



Integrating High Quality Video Student 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

Compiled and Edited by:
Jay Holloway, Executive for University Partnerships
Ron Plummer, Ed.D., Adult Learning Manager

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TABLE OF CONTENTS

Preface

Blackboard.com or Web CT

About Our Courses

Overview

TeleWEBcourses

Webcourses

Telecourses

College By Cassette

Distance Learning And You

Quick Self-Quiz

Frequently Asked Questions Link

Tips for Distance Learner

Tips for Successful Telecourse Study

Myths about Telecourses

Resources

FAQ's

Appendix

Glossary

Partners

Student Information Sheet

Technical Requirements

Telecourse Evaluation Form

The Going the Distance/ Ready to Earn Connection

Viewing UNC-TV

This manual is a general overview for integrating video from UNC-TV into existing University courses.

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.

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

[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.

Blackboard.com or Web CT

Blackboard or Web CT are the recommended course management software to integrate video from UNC-TV.

Blackboard 5 offers students a robust set of tools, functions, and features for learning. The *Blackboard 5 Level One Student Manual* details the tools and functions available to students.

The *Blackboard 5 Student Level One Manual* begins by contextually reviewing the teaching and learning environment for students. The bulk of the manual is dedicated to the course Web site tools and functions available students.

Please note that the Blackboard 5 user manuals are updated periodically. The HTML versions available within Blackboard 5 and at www.support.blackboard.com are always current. Also, the Blackboard Support Site includes the most current versions of the user manuals in PDF format for those who would like to print a hard copy.

About Our Courses

Overview

ALS college-credit courses are complete and integrated instructional systems that generally include television programs, a textbook, study guide, faculty manual, sometimes a Web component, and a variety of other instructional materials designed to be used by faculty and students as the principal elements of a college course.

The we offer nearly one hundred [courses](#) in a broad range of [disciplines](#) including the arts and humanities, business, foreign languages, science, math, social sciences, and teacher education. Many courses are based on PBS prime-time series, while others are developed solely for educational purposes.

About PBS teleWEBcoursesSM

TeleWEBcourses are college-credit courses that include an interactive Internet component. The courses fit the lifestyle and educational needs of today's distance learning students, who can complete coursework by logging on from home, office, hotel—anywhere they have access to the Internet. The "telecourse plus Internet" combination offers students a convenient, high quality, and cutting-edge learning experience.

Each teleWEBcourse is a full semester's worth of instruction. Once enrolled in a teleWEBcourse at your college, students watch the programs through traditional telecourse delivery—broadcast, cable, or videocassette. Now some courses have the rights to be streamed over the Internet. They then use the Web to participate in class discussions and activities that build upon the television lessons.

The Internet component allows students easy access to course materials, homework assignments, tests, and e-mail.

TeleWEBcourse components

The components of teleWEBcourses vary. Some teleWEBcourses are available with the video programs of a complete telecourse, while others may use fewer video programs, or use CD-ROMs, or other delivery methods. Please see the individual [course listings](#) to learn about the variety of teleWEBcourse and delivery options available.

Most of our current teleWEBcourses include the following:

- **Programs**
The telecourse programs are full audiovisual, documentary-style learning experiences featuring outstanding professors, on-location footage, and enlightening interviews.
- **Internet component**
The Internet component offers students interactivity, a sense of community, and extensive Web-based resources and activities that reinforce course lessons.
- **Textbook**
- **Student study guide**
- **Faculty manual**

Delivery method

TeleWEBcourses typically combine video programs with Web-based resources and activities, and print-based materials.

- **Programs**
ALS transmits an encoded digital signal. To receive our programs, you need an Integrated Receiver Decoder (IRD). Please see our [satellite support](#) section for detailed information about the equipment you'll need and about acquiring our programs via satellite.
- **Internet component**
The Web-based resources and delivery methods for teleWEBcourses vary from course. The individual [course listings](#) contain detailed information about your options.
- **Print materials**
Detailed information about the print materials for each course, and where to order desk copies and copies for your students is including the "course materials" page for each [course listing](#).
- **Additional information**
Please use this [guide to courses](#) for additional information about how to acquire and distribute our telecourses.

The rights and distribution options vary from course to course. Please see the individual [course listings](#) for details.

About Webcourses

Web courses are college-credit courses that combine media-rich content, streaming audio and video, and graphic animations to create an interactive learning experience. Students can access and take the course anytime and anywhere they have access to the Internet.

Once licensed by your institution, the course can be customized to meet your own college's needs. Faculty are in control of the instructional material and can tailor the Web courses to meet the needs of their students. All instructional material is Web-based for both learner and faculty, eliminating any instructional material "distribution" by the accrediting institution, other than through the Internet.

Webcourse components

The components of Web courses vary. Most Web courses include streaming video and audio, graphic animations, and limited text—all accessible through the Internet—while other may present such content on CD-ROM. Please see the individual [course listings](#) to learn about the delivery method for each course.

Most of our Web courses include the following:

- **Internet component**
The Internet component offers students enhanced interactivity, with streaming audio and video, images, graphic animations, and limited text to more fully develop certain concepts and learning objectives, focusing in particular on difficult subject matter and skills to be mastered.
- **Textbook**
- **Student study guide**
- **Faculty manual**

Delivery Method

All instructional materials are Web-based for both learner and faculty. For most Webcourses, there are no instructional materials to be distributed by the accrediting institution, other than through the Internet.

- **Internet Component**
The Web-based resources and delivery methods for Webcourses vary depending on the course. The individual [course listings](#) contain detailed information about how each course is delivered.
- **Print Materials**
Detailed information about the print materials for each course, and where to order desk copies, and copies for your students is included on the "course materials" page within each [course listing](#).

The rights and distribution options vary from course to course. Please see the individual [course listings](#) for details.

About telecourses

Components of a telecourse

Our telecourses are complete and integrated instructional systems that include a variety of instructional materials designed to be used by faculty and students as the principle components of a college-level course.

Most of our telecourses include the following:

- **Video programs**—full audiovisual, documentary-style learning experiences featuring outstanding professors, on-location footage, and enlightening interviews.
- **Textbook**
- **Student study guide**
- **Faculty manual**

Delivery method

The primary difference between telecourses and traditionally taught courses is the manner in which instruction is delivered.

Traditional college students generally go to campus several times a week for direct instruction by faculty. In contrast, telecourse students study more independently, watching the television programs and reading the print materials on their own. The convenience and flexibility of learning "at a distance" allows adult learners to work towards a college degree while juggling job and other responsibilities.

- **Programs**
ALS transmits an encoded digital signal. To receive our programs, you need an Integrated Receiver Decoder (IRD). See our [satellite support](#) section for detailed information about the equipment you'll need and about acquiring our programs via satellite.
- **Print materials**
Detailed information about the print materials for each course, and where to order desk copies and copies for your students is included on the "course materials" page for each [course listing](#).
- **Additional information**
Please use this [guide to courses](#) for additional information about how to acquire and distribute our telecourses.

The rights and distribution options vary from course to course. Please see the individual [course listings](#) for details. For the current schedule of telecourses on UNC-TV, click here: [Telecourses for College Credit](#).

ALSS telecourses

Among the courses we distribute there are a select number of courses available only through the Adult Learning Service. They are different from other telecourses in that:

- They do not carry the PBS logo, and
- They may not meet technical broadcast standards.

Telecourses that are ALSS will be marked as such on the individual course listings.

Student Information

Example of Telecourse Curriculum Areas:

Business/Finance/Management/Accounting/Marketing

- [Business and the Law](#)
- [It's Strictly Business: An Introduction to Business](#)

Business Communications: Tools for Leadership

- [Marketing](#)
- [Personal Finance and Money Management](#)
- [The Sales Connection: Principles of Selling](#)
- [Something Ventured: An Entrepreneurial Approach to Small Business Management](#)
- [Taking the Lead: The Management Revolution](#)
- [Introduction to Entrepreneurship: Building the Dream](#)

Economics

- [Economics U\\$A](#)
- [Introduction to Microeconomics: Analytical Building Blocks for Business](#)
- [Introduction to Macroeconomics: Mastering the Global Community](#)
- English Language and Literature
- [Literary Visions](#)

History

- [The Western Tradition I](#)
- The Western Tradition II
- Psychology
- [Discovering Psychology](#)
- [The World of Abnormal Psychology](#)

Sociology

- [The Sociological Imagination](#)

General Information:

- To sign up for a course, contact the [participating institution](#) nearest you. Names and phone numbers are in the list. The contact will tell you what you will need to fulfill the requirements of the course.
- Tuition fees and the amount of credit you can earn vary.
- Each telecourse is taught and supervised by a faculty member who will be your contact through the course.
- Not all telecourses are offered each semester. Check with your local college for specific semester schedules.
- On-campus attendance will vary.
- If you miss a broadcast, many colleges make videotapes available through their learning resource centers or libraries.
- You'll also need a study guide and textbook that are available in the college bookstore. Check with the contact at the participating institution to find out what books and materials you will need for the course.

About College by Cassette

College by Cassette (CBC) gives your institution an alternative way to offer our courses, enabling you to reach a targeted group of adult learners in their chosen places of study, and on their own schedules.

You can enhance your college's outreach efforts by:

- providing a low-risk, cost effective way to offer a wider selection of courses to smaller groups of students
- enabling your college to continue to offer valuable courses in terms when the courses are not broadcast or cablecast, or when broadcast rights are no longer available.
- allowing your college to reach students in communities not served by television or cable
- encouraging your faculty to try out new courses
- opening new opportunities for your college to serve business, government, and community sites.

Components of a Telecourse

The components of a CBC course are very similar to those of a telecourse. Most include the following:

- **Video programs**—full audiovisual, documentary-style learning experiences featuring outstanding professors, on-location footage, and enlightening interviews.
- **Textbook**
- **Student study guide**
- **Faculty manual**

Delivery Method

Unlike telecourses and teleWEBcourses, courses licensed using the CBC option cannot be broadcast.

- **Programs**

For [courses with broadcast rights](#), CBC option may only be used by your college when the course is not broadcast/cablecast in your community during the term of license. Therefore your institution will need to have recorded the programs in a previous semester. (You can license the course in the usual way if you wish to use broadcast/cable distribution, providing broadcast rights are available for the particular course.)

Because of rights restrictions there are some courses that are:

- **ONLY** available using the CBC option
- **ALSO** available using the CBC option (in addition to being available as telecourses and/or teleWEBcourses)
- **NOT** available using the CBC option
- **Print Materials**
Detailed information about the print materials for each course, and how to order desk copies, and copies for your students is included in each course listing.
- **Additional Information**
Please use this [guide to courses](#) for additional information about how to acquire and distribute our telecourses. Learn more about the [rights and pricing](#) for College by Cassette courses.

Courses with CBC option

The following telecourse and teleWEBcourse can also be licensed as College by Cassette:

Accounting in Action	Advanced English Composition	Against All Odds ●
America in Perspective	American Cinema ●	American Entrepreneur Today ▲
Americas ●	Art of the Western World ●	Beginnings
Beliefs and Believers ▲	A Biography of America ●	Career Advantage
The Chinese ▲	Choices and Change: Macroeconomics	Choices and Change: Microeconomics
College Algebra ●	Connect with English ●	Constitution ●
Dealing with Diversity ▲	Death: A Personal Understanding ●	Destinos, Parts 1 & 2 ●
Discovering Psychology ●	Earth Revealed ●	Economics USA ●
Effective Teacher ▲	English Composition ●	Ethics in America ●
Every Child Can Succeed ▲	Exploring the World of Music ●	Faces of Culture

Family Communication ▲	Fokus Deutsch ●	For All Practical Purposes ●
For the Love of Wisdom ▲	French in Action, Parts 1 & 2 ●	Growing Old in a New Age ●
Human Geography ●	Inside the Global Economy ●	It's Strictly Business
Literary Visions ●	Living with Health	Living Literature ▲
Mechanical Universe ●	Mechanical Universe & Beyond ●	News Writing ●
Nutrition Pathways	Out of the Past ●	Pacific Century ●
People's Century, Parts 1 & 2	Planet Earth ●	Power of Place ●
Principles of Marketing Management ▲	Race to Save the Planet ●	Renaissance ▲
Rural Communities ●	Schools and Society ▲	Seasons of Life ●
Shaping America	Sociological Imagination	Teaching Students with Special Needs
Unseen Life on Earth ●	Voices & Visions ●	Voices in Democracy
Western Tradition ●	Whole Child ●	Women and Social Action ▲
World of Abnormal Psychology ●	World of Art ●	World of Chemistry ●
Worlds of Childhood ▲	Writer's Exchange	

CBC Only Courses

The following courses do not have broadcast rights and, therefore, can only be licensed using the CBC option.

- [The Africans](#) ●
- [Civil War](#)
- [Eyes on the Prize](#)
- [Joseph Campbell: Transform Through Myth](#) (as of summer 2002)
- [The Mind](#)
- [The Story of English](#)
- [Vietnam: A Television History](#)

●From [Annenberg/CPB](#)

▲ALSS courses are different from other courses in that they do not carry the PBS logo and they **may** not meet technical broadcast standards.

DISTANCE LEARNING AND YOU

Throughout its history, the most current technologies have been used in distance education to help expose learners to educational opportunities they otherwise might not have been able to attain. But some students do better in distance learning than others. To be successful in the distance-learning environment, a student needs to consider their learning habits and aptitude, work patterns, and lifestyle. The following resources are available to help you assess if distance learning is the answer for you.

- Take a [quick self-quiz](#) to help you determine if distance learning is right for circumstances and lifestyle.
- Get answers to [frequently asked questions](#) about distance learning, accreditation, and college degrees.
- Read [tips](#) for becoming a successful distance-learning student.

Explore these easy course organization, scheduling and study skills tips for becoming a successful distance learner.

1. **Familiarize yourself with the course design.** Check the college Web site to view the distance learning course syllabus. Spend time looking at the course syllabus even before you register. Decide if you can be a successful self-directed learner in this particular study content.
2. **Read the entire course syllabus.** The distance learning course syllabus contains all of the information the student needs to progress through a distance learning course. This includes information about the course description, objectives, and requirements, course meetings, assignments and testing, media and technology used, a course calendar or assignment schedule, and support contact information.
3. **Identify tools necessary to complete assignments.** Before enrolling in a course, make sure you have access to the tools necessary to complete assignments. A word processor can help you to organize your work and communicate your thoughts more clearly. Access to VCR, tape player, a fax machine, computer with adequate hard disk space and modem for e-mail transmission are "musts" for many classes.
4. **Be realistic.** You will not have to keep a class attendance schedule, but you will have to do regular academic work. Remember you should be spending at least two study hours each week for every credit you are taking. So if there is insufficient time in your personal schedule to do the work of the course, you will be frustrated.

5. **Set interim goals and deadlines for yourself, and stick to them.** Keep a calendar showing the number of weeks in the quarter and mark it off with the amount of work you need to do each week. Mark in the days when you will expect to take tests, submit projects, contact the instructor. Don't fall behind in your work! Keep reminding yourself that you will always have more to do near the end of a course than at the beginning.
6. **Organize your goals in a study schedule.** Identify study times when you are fresh and attentive and stick to those times every week. Think of the study times as "reserved time." If you miss too many study times, revise your schedule.
7. **Avoid interruptions.** Avoid all interruptions and distractions while you are viewing a video program, listening to a cassette, reading the textbook, working on the computer, or studying. Take the telephone off the hook if there is no one available to answer it but you.
8. **Know where to study.** Find a place that is free from distractions. You might consider work--before or after hours and on your lunch hour—a public library, or a separate room in your home.
9. **Stay in touch with your instructor.** Contact your instructor regularly, especially when you have questions about course content materials. Instructors are available by phone and/or email, or you may make an appointment for an on-campus meeting. You may also correspond with your instructor by mail or by FAX.
10. **Prepare for assignments and tests.** In distance learning, course assignments could involve the use from different mediums: print, videos, audio, and the Internet. Remember you are not just watching or listening. You are learning from the information on those various mediums. Take notes. Imagine questions that might be on a test from your study guide, from your textbook, from videos or audiotapes, or from the Internet course assignments.
11. **Use good communication skills.** Pay careful attention to instructions and be certain that you understand what is being asked when submitting assignments. It often helps to develop a brief outline before responding to questions whether they are submitted in writing, via e-mail, orally or on video/audio tape.
12. **Evaluate your own progress regularly.** Re-read the course objectives and standards often to see how you are progressing with them.
13. **Time your tests wisely.** Before you take a test, make sure you understand the information covered in the course assignments that will be the basis for a particular test.

14. **Find some study-buddies.** If you feel the need to study with other students from the class, ask your instructor for help in identifying other students who may want to work with you.
15. **Discuss your progress.** Ask your instructor at various points in the quarter how your progress is going. Also ask for help and point out any areas that you think are difficult or unclear.
16. **Use relaxation techniques to focus better.** Relaxation techniques can benefit learning in a number of ways: heighten concentration, heighten attention focusing and lessen anxiety. Some common relaxation techniques include deep breathing, stretching, and soothing music.
 - Explore [resources](#) to help you locate distance learning courses, degree programs and financial aid.

Explore the following resources to help you locate distance learning courses, degree programs and financial aid.

General resources | [Financial aid](#) | [Courses and degree programs](#)

TIPS FOR SUCCESSFUL TELECOUESE STUDY

1. Find out all the course requirements before you enroll. Be sure you have time to take the course. While telecourses are convenient, they do require time and the ability and willingness to study independently.
2. Check the broadcast and cable schedules. Make sure there is at least one broadcast or cable time when you can conveniently view each lesson. Or make arrangements to tape the program for later viewing. Or *plan to view the* program in the University library or a local public library.
3. If the course utilizes streaming video, be sure to have the correct URL for the web site and have the appropriate video player installed on your computer. Be sure to test it in advance before assignment time.
4. Attend the required orientation session. This is the time you will meet with your instructor and learn about the course requirements and the support services offered by the University.
5. Obtain your study guide and textbook before you watch the first program or lesson. The study guide ties together all course elements. It outline lessons, gives details, includes sample tests, tells what to watch for in the television program, and helps you review before tests. The textbook contains the primary reading material for each lesson. Both are usually required. They are available at the University Bookstore.
6. Read the associated study guide and textbook material before you watch each television program or lesson.
7. Watch the television program or lesson in an environment that is quiet, but not too comfortable. Have a writing surface available, but don't try to take detailed notes. If possible, tape the program. It helps at review time.
8. Email, phone, or otherwise communicate with your instructor whenever you need assistance.
9. If you miss a broadcast program, you can come to the University library to view a tape.
10. Keep up with assignments.

MYTHS ABOUT TELECOURSES

Myth 1: TELECOURSES ARE A SNAP!

Telecourses are rigorous academic experiences developed and evaluated under the same standards as traditionally taught courses. They are offered as an alternative section to a regularly scheduled on-campus course and carry the same number of academic credits, use the same textbook, and have comparable assignments. In addition to watching television programs, telecourse students are expected to *attend the required* orientation, to do a significant amount of independent reading and study, to complete course assignments on a timely basis, and to pass course examinations.

Myth 2: TELECOURSES ARE BROADCAST ONLY IN THE MIDDLE OF THE NIGHT!

Telecourses are usually broadcast on early mornings (4-7 a.m.) on the main UNC-TV channel. They are broadcast 24 hours a day on the digital channels. You may videotape them for viewing at an alternative time. If the student still misses a lesson, that student can come to the University library to view the taped program there.

Myth 3: TELECOURSES MEAN YOU NEVER HAVE TO GO TO CAMPUS!

NEVER is unrealistic! Telecourse students have available to them the same campus privileges and support services as any other students. They may view taped telecourse Programs at the University library. They may elect to take tests online or at an on-campus location. They may choose to come to campus for a personal conference with the telecourse instructor. They may wish to purchase their books at the university store. What is true is *that they* needn't appear on campus at regularly scheduled times, And most of the University telecourse orientation and review sessions are held on campus.

Myth 4: TELECOURSES ARE TAUGHT BY ROBOTS!

In most cases, telecourses can have as much personalized faculty and staff involvement as traditionally taught courses. Each telecourse is taught by a full-time university faculty member who also teaches the same course in the traditional format. The instructor will be available at a variety of times and in a variety of ways. Instead of being one of many students in a large *lecture section*, each telecourse student develops a one-on-one relationship with the telecourse instructor. Telecourses are a unique kind of independent study.

Myth 5: TELECOURSE'S ARE TALKING HEAD TELEVISION!

Today's telecourse is a sophisticated television production in which academic and media professionals often spend years to produce a course that is both a quality learning experience and a quality viewing experience.

GENERAL RESOURCES

[Distance Education:](#)

[A Consumers Guide: What Distance Learners Need to Know](#)

Addresses basic issues about distance education that potential students need to understand as part of their decision making process.

[The Distance Learner's Guide](#)

Provides basic skills information to potential students who are unfamiliar with the concept of distance learning and face a confusing array of academic and technical options.

[Higher Education's Consumer's Guide to College Courses on the Internet](#)

A guide to finding the institution and course that's right for you.

[College Credit for Past Education and Life Experience](#)

Get information on this Indiana Career and Postsecondary Advancement Center Web site about how admissions offices at the college adults attend may award credit to students for their past life experiences and past formal education through prior learning assessment.

[PBS YOU](#)

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.

[How to be a Successful Distance Student: Learning on the Internet](#)

This book offers a discussion of technology and learning theory to step the potential student through the experience of learning over the Internet.

[net.LEARNING](#)

Learn more about why people go online to take distance-learning courses and pursue degrees of all levels.

[EDUCAUSE Guide to Evaluating Information Technology on Campus](#)

A consumer guide helping students ask the right questions about information technology when choosing a college or university.

[Petersons.com Distance Learning Channel](#)

Learn about changes in financial support for distance learners, explore study tips for successful distance learning, and search for accredited distance learning programs by name or degree category. Search for degree programs, courses, technical degrees and certificates, take an educational inventory.

[Adult Student Center: Online Learning Resources](#)

Going to college can be a daunting experience and for the adult student returning to the academic environment, the challenges may seem insurmountable. The Adult Student Center provides resources to make going back to school easier and offers avenues for adult students to share their experiences with one another.

FREQUENTLY ASKED QUESTIONS ABOUT TELECOURSES:

1. WHY SHOULD I ENROLL IN A TELECOURSE?

A telecourse is convenient and inexpensive. The telecourse provides students with the opportunity to take an online course that integrates high quality video by using study materials and watching television at home or viewing streaming video over the Internet, thus eliminating the scheduling problems or travel costs often associated with on-campus courses.

2. WHO DO I CALL IF I HAVE QUESTIONS OR PROBLEMS?

You may call your instructor or the Telecourse Coordinator at the University.

3. WHAT STATION DO I WATCH FOR THE TELECOURSES?

Telecourses are broadcast over UNC-TV, and local cable companies. Check your local cable listing for the correct channel.

4. CAN I VIDEOTAPE THE TELEVISION PROGRAMS?

Yes. You are encouraged to do so, and review the material at your convenience.

5. WHAT IF I MISS A PROGRAM?

There are copies of the telecourse programs in the University library. Please contact the library staff to set up an individual viewing of a particular program if you miss it.

6. WHEN DO I TAKE THE TELECOURSE EXAMS?

The telecourse instructor will tell you of the testing dates at the orientation session. You will take the exams online or in the University library.

7. WHEN DO I GET MY TEST SCORES?

The instructor will inform you of his/her method of distributing scores at the orientation session.

8. HOW DO I GET MY FINAL GRADE?

Students will be mailed a transcript after the course has been completed.

Appendix

GLOSSARY

As diverse as the history of distance learning is, so too are the concepts it embodies and the technologies it employs. Learn the basics of distance learning from A-Z through this glossary of common distance learning terminology.

A-C | [D-G](#) | [H-L](#) | [M-O](#) | [R-T](#) | [U-W](#)

Analog A signal that is received in the same form in which it is transmitted, while the amplitude and frequency may vary.

American Standard Code for Information Interchange (ASCII) The standard 8 bit code used in data communications from which files may be interchanged from one software program to another and from PC to Mac formats.

Asynchronous Communication in which interaction between parties does not take place simultaneously.

Bandwidth Information carrying capacity of a communication channel.

Broadband Telecommunication that provides multiple channels of data over a single communications medium.

Browser Software that allows you to find and see information on the Internet. Commonly used browsers are Microsoft Internet Explorer and Netscape Navigator.

Computer-Assisted Instruction (CAI) A teaching process in which students gain mastery over a specific set of skills by executing training programs on a computer. CAI is very effective for computer applications training. Also called CBT.

Computer-Based Training (CBT) A teaching process in which students gain mastery over a specific set of skills by executing training programs on a computer. CBT is very effective for computer applications training. Also called CAI.

Continuing education Education that is usually not for credit, but which can be delivered on campus or at-a-distance.

Correspondence Print-based coursework that is completed by a learner at home at their own convenience, but usually within a set timeframe. All assignments—reading, class notes, written assignments, research, and some examinations—are completed independently. Students correspond with a school through the mail.

Cyberspace The place where humans interact over computer networks.

Digital An electrical signal that varies in discrete steps in voltage, frequency, amplitude, locations, etc. Digital signals can be transmitted faster and more accurately than analog signals.

Distance Education The concept of a student and instructor, separated by time and distance, using technology to complete instruction. See also distance learning.

Distance Learning The desired outcome of distance education. See also distance education.

Distributed Learning Education delivered through distributed resources—content, instructor, student, and technology—in different, non-centralized locations allowing instruction and learning to occur independent of time and place. It can be used in combination with traditional classroom-based courses and traditional distance learning courses, or to create wholly virtual classrooms.

Download Using the network to transfer files from one computer to another.

e-Learning Anytime, anywhere electronic or computer-supported learning. Also called Web-based training.

Electronic Mail (E-mail) The transmission of messages from one computer user to another.

File Transfer Protocol (FTP) The agreed-upon format that allows users to move files between a distant computer and a local computer using a network like the Internet.

Frequently Asked Questions (FAQ) A collection of basic information on any given subject.

Fully Interactive Video (Two-way Interactive Video) Two sites interact with audio and video as if they were co-located.

High Definition TV (HDTV) A television that delivers resolution far exceeding the current NTSC standard resulting in a brighter and clearer picture. It requires bandwidth five times the capacity of a conventional TV signal.

Host A network computer that receives data from other computers.

Hyperlink Images or text within Web documents that move a user to a different location or present a different page once selected.

Hypertext Text that is coded so that users may select and click on elements within a document to connect to further information.

Hyper Text Markup Language (HTML) The language in which Web documents are written. Browsing software interprets the elements of the language, or tags, for display on the Web.

Hypertext Transfer Protocol (HTTP) The agreed-upon format used to define how documents are formatted and transmitted on the Web, and what action servers and browsers should take in response to various commands.

Instructional design The systematic process of translating general principles of learning and instruction into plans for instructional materials and learning.

Instructional Television Fixed Service (ITFS) A band of 20 microwave-based, high-frequency television channels licensed through the Federal Communications Commission by local credit granting educational institutions. The channels can be used solely to deliver instruction, or in partnership with companies that deliver a subscriber-based video service that competes with land-based cable television systems to deliver entertainment programming. ITFS provides low-cost, limited 20-35 mile range, distribution of broadcast courses. The full allocation of 20 channels is usually available to be used by school systems, colleges and universities in most communities.

Integrated Services Digital Network (ISDN) A telecommunications standard allowing communication channels to simultaneously carry voice, video, and data.

Interactive Video Participants (students and instructors) at different origination and receiving sites are able to see and hear each other, thus creating an interactive learning environment at a distance.

Internet A global information network connecting millions of computers. Also called the Net.

Learner-centered Education An educational philosophy in which the needs of the individual are primary; therefore, the teaching and learning process provides flexible sequences of study, negotiated objectives and content, negotiated learning

methods, negotiated methods of assessment and a choice of support mechanisms.

Lifelong learning A philosophical concept in which learning is viewed as a long-term, "cradle to grave" process, beginning at birth and lasting throughout life.

Listserv An automatic mailing list server application developed by Eric Thomas for BITNET in 1986. When e-mail is addressed to a listserv mailing list, it is automatically broadcast to everyone on the list.

Local Area Network (LAN) Multiple local computers that are physically connected.

Modem Equipment that converts digital signals to analog for transmission along analog lines (telephone lines) allowing computers to interact with each other.

Multimedia Any document that uses multiple forms of communication, such as text, audio, and/or video.

Net A term short for Internet.

Network Multiple computer systems linked together.

Online Active and prepared for operation. Also suggests access to a computer network.

Open Learning An educational philosophy that emphasizes providing learners with choices about media, place of study, pace of study, support mechanisms and entry and exit points.

Portable document format (PDF) A file format developed for the Adobe Acrobat Reader that captures formatting information from a variety of desktop publishing applications and preserves the intended format for display on a recipient's monitor or printer.

Platform The underlying hardware or software for a computer system. Platform-independent and cross-platform applications run on various computer systems.

Plug-in Downloadable software that adds enhanced capabilities to a browser enabling the user to view, hear, or interact with non-standard display formats.

Protocol An agreed-upon set of standards, rules, or formats for exchanging data that assures uniformity between computers and applications.

Real-time Communication in which interaction between parties takes place simultaneously. Also referred to as synchronous.

Satellite TV Video and audio signals are relayed via a communication device that orbits around the earth.

Search Engine Web-based software tools that searches for and returns documents on the Web based upon specified keywords.

Server A computer on a network with a special service function, generally receiving and connecting incoming information traffic.

Streaming A continuous sequence of video images and/or audio that is sent in compressed form over the Internet and displayed by the viewer as it arrives. A special program called a player uncompresses the data for display and/or reception through a browser.

Synchronous Communication in which interaction between parties takes place simultaneously. Also called real-time.

Teleconferencing Two-way electronic communication between two or more groups in separate locations via audio, video, and/or computer systems.

Telecourse Fully accredited, video-based courses delivered via television. Telecourses are complete and integrated instructional systems that generally include the television programs, a textbook, study guide, faculty manual, and other instructional materials.

TeleWEBcourse Fully accredited, video-based courses that include an integrated, interactive Internet component.

Threaded Discussion Asynchronous online conversations consisting of a series, or threads, of linked messages.

Uniform Resource Locator (URL) The address of a document on the Web.

Uplink The communication link from the transmitting earth station to the satellite.

Video on Demand The delivery of digital movies via cable, telephone, or wireless where the user has the ability to start and stop the movie at any time.

Virtual University A higher education institution that has no physical classrooms. Instruction at a virtual university is delivered to students at-a-distance.

Web A term short for World Wide Web.

Web-based Training (WBT) Anytime, anywhere electronic or computer-supported instruction. Also called e-Learning.

Webcasting Uses push technologies to simultaneously broadcast live video and/or audio via the Internet to multiple computers. The quality of Webcast reception can vary greatly and is highly dependent on bandwidth, hardware quality, etc.

World Wide Web A global, networked system that serves data images, documents, multimedia, via the Internet.

Partners

ALS works with many organizations in the world of distance learning, adult education, and higher education.

The [American Association for Higher Education](#) is an individual membership organization of faculty, administrators, students and policy makers. AAHE seeks to promote the changes higher education must make to ensure its effectiveness in a complex, interconnected world.

The [Annenberg/CPB Project](#) supports programs that use telecommunications to improve the quality and accessibility of higher education. Financed by a grant to the Corporation for Public Broadcasting from The Annenberg School of Communications, the Project has given \$90 million since 1981 to create courses that use technology to increase accessibility.

The [The Consortium of Distance Education \(CODE\)](#) is an organization of two- and four-year public and private colleges and universities devoted to instruction through telecommunications. Currently, the consortium includes 30 colleges in Delaware, New Jersey, New York, and Pennsylvania. All of these colleges offer a variety of distance education courses.

[Hungry Minds](#) aims to be the Web's most accessible and engaging gateway to knowledge by providing the world's largest selection of quality learning experiences.

The [League for Innovation in the Community College](#) is a nonprofit educational consortium of leading community colleges organized to stimulate innovation and experimentation in all areas of community college development.

Headquartered at Old Dominion University, the [National University Telecommunications Network](#) is a consortium of over fifty institutions of higher education. Membership consists of professionals responsible for telecommunications networks, with specific emphasis on distance learning and videoconferencing.

[The Standard Deviants](#) combines educational content with cutting-edge technology to deliver videos and DVDs for high school and college students.

[TimeTrade](#) provides Web-centric scheduling and resource management solutions to help customers apply Internet technology to transform critical scheduling processes. Find out how [PBS and TimeTrade](#) are helping colleges apply Internet technology to schedule exams, advisory appointments, and a host of other activities.

Founded in 1915, the [University Continuing Education Association](#) is the principal organization for continuing higher education in the United States. UCEA helps institutions expand access to higher education while providing national leadership in support of policies that advance workforce and professional development.

[The United States Distance Learning Association](#) is a nonprofit association formed to promote the development and application of distance learning for education and training. USDLA has become the leading source of information and recommendations for government agencies, Congress, industry and developers of distance learning programs.

[Western Interstate Commission for Higher Education](#) is a membership organization for providers and users of educational telecommunications. WICHE has emerged as a leader in educational telecommunications policy

STUDENT INFORMATION SHEET

NAME:

SOCIAL SECURITY NUMBER:

MAILING ADDRESS:

E-MAIL ADDRESS

HOME PHONE:

WORK SITE:

OFFICE MAIL ADDRESS:

OFFICE PHONE (if permissible)

OFFICE FAX (if permissible)

METHOD OF COMMUNICATION YOU PREFER:

IF YOU WILL NOT TEST ONLINE, WHERE WILL YOU TEST?

NOTE: photo ID required for testing

Information to help us improve the telecourse/online effort

HOW DID YOU LEARN ABOUT THIS DISTANCE EDUCATION COURSE?

IS YOUR WORKSITE PROVIDING SPECIAL ASSISTANCE OR SUPPORT? (examples: allowing you to use office mail/fax for communication with your instructor; taping the programs for your later viewing, etc.)

ARE YOU TAKING OTHER DISTANCE EDUCATION CLASSES?

HAVE YOU TAKEN A DISTANCE EDUCATION WITH VIDEO BEFORE?

Basic Technical Requirements:

Hardware:

- Computer – with modem or network card
- Television – capable of picking up UNC-TV over air via cable
- Video Cassette Player/Recorder
- Blank videocassette tapes
- CD or DVD player

Software:

- Internet access provider
- Web Browser
- Windows Media Player
- Real One Player

For any technical assistance contact your campus IT or distance education office or Help Line.

TELECOURSE EVALUATION FORM

We are excited about and committed to the concept of distance education. As a telecourse student, you have experienced first hand the flexibility of independent study in the telecourse format. Please assist us in improving our services to the telecourse students by completing this evaluation form. You may seal it in the attached envelope and return it to your instructor who will take it to the Telecourse Coordinator. Thanks for your help.

Course Number and Title

How did you learn about the telecourse?

Are you taking other distance education classes?

Which methods of communication with your instructor have you used?

Have you had enough communication with your instructor? Include comments on the number of general *review* and/or private instructor conference sessions. Use the back of this page if necessary.

Was the information in the course syllabus *ADEQUATE and CLEAR*? Please explain your answer. Use the back of this page if necessary.

Syllabus contents:

- Methods of communication with instructor
- Required course materials
- Meeting/testing schedule
- Course requirements
- Grading policies and criteria
- How to *withdraw* from course
- How/where did you test?
- How could testing procedures be improved?

If you work, did your worksite provide any special assistance? Examples include tuition/book reimbursement, taping programs, use of office email and/or fax.

The Going the Distance/ Ready to Earn Connection by Jacques H. Dubois

When the Going the Distance (GTD) project was launched in 1994, it was rolled-out under the banner of Ready to Earn (RTE) with the intent of framing the project within the broader concept of workforce development and specifically addressing the needs of adult working students. Today, GTD is living up to its potential to empower colleges and working adult students. The initial years of the project have been devoted to institutionalizing it in as many colleges and universities as possible and to gaining widespread acceptance for an initiative that was perceived by most traditional educators as going against the grain.

GTD: A Leader in Distance Learning

GTD has had a wide impact on distance learning and the delivery of entire degree programs at a distance. The project was a precursor to Western Governors Open University and the Southern Educational Resource Board's Electronic Campus. The national component of GTD featured advocacy for distance learning from a highly visible platform and promoted resource and courseware sharing, as well as consortium development. The institutional agenda for most participating institutions focused on filling gaps in the curriculum and raising institutional awareness about the aspirations and degree goals of nontraditional learners who could not, or chose not to attend conventional, classroom-based courses. Since those early years, the project has evolved, and GTD remains an opinion leader, a technology innovator, and a benchmark for distance learning programs.

Spotlighting RTE

Although the project remains true to its origins, the tremendous impact of the Internet/Web on all aspects of society and the primacy of workforce development as a national priority have recently helped to spotlight the Ready to Earn connection with GTD.

Expanding the Curriculum — Credit and Noncredit

Within the last year, the portfolio of PBS-distributed courses has expanded to include teleWEBcourses and a certificate program. The new teleWEBcourses rely on multiple media or multimedia to make full utilization of the Web's interactive capabilities. The courses were selected for Internet/Web appropriateness and their connection to the workplace. INTERNET LITERACY addresses our society's new literacy, while the teleWEBcourse curriculum in business management being developed by University Access responds to what has been identified as the curriculum of choice by working adults. The certificate program in Nonprofit Leadership and Management gives colleges a way to provide essential skills to this rapidly growing sector of the economy.

Telecourses + the Web = Expanded Offerings



Across the country, GTD participating institutions are now expanding telecourse delivery by creating parallel online course sections using the instructional resources of their traditional telecourses. This combination of telecourses and the Web takes advantage of the robust instructional design of existing telecourses, recognizes the existence of learning style differences, and accepts that today's students have different levels of technological savvy and resources.

This strategy also segments the market into distance learning niches that can attract the student who relies on the nearly universal distribution system of television. At the same time, the online section attracts the more technologically savvy student who prefers greater levels of interaction via the Internet/Web.

The preproduced telecourse materials provide an easy conversion platform for telecourse faculty who want to build on their successful distance learning experience and reach a new population of students. Creating parallel sections enables faculty to expand their distance learning teaching load while marketing their mastery of a specific telecourse to two distinct student populations. In addition, the learning-on-demand capabilities of a combined online and videocassette telecourse become extremely attractive to employers who seek "learn-anywhere-and-anytime" opportunities for their employees.

Transcending Service Boundaries Through Industry-Wide Initiatives

Until recently, the vast majority of distance learning programs were directed to the institution's local community because the common delivery systems were distance-cost-sensitive, relied on technologies with clearly delineated footprint or signal areas, or were restricted by service areas and district boundaries. Today, the pervasiveness of the Internet/Web offers new opportunities to serve the education or training needs of a local industry through industry-wide distance learning programs that jointly meet the industry's local needs, as well as regional, national, or international needs. As the demand for perpetual learning increases so do the universality and the efficiency of the Internet/Web.

Within the past year, PBS and Prince George's Community College, one of the participating GTD institutions, have been collaborating in a pilot project with The Alliance for Employment Growth and Development to serve the union-represented employees of AT&T and Lucent Technologies in an industry-wide program. The initial project focuses on the delivery of INTERNET LITERACY to all eligible employees belonging to The Alliance, a joint venture of AT&T, Lucent Technologies, CWA, and IBEW. The project demonstrates how a college can be both a local and national provider of educational opportunities when the linkages are industry-wide.

The ACCESS Project:
Learner Support Services for Better Student Decision Making

As the traditional geographic boundaries in higher education erode, students will be likely to select educational institutions based more on curricular offerings, convenience, and price than on geography. Because communications technologies

will contribute to the increase in the number of providers and choices for consumers, a more open and global higher education marketplace will evolve. For the growing number of distance learners, a competitive marketplace and a panoply of choice create a challenging dilemma.

Within the past year, PBS was awarded a FIPSE grant to address the evolving needs of distance learners in a new landscape, which reflects a shift to a market-driven higher education environment. Under the FIPSE-funded Project ACCESS, a number of GTD institutions are serving as pilot colleges and universities by collaborating with PBS in developing an academic institutional-neutral national brokering center through an interactive Web site where students can connect and make informed choices about the full range of learning and career opportunities.

Most recently, the U.S. Department of Labor (USDOL) and its America's Learning eXchange (ALX) initiative have also awarded additional funding to the PBS Project ACCESS to expand the initial capabilities of the "lifelong learning and career account" into an ACCESS function that is fully integrated with ALX. ALX is the newest addition to America's Career Kit, a USDOL-supported family of Web-based career management tools that includes America's Job Bank, America's Talent Bank, and America's Career InfoNet.

Viewing UNC-TV

- Viewers can see UNC-TV through UHF antenna, cable, or satellite. If you CANNOT see UNC-TV on any of your channels, try one of the following:
- If you do NOT subscribe to cable OR satellite, see the channel list below for the channel on which you may receive it. Residents of areas in the translator list may need to tune to a channel in that list.
- If you subscribe to cable, check your cable guide to see the corresponding channel to the transmitter list below.
- If you subscribe to satellite, click here to read information you should know.

Statewide Network

UNC-TV 11 transmitters blanket North Carolina's counties with a signal that reaches almost all of the state's people. This broadcast signal is available free of charge to anyone with an ordinary television set and antenna within range. In mountainous areas, many viewers may receive signals through one of 23 translators, low-power transmitter facilities that extend signals across rugged terrain.

Virtually all of North Carolina's more than 200 cable systems carry UNC-TV as well. UNC-TV's network includes all North Carolina public television stations except WTVI-TV, a local station that provides the Charlotte area with another public television service.

UNC-TV's network transmitters broadcast television programs simultaneously, allowing viewers in all parts of the state see the same programs at the same time, 24 hours a day, seven days a week. In North Carolina, UNC-TV is unique in its ability to knit citizens of our large, diverse state into a single community.

Below is a list of channels on which you may view UNC-TV:

UNC-TV Transmitters

WUNF-TV 33 Asheville, NC	WUNC-TV 4 Chapel Hill, NC
WUND-TV 2 Columbia, NC	WUNG-TV 58 Concord/Charlotte, NC
WUNK-TV 25 Greenville, NC	WUNM-TV 19 Jacksonville, NC
WUNE-TV 17 Linville, NC	WUNU-TV 31 Lumberton, NC
WUNP-TV 36 Roanoke Rapids, NC	WUNJ-TV 39 Wilmington, NC
WUNL-TV 26 Winston-Salem, NC	

UNC-TV Translators

Ch. 59 Andrews, NC	Ch. 42 Bakersville, NC
Ch. 52 Black Mountain, NC	Ch. 27 Boone, NC
Ch. 59 Brevard, NC	Ch. 46 Bryson City, NC
Ch. 27 Burnsville, NC	Ch. 27 Canton, NC
Ch. 24 Cashiers, NC	Ch. 05 Chimney Rock, NC
Ch. 23 Cullowhee, NC	Ch. 28 Franklin, NC
Ch. 56 Franklin, NC	Ch. 42 Hayesville, NC
Ch. 27 Highlands, NC	Ch. 25 Jefferson, NC
Ch. 27 Lake Lure, NC	Ch. 43 Marion, NC
Ch. 31 Murphy, NC	Ch. 35 Sparta, NC
Ch. 28 Spruce Pine, NC	Ch. 24 Tryon, NC
Ch. 59 Zionville, NC	

For Satellite Users receiving UNC-TV

If you are a satellite subscriber and have been receiving the national feed directly from PBS, here are a few facts you should know:

UNC-TV is available on satellite to 91% of North Carolina homes who are in areas that have "local-to-local" service. ("Local-to-local" means that you can subscribe to receive local stations from their satellite provider.)

Specifically, for stations in DIRECTV's and DISHNetwork's local markets: The PBS national feed is no longer available as of February 28. In order to receive public television stations, you would need to sign up for the local channels package to receive UNCT-TV. To subscribe, contact DIRECTV at 1-800-DIRECTV or Echostar at 1-800-333-DISH.

The national PBS feed is not available in the areas that do not have local-to-local service. If you are in one of those areas, you can receive PBS through UNC-TV via cable or an antenna, or the same way you receive all other broadcast networks -- that is, via cable or antenna through their local network affiliate stations.

UNC-TV DIGITAL SERVICE SUITE on TimeWarner Digital Cable

UNC-TV 200 (500)

A digital version of the usual UNC-TV programming is available on the current UNC-TV analog transmitter system.

UNC-HD 201 (501)

UNC-TV High Definition. High definition programs 24 hours-a-day, 7 days a week. Currently this is a demonstration sampler of high definition materials. When PBS presents high definition programs they are carried on this channel. Right now that varies from 2 to 5 programs a month.

[UNC-KD](#) 202 (502)

UNC-TV Kids channel. Currently running PBS Kids, programs are broadcast 24 hours-a-day 7 days a week.

[UNC-ED](#) 203 (503)

UNC-TV Educational channel. Currently running is PBS YOU, a new lifelong learning program service, it airs personal enrichment and college courses. This is reserved for future UNC, community college and K-12 programs.

UNC-NC 204 (504)

UNC-TV NC channel. Currently running the Annenberg/CPB Channel, offering an in-depth exploration of subjects from across the curriculum organized according to themes. **Sunday:** Art and Humanities; **Monday:** Literature and Language Arts; **Tuesday:** Mathematics; **Wednesday:** Science; **Thursday:** History and Social Studies; **Friday:** Languages and World Culture; **Saturday:** Education; Each day: Professional Development. This is reserved for future UNC-TV local productions and possible Legislative coverage.