awarding of future ITFS licenses, which are increasingly the "last mile" of an extensive and complex network, should no longer be shackled to policies enshrined in localism, either as a means for distinguishing among competing applicants or as a means for favoring, subtly or otherwise, one auction participant over another.

A. Education Is No Longer, First or Foremost, a Local Endeavor, and the Local Entity Is Not Automatically the Best Qualified for an ITFS License.

The Internet, at least in its present form, did not exist in 1985. In 1985, it was not possible for a student in New York to earn a bachelors or master's degree from a university on the West Coast without being physically present on campus. Today, it is. Today, ITFS is only one element, the "last mile", of the entire panoply of distance-learning technology and tools that are available to students and educators. More and more frequently, the educational content that is transmitted is not locally-generated either. Even the terms "student" and "educator" mean something broader than they did in 1985.

Thus, when the NIA argues that ITFS "is not an innovative service"; that the "ITFS marketplace is not about competition; it is about education"; and that "small operating budgets have precluded ITFS environment from being a price-competitive one", one need spend only a short time examining several easily-accessible distance-learning Websites and the multitude of links to educational institutions and business entities to wonder at the narrow focus with which these commenters would have the Commission view their industry. ITFS services are today one link in a multi-faceted network which is national or global, not local. That network is characterized by public-private partnerships and joint ventures between universities, technology giants, school

districts, and large regional or national employers, using satellites, computer networks, audio- and videoconferencing, computer-to-computer along with face-to-face classroom interaction for educational purposes. Education itself can no longer be relegated to the narrow confines of formal academic instruction in K - 12 or postsecondary classrooms, but must encompass lifelong learning concepts and realities.

The "main concern" is still, as NIA says, "the ability to engage in high quality distance learning", but the "distance" is much greater than NIA wants the Commission to focus on. The content to be "learned" is no longer the three R's -- or even the prototypical academic college curriculum. NIA claims that Commission's 1985 regulation -- that awards points for localism and accreditation along with educational content -- is a "system" that "works." HITN, and anyone who studies today's educational landscape, must disagree. The "system works" only for those who profit from the barriers to entry it has created to bar or hinder any entity that does not fit within the narrow confines of that 1985 construct.

The Comments of the Corporation for Public Broadcasting acknowledge the broadening of the educational landscape, pointing to the "myriad of instructional and educational programming funded by CPB and the Annenberg/CPB project . . . distributed to students through a wide variety of electronic delivery systems . . . including . . . ITFS." Clearly, the content of this programming is hardly local, nor is the delivery system, except the last portion. The Annenberg/CPB Website is fascinating reading -- wonderful and far-reaching educational endeavors are being funded and developed.

These endeavors do not, however, require for their success any guarantee from the Commission or Congress that new ITFS frequencies will go to the local accredited school or community college.

CPB, however, argues for retention of the current point system based on the criteria of Section 74.913 of the Rules, urging that local institutions should automatically be considered the "best qualified." HITN asks: If only local traditionally-accredited institutions are the "best qualified" educators, why is the Annenberg/CPB project drawing resources from all over the country and the world to create its educational content? The ITFS Parties, likewise, claim that they and other local academic institutions are also the "most worthy applicants", which they define as "those most closely focused on providing educational services of value to the community[.]" HITN suggests that the "community" to which services are being provided must be reassessed when we are dealing with "virtual universities" such as Western Governors University (see exhibits) and when students need no longer even enter the state where their college is located.

Of course, no beneficiary of a monopoly bestowed by regulatory policy likes to lose its former advantage. If implementation of the Congressional mandate for ITFS would "thwart" the previous policies that favored local accredited entities (ITFS Parties Comments, pp. 5 - 6), in favor of a more market-based competitive approach, it does not matter that this result may have been exactly what this Congress wanted, because the ITFS parties do not like the result.

The Crowell & Moring parties also favor the current system under Rule 74.913 because, they argue, it allows the Commission to

> determine not only which applicant may provide service, but how the spectrum is used. . . . This procedure makes some effort to evaluate the "public interest" associated with the applicants's educational proposals" such as, they suggest, between a school district offering "formal instruction to enrolled students" and a "national organization which seeks to use the same frequencies to provide instructional programming to students in adult education."

(Crowell & Moring Parties Comments, pp. 4 - 5).

HITN wonders if this is really the type of decision that the Commission should make or directly facilitate through its rules or even wants to make any more. HITN also suggests that Congress may have felt the market might allocate this part of the spectrum better than the decade-old regulations of a government agency. HITN also suggests that Congress may consider it as advantageous to auction the ITFS system as for every other type of frequency in order to "encourage the rapid deployment of new technologies and services and promote the efficient use of the spectrum." (*Id.*) The type of public-private partnership that is personified by the WONC, Inc. Parties -- building together a state-wide educational network hand-in-hand with a wireless cable operator -- appears to be precisely the kind of efficient, innovative, "mutually beneficial" arrangement between ITFS and MDS operators that the Commission notes approvingly in the NPRM (¶ 100, n. 57). One likely result of the adoption of competitive bidding for ITFS is to encourage the development of more joint ventures, including joint ventures between national nonprofit educational organizations and local educational institutions or the type of partnerships between the public and private sectors that characterize so many of the new electronic education proposals listed on the downloaded Website lists attached to these Reply Comments.

B. Competitive Bidding for ITFS Licenses Will Not Automatically Result in Terrible Consequences for the ITFS Market or the Public

The Anti-Auction Parties warn the Commission that the may be driven into the arms of Mammon if forced into competitive bidding for ITFS licenses. In its Comments, for example, the Indiana Higher Education Telecommunications System is concerned that "the proposal to offer ITFS spectrum to the 'highest bidder' will erode the instructional purpose of ITFS and result in increased commercialization of the spectrum" (Crowell & Moring IHETS Comments, p. 3). The University of Indiana, however, currently offers at least 95 courses, graduate and undergraduate, over the Internet, at a price of between $ 300 to $ 531 per course, through programs it offers to students around the entire nation. Description of two of these courses -- for graduate level education students -- are attached in the Internet exhibit; these courses are called "Online Classroom" and "Teaching Internet Across Curriculum." IHETS knows very well that education and marketing are clearly compatible and that the one does not necessarily erode the other.

The University of Wisconsin and University of Oregon, among other ITFS Parties filing joint comments, also express the fear that they would be unable to compete financially in competitive bidding because of their close focus on "providing educational services of value to the community." They are concerned that "funds which otherwise would be put to use to provide education will be used to purchase frequencies [making] the ITFS station's programming services . . . less valuable than they could be otherwise" (ITFS Parties Comments, p. 5). Like IHETS, these entities are, however, both involved

in providing distance learning over the Internet to a "community" that stretches far beyond Wisconsin or Oregon. One must assume that the costs associated with entering these new fields and employing new technologies have not bee allowed to erode the quality of these globally-offered courses.

Similarly, many of the Schwartz, Woods & Miller Parties (who expressed concern about the future of a "locally-based instructional service by qualified applicants" upon whom auction procedures would have "devastating consequences" because they lack sufficient funds to win) are public broadcasting networks, universities, colleges, and school districts which already participate in electronic education that stretches far beyond local boundaries and concerns (Comments, pp. 7 - 8, and the Internet exhibits attached hereto). These concerns seem, at a minimum, overstated. The public broadcasters, like CPB, have no reason to fear corporate underwriting. In the real world of education today, the concerns expressed by these ITFS educators should not be considered deterrents to their continued presence in the ITFS marketplace. ITFS frequencies complement and complete the larger overall educational networks they are creating through the Internet and other means of long-distance learning. The other aspects of creating those networks are not cost- or competition-free; why should ITFS frequencies be handed to them without competition?

One concern expressed by a number of the Anti-Auction Comments was that local educational ITFS applicants will be forced into unwanted partnerships with unscrupulous MDS operators and phony non-profits that will spring up to take

advantage of the new competitive bidding procedures.[5] In response, HITN points to the Commission's own evaluation that its allowance of excess ITFS capacity leases to MDS operators "have proved mutually beneficial, . . . providing ITFS applicants and licensees . . . with a source of funding and technical expertise to increase their utilization of available ITFS channels" (NPRM, ¶ 100, n. 57). This is not exactly a case, as the ITFS parties would make it sound, of Little Nell the schoolmarm being driven into the arms of Snidely Whiplash in order to pay the mortgage on the one-room schoolhouse. Rather, most MDS/ITFS partnerships are arms-length mutually-advantageous joint ventures, much like that described by the WONC, Inc. Parties, and not dissimilar from other public-private high-tech and educational ventures. Existing Commission rules can be relied upon to continue to protect against applicants that are not bona fide or do not meet the Commission's requirements from taking advantage of the system and to weed out parties which misrepresent themselves as non-profit.

C. The Commission Should Not Compromise the Congressionally-Mandated Competitive Bidding Process

Some of the Anti-Auction Comments propose that, even if the Commission determines that it does lack discretion over whether or not competitive bidding is required, it should, nevertheless, exercise its discretion to retain the old rules under a new guise so that the end result -- an award to the local institution -- will not change. The ITFS Parties are the most blatant in this regard, urging that the present point

[5] CPB expresses concern that unwilling ITFS applicants "will be forced to rely on leasing excess capacity to wireless operators" to raise the funds to compete in an auction. But CPB is also aware that corporate underwriting of educational entities and programs is not always a negative force and need not lead to compromises in quality.

system should be reworked into a "credit" system so that "an applicant that would obtain the maximum number of comparative points under Section 74.913 should obtain bidding credits that would, in essence, permit it to prevail in the bidding process with no more than a nominal bid (ITFS Parties, Comments, p. 7)."

This suggestion mocks Congress' intent that the spectrum should be awarded to those who most value it, that efficiency should be the new hallmark of the process, and that the Commission should not make judgments about the relative quality of content. The old wine of Section 74.913 should not be poured into the new competitive bidding bottles. Furthermore, Congress has already indicated in § 309(j)((3)(B) and (C) its intention that the Commission should, for each class of licenses or permits, design a system that will promote "equal opportunity and competition . . . by disseminating licenses among a wide variety of applicants, including small businesses, rural telephone companies, and businesses owned by members of minority groups and women." As HITN stated in its initial Comments, if bidding credits are to be developed, it must be along these Congressionally-directed lines, not those advanced by the Anti-Auction ITFS parties seeking to retain the basis for their present monopoly.

D. Applicability to Pending ITFS Applications.

The WONC, Inc. Parties urge the Commission not to apply competitive bidding to pending ITFS applications but, instead, to continue to utilize the former system for these contests. HITN points out that Congress has not permitted the Commission the discretion to do this and suggests that an alternative exists. As HITN proposed in its

initial Comments (Section II. C. 2, p. 10), pending ITFS applicants should be given the same benefit of a settlement "window" that was provided to pending commercial TV and radio applicants, so that pending applications may be quickly and fairly resolved before the new system begins to be applied to post-July 1, 1997 applications, which should all be handled thereafter, as Congress directed, by competitive bidding. This is a more principled basis, consistent with Commission precedent and allowable under the new statute, than retaining the point system in disregard of Congress' auction directive.

Conclusion

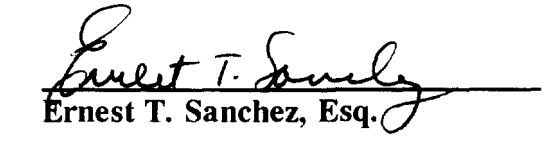
The various Anti-Auction parties have failed to support their plea for special treatment under the new Congressional auction mandate. The fanciful theories of statutory construction they have advanced must be recognized as lacking validity under black-letter rules of construction. Furthermore, their "policy" reasons for retaining the old regime cannot be credited, inasmuch as the statute eliminates any Commission discretion in this area. Even if these arguments could receive consideration, the policies they seek to advance are outdated and fail to take into account new technological advances and educational developments that have made the point system under Rule 74.913 obsolete. The ITFS parties themselves, as well as the technology that is available to them, have today outstripped the narrow localism, parochial concerns, and anti-competitive effects of Rule 74.913. The Commission should adopt rules for ITFS which

implement both the directive and the spirit of the competitive bidding amendments to Section 309 of the Communications Act.

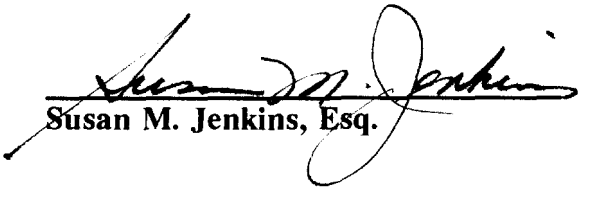
Respectfully submitted,

Hispanic Information and Telecommunications Network, Inc.

By Its Attorneys:



Ernest T. Sanchez, Esq.



Susan M. Jenkins, Esq.

Law Office of Ernest T. Sanchez
2000 L Street, N.W.
Suite 200
Washington, D.C. 20036
(202) 237-2814

Dated: February 17, 1998

CERTIFICATE OF SERVICE

I, Susan M. Jenkins, one of the attorneys for Hispanic Information and Telecommunications Network, do hereby certify that a true and correct copy of the foregoing "Reply Comments" with Exhibits was served on this 17th day of February 1998, by U.S. Mail, first-class, prepaid postage, on the following individuals:

Theodore D. Frank, Esq.
Peter J. Schildkraut, Esq.
ARNOLD & PORTER
555 12th Street, N.W.
Washington, D.C. 20004
Counsel for Association of America's Public Television Stations

Kathleen A. Cox, Esq.
Robert M. Winteringham, Esq.
Corporation for Public Broadcasting
901 E Street, N.W.
Washington, D.C. 20004-2037

Wayne Coy, Jr., Esq.
Kevin M. Goldberg, Esq.
COHN & MARKS
1920 N Street, N.W., Suite 300
Washington, D.C. 20036-1622

Counsel for National ITFS Association

Todd D. Grey, Esq.
Margaret L. Miller, Esq.
DOW, LOHNES & ALBERTSON, PLLC
1200 New Hampshire Avenue, N.W., Suite 800
Washington, D.C. 20036-6802
Counsel for ITFS Parties

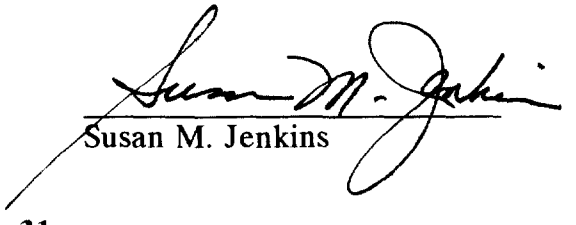
William D. Wallace, Esq.
Bradley S. Albert, Esq.
CROWELL & MORING, LLP
1001 Pennsylvania Avenue, N.W.
Washington, D.C. 20004-2595
Counsel for Indiana Higher Education Telecommunications System and School District of Palm Beach County

Robyn G. Nietert, Esq.
Rhonda L. Neil, Esq.
BROWN, NIETERT & KAUFMAN
1920 N Street, N.W., Suite 600
Washington, D.C. 20036
Counsel for WONC, Inc. Parties

Robert A. Woods, Esq.
Malcolm G. Stevenson, Esq.
SCHWARTZ, WOODS & MILLER
1350 Connecticut Avenue, N.W.
Washington, D.C. 20036

Counsel for Board of Trustees of Community-Technical Colleges (Connecticut), et al. and Board of Education of the City of Atlanta, et al

Federal Communications Commission
Mass Media Bureau, Video Services Division, Room 702
Office of the General Counsel, Room 610
1919 M Street, N.W.
Washington, D.C. 20554



Susan M. Jenkins

Before the
FEDERAL COMMUNICATIONS COMMISSION
Washington, D.C. 20554

In the Matter of	)	
	)	
Implementation of Section 309(j) of the Communications Act -- Competitive Bidding for Commercial Broadcast and Instructional Television Fixed Service Licenses; Reexamination of the Policy Statement on Comparative Broadcast Hearings; Proposals to Reform the Commission's Comparative Hearing Process to Expedite the Resolution of Cases	)	MM Docket No. 97-234 GC Docket No. 92-52 GEN Docket No. 90-264

To: The Commission

SUPPORTING EXHIBITS TO REPLY COMMENTS OF HISPANIC INFORMATION AND TELECOMMUNICATIONS NETWORK, INC.

Hispanic Information and Telecommunications
Network, Inc.
449 Broadway
3rd Floor
New York, New York 10013

Ernest T. Sanchez, Esq.
Susan M. Jenkins, Esq.
Law Offices of Ernest T. Sanchez
2000 L Street, N.W.
Suite 200
Washington, D.C. 20036
(202) 237-2814

Dated: February 17, 1998

EXHIBITS:

DISTANCE LEARNING MATERIALS DOWNLOADED FROM THE INTERNET

Top:Education:Indices

Search Options

Search all of Yahoo Search only in **Indices**

- NASA Educational Resources
- Teaching and Learning on the World Wide Web - a searchable, dynamic collection of sites where the web is used for more than just surfing; these are places where teachers are using it in the context of their instruction.

- Aristotle - An indexed educational site including: Kid's Clubhouse, VNewsPaper and indexed internet interface.
- Bee Line eduCentre - directory of hundreds of educational links on the Internet.
- Blue Ribbon Schools - Search via Gopher
- Bob Molnar's Educational Resouces on the Web - In cooperation with the Center for Excellence in Education
- Communication & Education Resources on the Web
- EastNet at East Carolina University
- Education - WWW Virtual Library
- Education Center - The Education Center provides information on educational institutions throughtout the world
- Education Guides--Argus Clearinghouse
- Education Index - contains a huge list of research and educational resources indexed by subject & lifestage. Includes games and lifestage-specific chat groups.
- Education Resource Links - links to useful for K-12 and colleges.
- Education Resources from Kent State
- Education World Search Engine - dedicated to educators and students. Education news, chat forums, education site reviews, and links to commercial sites.
- Educational Internet Resources
- Educational Net - educational network for parents, teachers, and students. Second home for the Dade County Public School System.
- Educational Resources
- Educational Resources by Michael Latta - links to educational resources on the Internet, divided into subject areas.
- Educational Site of the Week - new pick every Wednesday morning. Past picks archive available.
- EduROCK - created in conjunction with Public Broadcasting Information Services. Search our in-depth database of sites or contribute in the authentication process!
- Galaxy: Education - categorized directory of Web sites.
- Global Classroom - an independent site dedicated to offering resources, advice, support and training to schools.
- Global Schoolhouse - a member of Microsoft's Connected Learning Community, the Global Schoolhouse brings you the best in Internet resources and classroom projects for the education

community.

- Independent Schools Information Service - comprehensive guide to independent schools in the UK with full details on more than 1,300 schools. Includes a search feature.
- Internet Educativo - aprendizaje electrónico; guide to online resources, subcategorized by course topic (in English and Spanish).
- Internet Research Assistant - collection of links and resources for people doing research or term papers.
- Internet Web Sites for Educators
- InterNIC Academic Guide to the Internet
- KDLH Learning Center - developed to help knowledge seekers of all ages find the best educational sites on the web. We have everything from Calculus to Shakespeare to Language Dictionaries.
- Kid Info - starting point which allows students, teachers, and parents to spend quality time on the web.
- Louisiana Schools Online - directory of schools with an internet presence.
- Mr. Ed's Educational Site of the Moment - takes you to a random educational site.
- Northern Ireland Education - links provided by Infosite.
- Peterson's Education Center - provider of information on US-accredited educational institutions. Also a publisher of college guides and college entrance test prep. materials.
- Scholarship
- ScholarStuff - links to all things related to education from scholarships and financial aid to education software and job search tools.
- Schools Online School Search - a multi-criteria searchable database of over 1200 independent schools.
- Study Web - comprehensive searchable categorized index with reviews of over 17,000 educational and reference Web sites. Great for students and educators alike.
- Teacher & Student Resources for Education
- Tele-School Online - information superhighway between home and school.
- WorldWide Classroom - Study Abroad! Over 4,000 schools in over 70 countries! Live a new culture while learning the language. Many direct links to homepages of learning institutions.
- YEOWSA! Educational Links

Yahoo! Internet Life shows you the way to the best sites!
Click here to try it Free

Copyright © 1994-98 Yahoo! Inc. - Company Information - Help

CASO's Internet University

Online Courses Indexed by Course Providers

IUHome: Courses: Provider Index

Our website currently lists **72** accredited course providers offering **2355** courses. For more information on the accreditation criteria used at the CASO site, click here. This index lists these courses according to course providers.

Provider	Courses
AUBU - Auburn U	16
BREV - Brevard CC	67
CADO - Cal State U-Dominguez Hills	36
CASA - Cal State U-San Marcos	6
CHNE - Christopher Newport U	29
CITY - City U	244
DAKO - Dakota State U	16
DART - Darton College	1
EAOR - Eastern Oregon U	58
EDMO - Edmonds CC	29
EMRI - Embry-Riddle Aeronautical U	17
EMPO - Emporia State U	13
FAYE - Fayetteville Technical CC	24
FRCC - Front Range CC	30
GEMA - George Mason U	5
GOLD - Golden Gate U	43
GRBA - Great Basin C	6
GRTE - Greenville Technical C	9
HARV - Harvard U	6
HERI - Heriot-Watt U	14
INDI - Indiana U	95
ISIM - Int'l Society for Info Mgt	7
ISTE - Int'l Society for Tech in Ed	7
JECI - Jersey City State C	4

Provider	Courses
RIHO - Rio Hondo C	39
RISA - Rio Salado C	65
ROGE - Rogers State U	34
SALV - Salve Regina U	17
SOMI - SW Missouri State U	3
SUNY - State U of New York	73
STRA - Strayer C	29
SYRA - Syracuse U	7
TETE - Texas Technical U	14
TGSA - The Graduate School of America	162
HEON - The Heritage Institute	20
THED - Thomas Edison State C	19
TRIN - Trinidad State Junior C	6
ALFA - U of Alaska-Fairbanks	92
FLCE - U of Central Florida	7
COBO - U of Colorado-Boulder	24
CODE - U of Colorado-Denver	53
DEUC - U of Denver UC	13
IOWA - U of Iowa	159
MADA - U of Massachusetts-Dartmouth	20
MALO - U of Massachusetts-Lowell	9
MINN - U of Minnesota	80
NEBR - U of Nebraska	12
NODA - U of North Dakota	23

KENN - Kennesaw State U	21	CONO - U of Northern Colorado	1
LANS - Lansing CC	18	OREG - U of Oregon	1
LARA - Laramie County CC	5	PHOE - U of Phoenix	46
MARY - Marylhurst C	42	SCAI - U of SC - Aiken	1
MICH - Michigan State U	1	COSO - U of Southern Colorado	11
NJIT - NJ Institute of Technology	74	FLSO - U of Southern Florida	4
NEWS - New School for Social Research	115	WASH - U of Washington	7
NYIT - New York Institute of Technology	104	WISC - U of Wisconsin	8
NOCO - Northwestern C	50	WALD - Walden U	9
OHIO - Ohio U	9	WAUK - Waukesha County Technical C	16
PIMA - Pima CC	11	WEIL - Western Illinois U	19
PITT - Pitt CC	10	YAVA - Yavapai CC	6

The red number following each provider's name indicates how many courses they provide.
Check other providers or associated categories if you can't find the course you need.

The Companion Book provides a How-To for the Online Student.

For more info on the publisher or to order this book, please click here.
If you know of a Provider or of online college courses we have missed, please TELL*US.

©1994-98 Cape Software; all rights reserved. Please read the disclaimer.

Name: **California State University - Dominguez Hills**	*CASO Code:* CADO
URL: http://hux.csudh.edu/	*Email:* huxonline@dhvx20.csudh.edu
Label: California State University - Dominguez Hills Humanities External Degree Program 1000 E. Victoria SAC2-2126 Carson CA 90747	*Accred.:* Western Association of Schools and Colleges *Phones:* (310) 243-3300 -- -- fax

Description:
--

Online degrees: --	*Consortia:* --

Tuition info:
$135 per semester unit

IU School of Continuing Studies

Indiana University
Distance Learning

- **Degrees**: Degrees via distance learning, certificate programs
- **Courses**: Undergraduate, graduate, internet, independent study, professional development, special programs
- **Information**: delivery systems, student services, enrollment information, contacts
- **Resources**: Faculty Development Series, course development, Distance Learning Guidebook; IU distance resources; other distance resources
- **E-mail us**: Request for Information Form; send an e-mail message
- **Home**: Return to IU Distance Learning home page

What's New? Distance Learning Certificate, Library Certificate Programs, Language Education Courses Online

---

Last updated: 5 January1998
School of Continuing Studies
URL for this site: http://www.indiana.edu/~iudisted/
Comments and Web publishing info: scs@indiana.edu
Copyright 1998, The Trustees of Indiana University

INDIANA UNIVERSITY
Distance Learning

Degrees, Certification, and Certificate Programs

The Indiana University School of Continuing Studies makes it possible for students to receive degrees, certification, and certificates through traditional classroom instruction delivered on and off campus, through independent study by correspondence, and through courses that use such technologies as computers, the World Wide Web, online conferencing, electronic mail, CD-ROMs, videotapes, virtual reality software, and interactive television.

Degrees

The School of Continuing Studies offers to students at a distance the following five Indiana University degrees. Currently, the Master of Science in adult education is available only in Indiana. It will be offered worldwide beginning in fall 1998.

Associate of General Studies

Bachelor of General Studies

Associate of Science in Labor Studies

Bachelor of Science in Labor Studies

Master of Science in Adult Education

Other Indiana University degrees available to students at a distance include

Master of Science in Language Education

Master of Science in Nursing

Master of Science in Therapeutic Recreation

Master of Recreation and Park Administration

Certification Programs

The Indiana University School of Library and Information Science, in partnership with the

School of Continuing Studies, offers courses that qualify learners to work in school libraries or small public libraries where a complete master's degree is not required. The courses enable students to meet certification requirements established by the Indiana State Library Certification Board and can be applied toward a Master of Library Science. For the first time, the courses are available throughout Indiana via interactive video and satellite technologies.

Public Library Certification, Librarian IV

Public Library Certification, Librarian V

School Library/Media and Information Technology Certification

---

Certificate Programs

Indiana University also offers certificate programs via distance technologies. The Certificate in Labor Studies is available worldwide; the Certificate in Distance Education is available throughout Indiana.

Certificate in Labor Studies

Certificate in Distance Education

Last updated: 29 September 1997
Distance Learning
URL for this site: http://www.indiana.edu/~iudisted/dldegrees/
Comments and Web publishing info: scs@indiana.edu
Copyright 1997, The Trustees of Indiana University

INDIANA UNIVERSITY
Distance Learning

Distance Courses at IU

Hundreds of courses are available to students at a distance at Indiana University. These courses are offered through a variety of delivery systems--correspondence, internet, IU's interactive video network (the Virtual Indiana Classroom, or VIC network), IHETS (Indiana Higher Education Telecommunication System), television, and videotape. Some courses involve more than one delivery system. The number of available distance learning courses increases each semester. We encourage you to bookmark this site and return to it frequently for updated information. Indiana University offers the following distance courses.

- **Credit Courses**
- **Professional Development**
- **Independent Study**
- **Special Programs**

As part of the Indiana College Network (ICN), Indiana University is one of seven public colleges and universities in Indiana offering courses to students at a distance. The ICN delivers courses at more than 300 learning sites throughout the state. Call the ICN Student Service Center at 1-800-ICN-8899 to obtain a current schedule or visit our web site at www.ICN.org.

Last updated: 20 January 1998
School of Continuing Studies
URL for this site: http://www.indiana.edu/~iudisted/dlcourses/
Comments and Web publishing info: scs@indiana.edu
Copyright 1998, The Trustees of Indiana University

CASO's **Internet University**

Internet's Most Complete List of Online Courses

[redacted]

IUHome: Courses: INDI: L530B

[redacted]

Course: **Online Classroom**		Number: INDI#L530B
Provider: Indiana University	Credits: 3 cr.	Level: Graduate
Tuition: $531	Dates: --	Mode: WWW
Category: Education	Platform: All	DateChek: 80213

Description:
This course provides an introduction to the Internet and how it can be used as an important resource in K-12 and postsecondary classrooms. A survey of several Internet software programs (telnet, e-mail, gopher, FTP, web browsers like Netscape Navigator and Microsoft Internet Explorer) is included. Students will create integrated units of instruction that use the resources found on the Internet in combination with traditional information resources used at schools and other places of learning. Issues such as Acceptable Use Policies and censorship will be discussed. The course considers curricular and pedagogical issues important to selecting, gathering and developing curriculum which integrates the use of the Internet into effective instructional practices. It is expected that students will have a very basic knowledge of e-mail in order to get started with the class.

Order your copy of this site's Companion Book today.

For more info on the publisher or to order this book, please click here.
If you know of a Provider or of online college courses we have missed, please TELL*US.

©1994-98 Cape Software; all rights reserved. Please read the disclaimer.

CASO's **Internet University**

Internet's Most Complete List of Online Courses

IUHome: Courses: INDI: R590

Course: **Teaching Internet Across Curriculum**		Number: INDI#R590
Provider: Indiana University	Credits: 3 cr.	Level: Graduate
Tuition: $531	Dates: --	Mode: WWW
Category: Education	Platform: All	DateChek: 80213

Description:
In this course, participants will examine and evaluate Internet resources, existing lesson plans, and online projects such as MayaQuest and Turner Adventure Learning. They will also learn to design and manage their own online learning experiences. Other goals of this course include: using advanced search stratgies to find Internet information, determining appropriate use of Internet technologies, examining policy issues related to school-realted Internet use, and examining assessment issues.

Order your copy of this site's Companion Book today.

For more info on the publisher or to order this book, please click here.
If you know of a Provider or of online college courses we have missed, please TELL*US.

©1994-98 Cape Software; all rights reserved. Please read the disclaimer.

CASO's **Internet University**

Internet's Most Complete List of Online Courses

[redacted]

IUHome: Courses: Provider: OREG

[redacted]

Name: **University of Oregon**	*CASO Code:* **OREG**
URL: http://center.uoregon.edu/disted/disted.html	*Email:* smurphy@continue.uoregon.edu
Label: University of Oregon -- -- --	*Accred.:* Northwest Association of Schools and Colleges *Phones:* (541) 346-0696 -- -- fax

Description:
--

Online degrees: --	*Consortia:* --

Tuition info:
--

Courses - 1	Number	Cr.	Level	Dates
Elementary Astronomy	AST123	4 cr.	Undergrad	--

For more info on the publisher or to order this book, please click here.
If you know of a Provider or of online college courses we have missed, please TELL*US.

©1994-98 Cape Software; all rights reserved. Please read the disclaimer.