.

Explain the course components

Explain that taking a telecourse requires more than just watching a series of television programs. Explain each course element:

- Video programs
- Textbook
- Student study guide
- Discussion meetings
- Tests
- Newsletters, e-mail
- Extra credit assignments
- Campus instructor
- Hotline

NEWSLETTERS AND E-MAIL

Periodic newsletters, available on paper or via e-mail, are very useful ways of keeping in touch with students. Ideally, one newsletter will be sent as soon after registration as possible. Reinforce what you cover in orientation. A newsletter before each examination is also very helpful for the students, stressing the key points for study.

Inform the students about on-campus activities and services, which they might need or enjoy, and about cultural events in the community, which might be of interest to them, especially musical activities and events.

PLAN FOR DISCUSSION MEETINGS

Discussion meetings before and after tests are very helpful for students, particularly for those who miss the traditional classroom exchange with other students. Be sure that students are informed about the meetings and that the meetings are worth attending.

Students need not be required to attend the discussion meetings. While there is a high correlation between attendance at orientation and successful course completion, there is no such evidence for attendance at discussion meetings. However, many students like them and find them helpful.

Suggestions for content

Discussion meetings should focus on areas of students' interests and needs for the course:

- Questions about course content
- Guest lecturer or panel
- Discussion of upcoming test
- Discussion of last tests results
- Questions about any writing assignments you have give

As the campus instructor, use your imagination and plan whatever you think will be important for your students.

TELECOURSE INSTRUCTOR'S ROLE

1. Remember that the instructor is the key to a successful telecourse .
2. Order textbooks, including telecourse study guide
3. Prepare syllabus (examples from university telecourse coordinator/administrator and other campuses working with UNC-TV may be available).
4. Prepare for the student orientation. Be sure to stress the academic rigor of the telecourse. Most people are used to watching TV only for entertainment. (A 25 minute telecourse orientation video is available from UNC-TV.)
5. Go out of your way to be available for the telecourse students, being creative in methods of communication.
6. Make the course your own. The television program or video segment is only one component of the telecourse or online course. The print materials are another. But YOU as the telecourse instructor are the MOST important. You establish the assignments and maintain communication with the students.

GUIDELINES FOR ADMINISTRATORS

ADMINISTRATIVE PLANNING

While the production quality and instructional effectiveness of a course are of paramount importance, efficient course administration is at least equally important. Clear cut and carefully followed procedures are necessary for the course to work smoothly. Good planning, well in advance of the first broadcast, by a team of administrators, faculty, and support personnel, is the key to offering a distance-learning course.

Ideally, everyone associated with the course should read the entire Faculty Manual; the team should then decide on the ways that the following suggestions can be best adapted to the needs of your college.

OVERVIEW OF ADMINISTRATIVE CONCERNS

The administration of any distance learning course must take into account all of the following functions. Many of these responsibilities will be delegated to other college operations; but all must be considered in the overall management system for a course.

1. Arranging and scheduling airtime.
2. Promotion (planning; budget; creation of ads, press releases, brochures, and other promotional materials; procedures for handling information requests).
3. Ordering materials (videotapes, student/study guide, and other instructional materials).
4. Course information booklet (collection of information, composition, duplication, distribution to students and college staff).
5. Staffing (course instructor(s), supervisor, support personnel, supplies, office space, procedures).
6. Counseling of students (procedures, personnel, times and place).
7. Course content (use of the student/study guide, use of the audio selections, other related readings, and assignments).
8. Registration of students (procedures, supplies, personnel, and place).
9. Class rolls (division of students, if necessary, preparation of rolls, certifying rolls, preparation of address lists for mailings).
10. Orientation of students (procedures, supplies, personnel, times, and place).
11. Telephone communication (hotline service, procedures, supplies, personnel, times, and place).
12. Newsletters (preparation, duplication, distribution, e-mail carriage).
13. Discussion sessions for students (procedures, supplies, personnel, times and place).

14. Testing (procedures, supplies, personnel, times, and place).
15. Procedure for dealing with student problems (personnel, policy, time, and place).
16. Fulfilling contractual responsibilities (submission of enrollment figures, payment of fees, provision of numbers, kinds, and locations of video tapes, erasure of tapes at termination of contract, renewal of contract).
17. Evaluation of the course (approval and distribution of evaluation instruments, collection and analysis of data).
18. Alternate uses of the course.

TELECOURSE COORDINATOR' s ROLE

1. Coordinate efforts of the Telecourse Selection committee to ensure a successful telecourse experience for everyone involved.
2. Promote the concept of telecourses and especially promote those telecourses being offered each semester.
3. Inform Committee members of duties, responsibilities, and updates regarding telecourses.
4. Follow through, with Committee members on the implementation procedures necessary to offer telecourses. Keep everyone on schedule.
5. Be a resource person for Instructors and committee members.

COURSE RECOMMENDATIONS

The Telecourse Selection Committee recommends the following:

1. Do use the same textbook as that required for the equivalent campus section of this course. Do not require the textbook recommended by the television program's producers.

NOTE. You may have to assign chapter readings in an order different from the table of contents so that you match the order of the readings with the order of the television programs.

2. Do require that the telecourse section students purchase the specially prepared study guide in addition to their textbook. This study guide follows the television program week by week and is a useful "crutch" to help them through what is a completely new kind of learning for most of the class.

NOTE: You'll have to arrange for the bookstore to order this guide so that it will be available when the students purchase their books.

3. Do prepare a detailed syllabus for the class. Because the students will not be meeting with you in person on a regular basis, they need much more information in writing than traditional students do. *Also, many* of the students will be taking the telecourse as their first Pitt Community College course and thus will not be familiar with PCC 's policies and procedures and will not be enrolled in ORI 100 or have other access to general information. You cannot

assume that the students know anything at all about the normal workings of the College or its instructional program.

NOTE: Specific suggestions regarding what to include in such a syllabus and examples of some pages follow in this handbook,

4. Do be prepared to extend extra support to telecourse students. Many will *be taking a* distance education course for the first time. Please remember that the telecourse format is a demanding one for the students as well as for the instructor.

BROADCAST TIME

Be sure that you or the appropriate persons at your institution have made the proper arrangements with your local [public television station](#) and ALS to use the course. Find out the exact information about the day and time for local broadcast.

PROMOTION OF THE COURSE

Importance of promotion

Good promotion is more critical for gaining enrollment in distance learning courses than it is in gaining enrollments for on-campus courses. Thus, it is important for the administrator to plan for personnel, time, and money necessary for an effective promotional effort.

Promotion ideas

Consider these promotional ideas:

- Press releases about the course, instructor, college involvement, community tie-ins, and the delivery method.
- Public service announcements on television and radio.
- Announcements on your college Web site.
- Brochures and flyers announcing this course and explaining your entire distance learning program—mailed and/or placed in libraries, supermarkets, and theaters.
- Mass mailings to residents of selected zip codes and targeted audiences such as PTAs, high school counselors, civic clubs, libraries, church and synagogue education directors, and senior centers.
- Posters
- Letters to personnel directors of large companies requesting a mention of the course in the company newsletter.
- Newspaper ads, especially on the television page.
- Ask your public television station to help promote your course.
- Link your promotion to other college advertising campaigns.
- A unit from the course as the program at a community organization meeting.

In-house promotion

While the most expensive promotion for your course will be related to informing the community, informing your faculty and staff is equally important. Everyone in the institution from the clerical staff to the highest administrator needs to know that

distance learning courses in general and this course in particular have been added to your program. Those who answer the phone, those who advise students before they register, and those who conduct registration need to know all of the particulars about your distance learning program so that they can efficiently help students.

The best promotion

The very best promoter of a distance-learning course is a satisfied student. A smoothly operating course, which gives students satisfaction while they take it and affords them success at its conclusion, is the best advertisement your college can have. The reverse is also true. Disgruntled students complaining about their dissatisfaction can damage a distance learning course program.

COURSE INFORMATION BOOKLET

Purpose

A course information booklet, which serves as a general guide to your distance learning course(s), is a vital tool for informing and enrolling students. Distance learning is, after all, a different way to learn and earn college credit. While serving as an informational and motivational tool for prospective students, the booklet also gives students important information about registration, tests, texts, seminars, and other activities.

Content

A course information booklet should contain information about the following items:

1. Distance learning as it applies to your institution.
2. All distance-learning offerings complete with the course descriptions (name; official number; credit hours; prerequisites, if any; transferability; and general goal or area of concern).
3. Registration procedures.
4. Broadcast schedule, Web addresses, and information about other ways in which the components are available.
5. Tuition and fees, including refund policy.
6. Schedule and explanation of events relevant to each course—orientations, discussion meetings, tests, make-up tests, etc.
7. Hotline phone service.
8. Readers and study guides and other materials needed for each course.
9. Newsletters, e-mail.
10. Student services (library, counseling, study skills lab, health services etc.).
11. Evaluation procedures.
12. Address information (importance of keeping address current; procedures for changing address records)

STAFFING

Introduction

Staffing is of primary importance for the success of a course. Depending upon the size of your distance learning operation, a very few to a great many staff members may be needed. All of the following positions are considered useful in an effective distance learning operation. However, the division of labor represents a suggested plan, not a mandate. Certainly, some of these duties can be combined in an operation with a relatively small enrollment.

Course instructor

Whether the course is a part of the assignment for a full-time instructor or whether you hire someone especially for the position is not as important as choosing a teacher who is enthusiastic about the use of television and Internet components. This instructor should have the principal role in the management of this course. The instructor is responsible for assisting enrolled students, for maintaining their records and grades, and for contributing to the local adaptation and improvement of the course. The instructor also serves as a resource person for the rest of the faculty and the community about this course (see [sample position description](#) for course instructor below).

Clerical assistance

It is always helpful and usually cost-effective to provide clerical assistance for the course instructor. One instructor can effectively handle a much larger number of students in a distance-learning course than in most on-campus classes if there is adequate support service. Assistance with word processing, duplicating, collating, distributing, filing and recording will save the instructor's time for working with students.

Coordinating instructor

When enrollments require more than one instructor, or when more than one campus in a district or consortium is involved, is helpful to designate a coordinator of the course. (See [sample position description](#) for coordinating instructor below.)

Course counselor

One counselor on the regular college staff should be designated as the distance learning student counselor. He or she should be responsible for advising potential distance learning students, assisting in individual student program planning, assisting in diagnostic testing of students, and counseling enrolled students as requested. The counselor should serve as the advocate for students and as the resource person to inform other counselors about distance learning courses in the counseling staff meetings. Students need not be restricted to seeing this one counselor, but one counselor should be particularly informed and available.

Test center personnel

If large numbers of students are enrolled, a testing center is probably required. If you college already has a test center, its operation can perhaps be expanded to include distance-learning students. If you do not have such a center, one may be established in any suitable room as needed. Paraprofessionals make excellent proctors and supervisors of testing procedures. It works well to have two people on hand at all times if numbers are large and hours of testing are extensive.

Telephone or e-mail hotline

It's highly desirable to provide a telephone or e-mail information service for distance learning students. In a small operation, the instructor may cover the e-mail messages and telephone. However, if there are large enrollments, a separate telephone, staffed from morning through night during school hours, is advisable. The operator(s) should be trained to answer a variety of questions about current and coming courses. Subject matter questions should be referred to campus instructors. For your operator(s), select someone who has a pleasant telephone personality and answers questions in a helpful, considerate manner.

COORDINATING INSTRUCTOR: POSITION DESCRIPTION

The coordinating instructor is a person employed to coordinate course activities for two or more colleges or campuses or two or more instructors in the district or consortium. The coordinator's responsibilities include the following:

1. Thorough familiarization with every aspect of course content, operation, and administration.
2. Assignment of tasks to appropriate personnel as needed to insure smooth operation of the course.
3. Management of the various aspects of the course administration, including instructor's responsibilities and those of paraprofessionals, student assistants, clerical help, and others that may be assigned to the course.
4. Interviewing, recommending for employment, supervising, and evaluating instructors, paraprofessionals, and assistants.
5. Coordinating and supervising the course's portion of telecourse registration, late registration, and mail-in registration.
6. Adjusting class section size after class rolls are validated, as needed.
7. Validating class rolls and maintaining student participation records for audit purposes.
8. Coordinating orientation sessions and discussion meetings.
9. Ensuring that a testing center is adequately prepared with necessary materials and procedures prior to each testing period.
10. Coordinating procedures for make-up tests, withdrawals, and other student activities.
11. Meeting periodically with the Dean of Instruction and division chairpersons to solve problems related to efficient management of distance learning activities.
12. Coordinating the promotion schedule for television courses.

COURSE INSTRUCTOR: POSITION DESCRIPTION

The course instructor's job is to assist students enrolled in the course at the college, maintain student records and grades, and contribute to the success and improvement of the course. Specific responsibilities include the following:

1. Writing and distributing pre-enrollment and orientation information as well as placing it on the college's Web site. This includes vital information on the operation of the course and an explicit explanation of what is expected. The information should be available before the orientation and may be presented in the form of a [Course Information Booklet](#).
2. Writing, mailing, and e-mailing a welcome letter to students.
3. Knowing all elements of the course and how they have been integrated.
4. Maintaining posted office hours during which students may make personal contact by phone or in person, or the instructor may return student's calls and e-mail messages.
5. Revising and modifying tests as necessary.
6. Writing periodic newsletters and distributing them to the students on paper and via e-mail. When more than one instructor is involved in the district or on campus, the newsletter preparation responsibility should be shared.
7. Grading examinations and other assignments as appropriate; maintaining grade records on each exam and assignment.
8. Preparing for and leading orientation sessions for students enrolled in the course.
9. Maintaining student records.
10. Making decisions and arrangements regarding make-up tests, withdrawals, and other problems students may encounter. Such decisions must be in accord with college rules and policies.
11. Meeting periodically with the coordinating instructor and other campus instructors in the course for the purpose of evaluating the elements of the course and recommending changes.
12. Conducting student evaluations of the course as requested by supervisors.
13. Supervising clerical assistants.
14. Setting up and supervising on-campus exams.
15. Ordering and maintaining sufficient quantities of on-campus materials to keep the course running smoothly.

REGISTRATION

Smooth registration for a distance-learning course is as important as it is to other college programs. A well-informed faculty and counseling staff and well-planned procedures are important.

Mail-in registration

Even if your college does not normally use mail-in registration, it might be useful to investigate the procedure for distance learning courses. One of the purposes of distance education is to save people the drive to and from campus, and registration by mail supports that convenience.

One good way to handle registration by mail is to send students, upon request, the application and registration forms with instructions to send these forms and the appropriate fees to the admissions office of the college. The registrar can then record the enrollment and mail the student a receipt and the special materials and information a distance-learning student requires.

On-campus registration

Many distance learning students will enroll on campus during the regular registration period of the college. Professional personnel who are knowledgeable about distance learning should be available to advise and counsel students. If possible, a separate registration table should be set up, clearly labeled and looked after by someone familiar with the particular course and with distance learning.

If a special registration table is not available, all of those who process registration should be oriented about the nature and requirements of distance learning courses so that they can answer students' questions and give good advice.

Registration materials

Students should be handed the following information if they register on campus or mailed this information if they register by mail:

- Course requirements.
- Viewing schedule.
- Web addresses.
- Dates, times, and places for exams, discussion meetings, orientations, and other pertinent events.
- Name, phone number, e-mail address and office hours of instructor.
- Required materials and prices and procedures for purchase. (Include a mail order form if the college store will accept such orders. If mail order purchases are not possible, inform the student about the days and times the college bookstore is open.)
- College services available to students—counseling, library, media, study skills center, and other services of value to distant learners.
- Other pertinent information—hotline telephone service, special veteran counseling, grade policies, make-up policies, college location, information about the telecourses, and so on.
- A letter of welcome from the instructor or the college.

Roll cards

Students should fill out at the registration table (if they register on campus) a roll card giving their names, addresses, telephone numbers, e-mail addresses, and social security or student identification numbers. If students register by mail, the person accepting the registrations should fill out such cards and forward them to the instructor as such cards should form part of the enrollment packet.

Special registration periods

You will probably want to follow the same late registration policies for distance learning courses that you do for other college programs. It is important that those handling these enrollments are well informed about the availability of distance learning courses and about the necessity of providing students with the information materials noted above.

ORIENTATION

Importance

Attendance at orientation has a high correlation with successful telecourse completion. Make the orientation mandatory and make the session worth attending. You can use attendance at this meeting as proof of participation to certify rolls.

Scheduling

Ideally, the orientation will fall between the last day of registration and the first broadcast date. Since many distance-learning students work, plan these sessions on weekends and at several times during the day, if possible. For an expected enrollment of 200, you will need at least two meetings. More would not be out of line.

Be sure the meeting room is an adequate size and that it is well marked. Signs in the lobby and hallways help new students feel more comfortable that they are headed in the right direction. Start promptly and finish on time. Allow at least one hour for this meeting.

Agenda

The orientation session should include the following agenda items:

1. Collection of student roll.
2. Faculty introduction.
3. Introduction of the course.
4. Description of distance learning—advantages and disadvantages.
5. Explanation of course components.
6. Study plan.
7. Questions from students.

(See [Guidelines for Faculty](#) for more complete suggestions.)

EXISTING CAMPUS SERVICES

Distance learning students should be entitled to the same college services as those provided to on-campus students. Such students will need special information about these services, and the on-campus personnel will need to be aware of the distance-learning students.

If these students are to take advantage of what the college has to offer, you and your staff will have to make a special effort to inform them about just what is available in terms of counseling, study skills labs, library facilities, entertainment, health, and recreation.

Encourage all campus services to include distance-learning students in their promotions and planning, and encourage the course instructors to inform the students about the other facilities of the institution in their newsletters and discussion meeting(s).

Faculty Referral Network

Often telecourse instructors don't have a peer group of other telecourse instructors to draw upon for advice. To help provide this support, the PBS Adult Learning Service launched the Faculty Referral Network (FRN).

The FRN is a peer group of energetic, enthusiastic, inventive and experienced telecourse instructors from across the United States. Through the FRN, you may query other faculty for practical advice on:

- Effective [ways to teach a telecourse](#)
- Tailoring a specific telecourse to fit an existing curriculum
- Selecting and using course components such as textbooks, tests, exercises, and syllabi
- Using technologies such as cable systems, ITFS, and computer conferencing to communicate with students
- Dealing with common problems such as retention and evaluating student performance

For [many of the telecourses](#) offered through PBS Adult Learning Service, the FRN can provide [information for contacting faculty](#) who have taught the course, along with their phone numbers, the best times to reach them, and possibly their e-mail addresses.

Would you be willing to share your experiences with other instructors? Find out how you may contribute your knowledge and expertise by [joining the FRN](#).

DEVELOP A DISTANCE DEGREE PROGRAM - *GOING THE DISTANCE*[®]

Making college degrees possible through distance learning

The PBS Adult Learning Service's Going the Distance (GTD) degree program offers a virtual campus to your college. GTD responds to the growing number of adults who are eager to earn college degrees, but who require more flexibility than traditional on-campus courses allow.

The GTD Project offers you a wide array of information, references, and tools to develop, enhance, and promote your institution's distance degree program. Whether you're interested in establishing a distance degree program at your institution or are working to enhance the program you already offer, GTD provides you with the resources you need.

The Going the Distance Project

The goal of GTD is to serve as a catalyst for change in the higher education community. Explore GTD's history and mission, and find out which colleges and public television stations are participating in the [Going the Distance Project](#).

Building a distance degree program

Interested in GTD? Gain invaluable insights and information on building a successful [distance degree program](#).

Become a GTD institution

Soon the typical college student won't be living in a dorm. Already nearly fifty percent of students are over 25 and juggle family, work, and school. Find out what it takes to [become a GTD institution](#) and how GTD can help you create a distance degree program for this growing majority of adult learners.

Best practices

The most successful distance degree programs provide a quality education that is inclusive, attainable, and student-centered. Learn from the experiences of some of the best and explore some of their [best practices](#).

Publicize your curriculum

Reach a nationwide audience and gain exposure for your institution's distance degree program by [publicizing your curriculum](#) on the Web.

Tools & resources

Take advantage of the [tools and resources](#) for marketing your distance degree program, whether to your administration or prospective students.

SUPPORT SERVICES

UNC-TV Liaisons

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GOING THE DISTANCE

The [Going the Distance Project](#) is a national effort by public television that assists colleges in developing distance degree programs. The goal? To ensure that students in each state will have the opportunity to earn their college diplomas...entirely at a distance.

AGENDA Magazine

The [AGENDA](#) is the magazine of the PBS Adult Learning Services that focuses on topics and issues in distance education.

TAPE DUPLICATION

For videocassette masters or dubs of any PBS ALS telecourses contact:

RMI Media

1-800-745-5480

Be sure to mention that your institution is a member of the North Carolina Telecourse Consortium for a discount!

UNC-TV VIDEO COURSE CHECKLIST

1. **PREVIEW:** Review and tape the current telecourses over the UNC-TV broadcast for faculty and department head selection of telecourses. For course descriptions of all available PBS telecourses, go to www.pbs.org/als/guide. This site will have all print information regarding textbooks, faculty manuals and student study guides as well.
2. **SELECTION:** After previewing the telecourses of interest for use, your NC Telecourse Consortium representative will vote on the courses to be aired on UNC-TV. The NC Telecourse Selection Survey goes out in February of each year. The voting and selection is for the coming summer, fall and spring telecourses to the broadcast over UNC-TV. Work with your University College representative to make your selections known.
3. **LICENSING:** All telecourses are copyrighted and must be licensed for use. Once the selection process has occurred and a decision has been made to offer the telecourse, your college representative works with PBS to secure a license.
4. **RIGHTS UNDER LICENSING:** Your telecourse license permits 1) broadcast over statewide public television (UNC-TV), 2) local cable or college cable, 3) Circulation of cassettes to enrolled telecourse students. Your institution may use part or all of these capabilities.
5. **PRINT MATERIALS:** Your telecourse license also entitles you to have one faculty manual for each licensed telecourse. Notify your college representative who will work with UNC-TV Adult Learning and PBS to make sure you are not charged for the licensed faculty manual. All other print items (textbooks, study guides) are ordered from the publisher listed in the PBS ALS website.
6. **MARKETING:** Although it is each participating institution's responsibility to promote the telecourses if offers, an added advantage is the UNC-TV website and the marketing materials already available from the PBS ALS website. Let UNC-TV know what you are offering to be included in its website for referrals that come in online and by potential student phone call-ins. Let PBS ALS know what additional promotional items you might need at 1-800-ALS-ALS8.
7. **TELECOURSE MANAGEMENT:** The college representative or distance learning administrator serves as liaison between the institution and UNC-TV and the NC Telecourse Consortium. All of the above are coordinated through that designated person.
8. **TELEGOURSE FACULTY:** The instructional elements of video, print and online components are part of an instructional system managed by the instructor. Many offer in-person contact as well (office visits, phone consultations) to maintain communication with students.
9. **STATEWIDE PROFESSIONAL DEVELOPMENT:** In addition to onsite telecourse administrator and faculty trainings provided upon request, UNC-TV Adult Learning urges colleges to participate in on-going professional development at regional and state conferences and workshops. Currently, the NC Distance Learning Association serves as an advisory body to provide professional development with UNC-TV Adult Learning. There are several state and regional opportunities throughout the year.