

*The best thing about an
online degree from UF?*

*It's a
degree
from UF.*



Distance learning never felt so close to campus. UF students who study and learn online get to experience life as a Gator and graduate with the same strong credentials as their on-campus peers. Their diploma is just as impressive to recruiters and employers. That's significant, since UF is No. 2 on SmartMoney magazine's list of universities whose graduates get the highest salary return for their tuition dollars. And you'll find UF at No. 3 on Kiplinger's list of "Best Values in Public Colleges."

The University of Florida offers some of the highest ranked online graduate programs in the country, including those in the colleges of Business, Education and Engineering. Plus one of the world's largest and most prestigious online forensic science programs.

Realize your dream of a degree from the University of Florida. You don't have to come to UF to go to UF.



distance.ufl.edu/trend

- **No. 1 online MBA program in the state and No. 4 in the nation as ranked by U.S. News & World Report**
- **More than 100 fully-online programs**

UF | Distance Learning
UNIVERSITY of FLORIDA

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US News Rankings

	<u>Florida</u>	<u>AAU</u>
Online Graduate Business	1	2
Online Graduate Education	1	1
Online Graduate Engineering	1	9

Online MBA designated #1 in the world by the *Economist*

Invited to join Coursera and edX

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University of Florida Online
Presentation and Demonstration
Agenda
February 13, 2013

1. Online Learning at a Distance –[Today at UF](#)
Andrew McCollough, Associate Provost for Teaching and Technology
2. Developing an Online Program
 - a.) [Which program and how to begin](#)
Ken Nanni, Director, Distance Learning
 - b.) [The production process](#)
Jennifer Smith, Manager, Instructional Design Services
Wendell Porter, Professor of Agricultural and Biological Engineering
3. [Quality Assurance](#)
Tawnya Means, Director, Center for Teaching, Learning & Assessment
4. Student Support
 - a.) [Student Activity “Co-Curricular”](#)
Dave Kratzer, Vice President, Student Affairs
Jeanna Mastrodicasa, Assistant Vice President, Student Affairs
 - b.) [Student Administration](#)
Steve Pritz, Assistant Vice President for Enrollment Management and
University Registrar
 - c.) [Student Academic and Activity Support](#)
Brian Ray, Associate Dean & Director
5. [Coursera Consortium- Why and What?](#)
Andrew McCollough, Associate Provost for Teaching and Technology
6. Wrap-up

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University of Florida Online



Current Situation Online Education at UF- 2012

At a Distance

- **80 Graduate and Undergraduate Degree Programs (70-10)**
- **50 Graduate and Undergraduate Certificate Programs (40-10)**
- **Current Enrollment – 7,000 Students**
- **Programs and Enrollment increasing at a rate of 10% annually, last 5 years**
- **\$70 million gross revenue in 2011-12**



Program Enrollment Largest, Fall 2012

- Bachelors of Science in Business Administration ----- 596
- Masters of Science in Engineering ----- 714
- Masters of Pharmaceutical Science (Forensics) ----- 764
- Doctor of Pharmacy ----- 448



Recently Approved Programs

- Bachelor of Science in Criminology and Law
- Master of Mass Communications-Social Media
- Certificate in Shelter Medicine



Approvals and Recognitions

- **13 Programs approved by BOG for market rate based tuition.**
- **Online MBA program designated by the Economist as #1 in the U.S. and 1 of only 2 deemed excellent Internationally.**
- **US News 2013 recognized Online Bachelors and Graduate Business and Education Programs as #1 in state and top 5 in AAU Universities.**
- **Invited to join Coursera and edX on basis of Quality and Quantity of Online Distance Education Programs**

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Creating Access Points Beyond the Boundaries of the Main Campus

Kenneth R. Nanni, Ph.D
Director Distance Learning
Office of the Associate Provost
Teaching and Technology

Distance Learning Unit

- Understanding the Changing Nature and Direction of 16 Colleges (Impact of Technology)
- Connecting the Academic Excellence of our Onsite Traditional Programs with Resources to Increase Access Through Online Programs

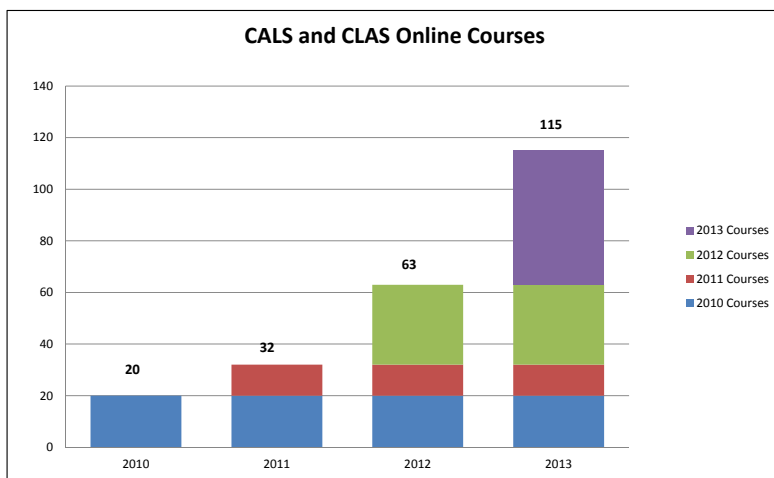


www.teach.ufl.edu



Course Assistance Request Form

Growth of Online Course Offerings



Increased Online Courses = Online Programs

- CLAS Bachelor in Criminology and Law



- CALS Bachelor Environmental Management



How Do We Target Programs for Potential Online Delivery?

- Existing Degree Programs
- Faculty Innovation
- Number of Courses Offered Online
- Marketplace Demand



Program Assistance Request Form

Instructional Resources ▾ Faculty & TA Development ▾ Support Services ▾

Home Support Services Program Assistance Request Form

Course Assistance Request Form

Program Assistance Request Form

Electronic Library Services

CITT Faculty Lab

Course Tools Training

Software and Equipment

Video Services

Online Testing

Support Units

Required fields have an asterisk *

Faculty Name

First Last

Faculty Email *

Faculty Office Phone

Department

What type of program?

Undergraduate (degree or certificate)

Graduate (degree or certificate)

Program Discipline

Target Audience

UF Distance Learning
UNIVERSITY of FLORIDA

Analyzing Marketplace Demands

What are potential students searching for?

Keyword	Global Monthly Searches	United States Monthly Searches
communication disorders online degree programs	91	91
communication disorders degree online	390	320
online degree in communication disorders	140	140
online bachelors degree in communication sciences and disorders	22	22

Analyzing Marketplace Demands

What is the Occupational Outlook?

Occupation	2010	2020	Change
Speech-Language Pathologists	123,200	152,000	23%
Audiologists	13,000	17,800	37%
Psychologists	174,000	211,600	22%

Source: Bureau of Labor Statistics, U.S. Department of Labor

Analyzing Marketplace Demands

What other institutions offer the degree and in what format?

Institution	Area of Study/ Track Name	Closest Universities (Distance- Miles)	Offer Communication Sciences Bachelor's?
Miami Dade College	Speech Pathology & Audiology	FIU (11)	No
		FAU (45)	No
Chipola College	Communication Sciences & Disorders	FSU (65)	Yes
		FAMU (47)	No
Polk State College	Speech Pathology and Audiology	USF (52)	Yes
		UCF (46)	Yes

How are Programs Approved for Online Delivery

Distance Learning Faculty Workgroup

Review Proposals - Makes Recommendation to the Provost based on:

- Marketplace Opportunity
- Business Plan
- Academic Oversight
- Student Support



Summary of Activities

- Increase Number of Online Courses
- Provide Data on Marketplace Opportunities
- Coordinate Resources for Development and Support of Fully Online Programs

<http://www.distance.ufl.edu/>

Jennifer Smith

Manager, CITT Instructional Design Services
University of Florida Information Technology



Week 1: Getting Started

Welcome to TPA 4239: Costume Patterning!

A big thank you to you for being willing to try this new course format for the first time. I think you will enjoy the increased flexibility and control which the online format allows.

Remember you may always ask questions. On my office, you can reach me at (813) 917-2333 (TH 2-3) and I will be available as possible—most



time" becoming acquainted with the features of the program. I have the necessary plug-ins, and acquainting you with the program for this course.

at the University of Florida. The online format will save you class time. However, it is very important to be on time for class every week. As this is the first time for the online format, I will be allowing a great deal of latitude for you to complete the home work in a timely fashion.

This week you have four assignments. If you have any questions or difficulties with one assignment, e-mail Professor Smith and move on to the next assignment.

1. Make sure you have the necessary plug-ins installed. To use this program, you

UF's Quality
Online Courses



Faculty Institute

Course Materials

Welcome: Start Here

- [Web Tour](#)  | [Closed Captioned Webtour](#)  (Requires Flash)
- [Welcome and Overview](#) 

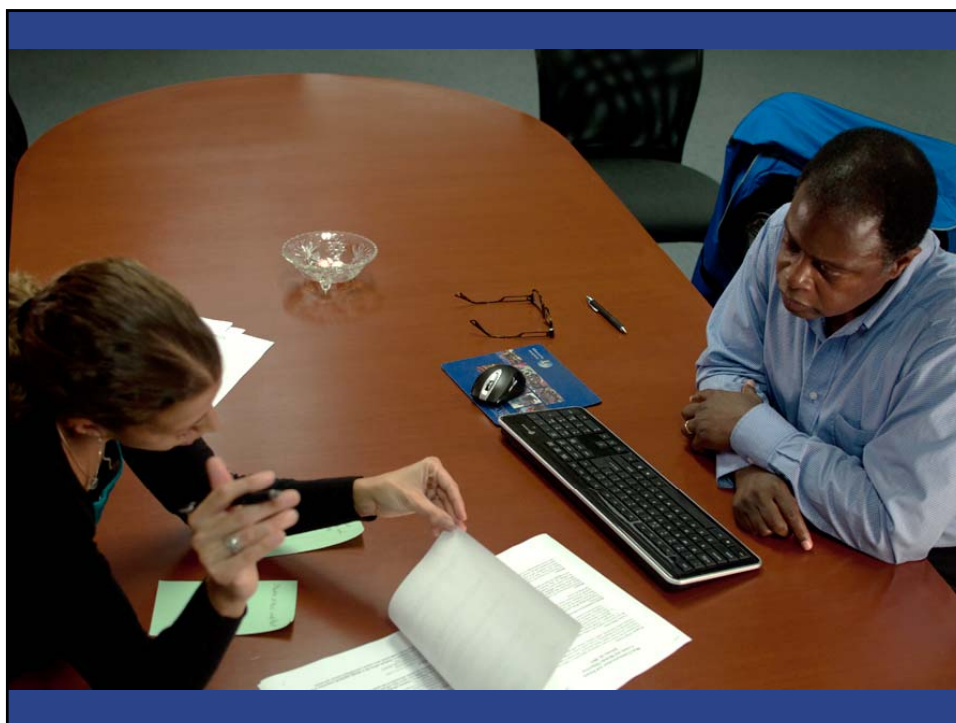
Course Modules

	Module 1: Students		Module 2: Planning
	Module 3: Goals and Objectives		Module 4: Assessment

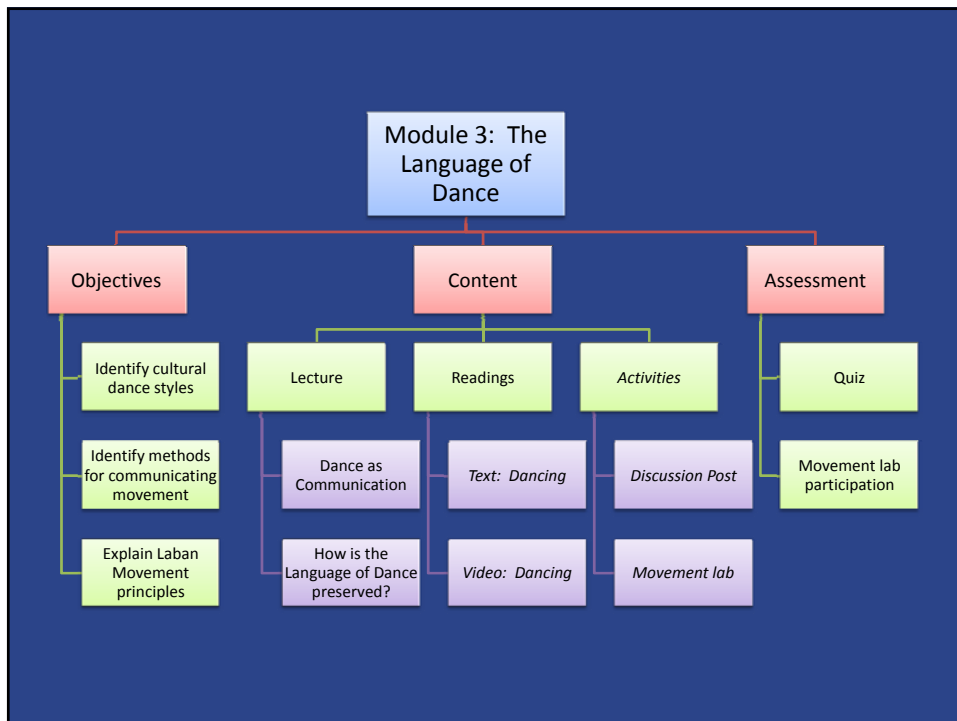
UF Standards & Markers of Excellence

- Course Overview and Introduction
- Course Goals and Learning Objectives
- Assessment and Measurement
- Instructional Materials
- Interaction and Engagement
- Course Technology
- Accessibility

What do you want your students to be able to do?



What steps will the students take?



UFLIBRARIES

FOR DISTANCE STUDENTS




The University of Florida Libraries
are in Gainesville,
but our services are everywhere!

Mobile Applications

UF | George A Smathers Libraries

[Ask • A • Librarian](#)
Chat with a UF librarian
Email Telephone

Find [Library Catalog](#) [Online Journals](#) [Data](#)

 OneSearch All books and more in a...
[Feedback](#) | [Search Tips](#)

Off-Campus Access

[Using the Libraries](#)

[Finding Help](#)

[My Accounts](#)


[Course Reserves](#)


[Interlibrary Loan](#)


[About the Libraries](#)

[Libraries & Collections](#)

News & Insights

 **Provost launches UF faculty survey**
The Provost of the University of Florida has launched an important study of their attitudes and teaching in a rapidly changing environment.

 **Maimonides: Faith, Doubts and Sermons**
Join us on February 11, 12 & 13 for guest scholars discussing the preeminent Jewish philosopher Maimonides. [Learn more...](#)

 **Values in Action: 75 Years of the Values in Action Program**
February 1, 2013 – March 1, 2013
Smathers Library, Special & Area Studies

How will students be engaged?

The screenshot shows a course page for 'Musics of the World' under the 'Master of Music in Music Education' program. The page features a header with a treble clef icon and a photograph of children playing a stringed instrument. Below the header, it indicates 'Week 6' and provides a 'Back to Course Materials' link. A 'Table of Contents' section lists various course components, and a 'Topics' section begins with a paragraph about cultural context guides.

Master of Music in Music Education

Musics of the World

Week 6

[Back to Course Materials](#)

Table of Contents

- [Topics](#)
- [Objectives](#)
- [Readings](#)
- [Introduction](#)
- [Discussion Group B](#)
- [2-minute Essay](#)
- [Listening Quiz](#)
- [Blog](#)
- [Cultural Context Guide](#)

Topics

We will work with our cultural context guides and discuss transmission, play, and teaching and learning from an ethnomusicological perspective.



Module 01 The History of Forensic Anthropology

[Top](#) [Back to Course Materials](#)

Objectives

After watching introductory lectures on the history and development of anthropology (both at UF and in the world at large), you will be able to: [Plaintext/Printer Friendly](#)

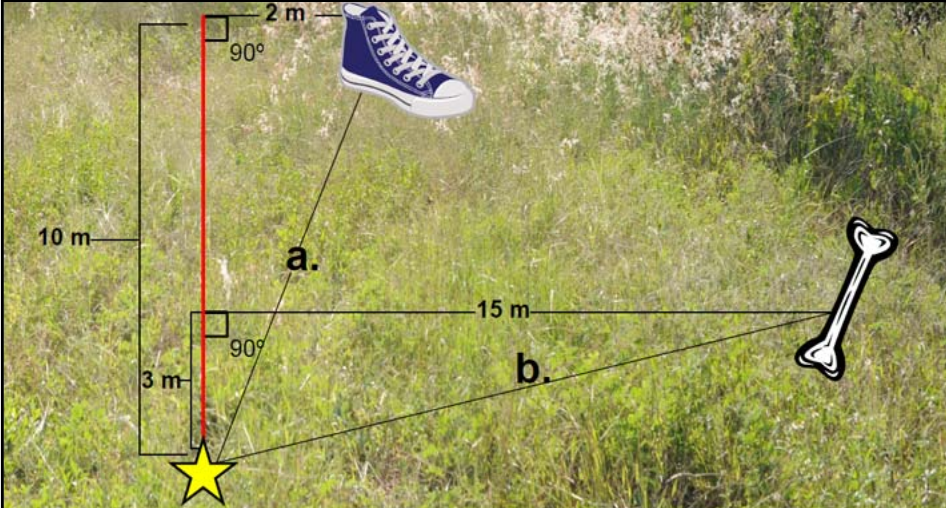
- Discuss the importance of forensic anthropologists in identifying deceased individuals
- Debate their place within the broader field of anthropology.

To Do List

1. Read chapter 2 of *Bare Bones*
2. Watch module lectures below
3. Contribute to the discussion board topic -- Instructions below
4. Module 1 quiz -- In the **Assessments** tool -- [Due Dates](#) 



Video Lectures



Part 2. As part of your crime scene map, you establish a N-S baseline (red line above). You are standing at the site datum (yellow star) and measuring the distances of two items of evidence (a shoe and a bone) from datum. Known distances (in meters) are given in black font. Using the Pythagorean theorem, you must determine distances a. and b. Round to the second decimal.

1. The distance (in meters) of the victim's shoe from datum.
2. The distance (in meters) of the bone from datum.

Discover German 1

[Back to Course Materials](#)

Skype Preparation

Conversation practice is a critical component of any language course. In this course, you will make use of Skype to converse with your classmates. You will need your headset/microphone to set up your Skype. A webcam is not necessary.

- Get a free skype account (unless you already have one.)
- Go to: <http://www.skype.com>
- Download and install the software.
- Use the Skype Test Call to make certain that your sound is working properly.
- For step-by-step instructions on how to use Skype go to: <http://www.skype.com/help/guides/>

Group practice Recording

In order to receive credit for your group practice, you will record a portion of each practice and upload the sound file to the assignment dropbox. Windows users can use the Pamela Call Recorder. It will record 15 minutes per Skype call for free.

- Go to: <http://www.pamcorder.com/>
- Download and install the software.

How will you know your students have succeeded?

Quiz

After listening to the lecture presentations and the music playlist, click on Assessments tool on the left to access this Movement's quiz. Remember that once you start the quiz you cannot begin again. View the [DUE DATES](#) for the deadline for Quiz - Movement 4.


Discussion 1: Recorded Culture

Do you think that cultures (such as ours) that have audio recording create music that is similar to oral traditions, notated traditions, or a combination of both? How do you think our music and culture would be different if audio recording had never existed? Be specific and give examples to support your position.

Click on the Discussions tool in the menu to the left and post your thoughts and responses to others' posts on this topic in the Forum: Discussion 1 - Recorded Culture. See the deadlines in the [DUE DATES](#) for your initial post and your two follow-up responses to the thoughts posted by other members of your group. Responses can include whether or not you agree with someone else's stated opinion and why. Your response might also enlarge upon an idea that someone else has suggested. View the [grading guidelines](#) for your discussion posts.

Paper #1

Please view the [instructions](#) for your first writing assignment paper (Musical Autobiography). View the [paper grading guidelines](#). View the [DUE DATES](#) for the deadlines.



Memory and Cognition

[Back to Course Materials](#)

Objectives

In this module, we will address how we store what we have learned as well as the cognitive abilities that let us adaptively use that information. Memory is very fragile as evidenced by many of the memory errors that occur regularly for many of us. Despite such challenges to our memory, we are able to process and remember large quantities of information. We can then use that information to reason or way through problems or make decisions. Our IQs can affect how well and how fast we utilize reasoning and decision making skills.

By the end of this module, you should be able to compare and contrast the theories of memory; identify how and why we forget as well as what we can do to improve our memory; conceptualize how we solve problems and make decisions including when problem solving and decision making go wrong; understand the historical and modern contexts of intelligence testing; describe the theories of intelligence; and explain exceptional intelligence.

Learning Objectives

- [Chapter 7 Objectives](#)
- [Chapter 8 Objectives](#)

Online Proctoring

UF Standards & Markers of Excellence

Interaction and Engagement

- ✓ Introductory video or text is provided on the course website to establish the instructor presence in the online course.
- ✓ Students are divided into appropriate-sized groups to encourage interaction and engagement.
- ✓ The course provides opportunities for students to engage with other students in a variety of communication and interaction experiences.
- ✓ The course provides opportunities for students to engage with instructor in a variety of communication and interaction experiences.

Is the course successful?

MUS6905 End-Semester Course Evaluation [Exit this survey](#)

General Course Structure

10%

1. The amount of work required for this class:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
was reasonable for the credit hours received.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was manageable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was well spread out over the semester.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was reasonably paced.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. I have felt like part of a learning community when participating in this class.

Strongly Disagree Disagree Neutral Agree Strongly Agree

3. The class materials were logically structured and organized.

Strongly Disagree Disagree Neutral Agree Strongly Agree

4. I was able to finish the weekly activities within the allotted timeframe.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Course Questions (162 messages - 78 unread) [Post New Thread](#) | [Topic Settings](#) | [Delete](#)

Thread

- ▶ [Readings](#) (4 messages - 2 unread)
- ▶ [This Week's Video](#) (5 messages - 0 unread)
- ▶ [Voice Thread Problems](#) (5 messages - 0 unread)
- ▶ [Skype Meeting](#) (4 messages - 0 unread)
- ▶ [Assignments and Assessments](#) (3 messages - 0 unread)
- ▶ [Network error message when accessing readings and American Montage listening](#) (4 messages - 0 unread)
- ▶ [Class debate and discussion group A](#) (5 messages - 0 unread)
- ▶ [MyVoice thread responses](#) (4 messages - 0 unread)
- ▶ [Also Having Voice Thread Problems](#) (3 messages - 0 unread)
- ▶ [VoiceThread Comments](#) (3 messages - 0 unread)
- ▶ [blogs](#) (2 messages - 0 unread)
- ▶ [Conflicting Listening Quiz expectations?](#) (3 messages - 0 unread)
- ▶ [Can't open blogs](#) (2 messages - 0 unread)
- ▶ [Discussion Group 3-My VoiceThread Response](#) (1 message - 0 unread)
- ▶ [Leader vs Other Posting](#) (2 messages - 0 unread)
- ▶ [Submitting Assignments](#) (2 messages - 0 unread)
- ▶ [Grading](#) (2 messages - 0 unread)
- ▶ [Questions about Assessments](#) (2 messages - 0 unread)

	Quiz 1	Quiz 2	Quiz 3	Quiz 4	Quiz 5	Quiz 6	Transportation Survey (Small)	Residential Energy Efficiency (Small)	Commercial Energy Efficiency	Exam 1	Quiz 7	Quiz 8	Quiz 9
Students will develop an understanding of historical sources of energy, including human, animal, water, wind and biomass.	79%									84%			
Students will develop an understanding of the concepts of work and energy and their relationship to human development.		73%	75%							84%			
Students will learn to evaluate national and international energy consumption patterns related to four main economic sectors: transportation, residential commercial and industrial.				75%	90%	94%	96%	90%	88%	84%			
Students will develop an understanding of fossil fuel availability by exploring the relationships between reserves and production.											88%		
Students will learn to analyze current trends through readings of the work of M. K. Hubbert and other geologists.												N/A	
Students will learn how the global energy marketplace functions and how to analyze current trends. Students will be given the tools to be able to predict what these current trends could mean for each of us.													96%



What do faculty say?

Jennifer Smith

Manager, CITT Instructional Design Services
University of Florida Information Technology

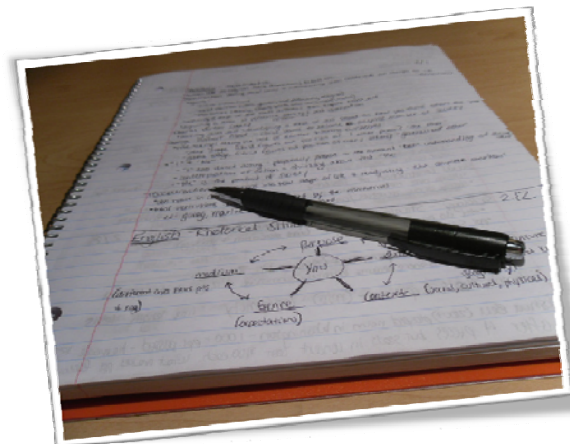


Ensuring Quality in Online Courses

"Education is the key to unlock the golden door of freedom."

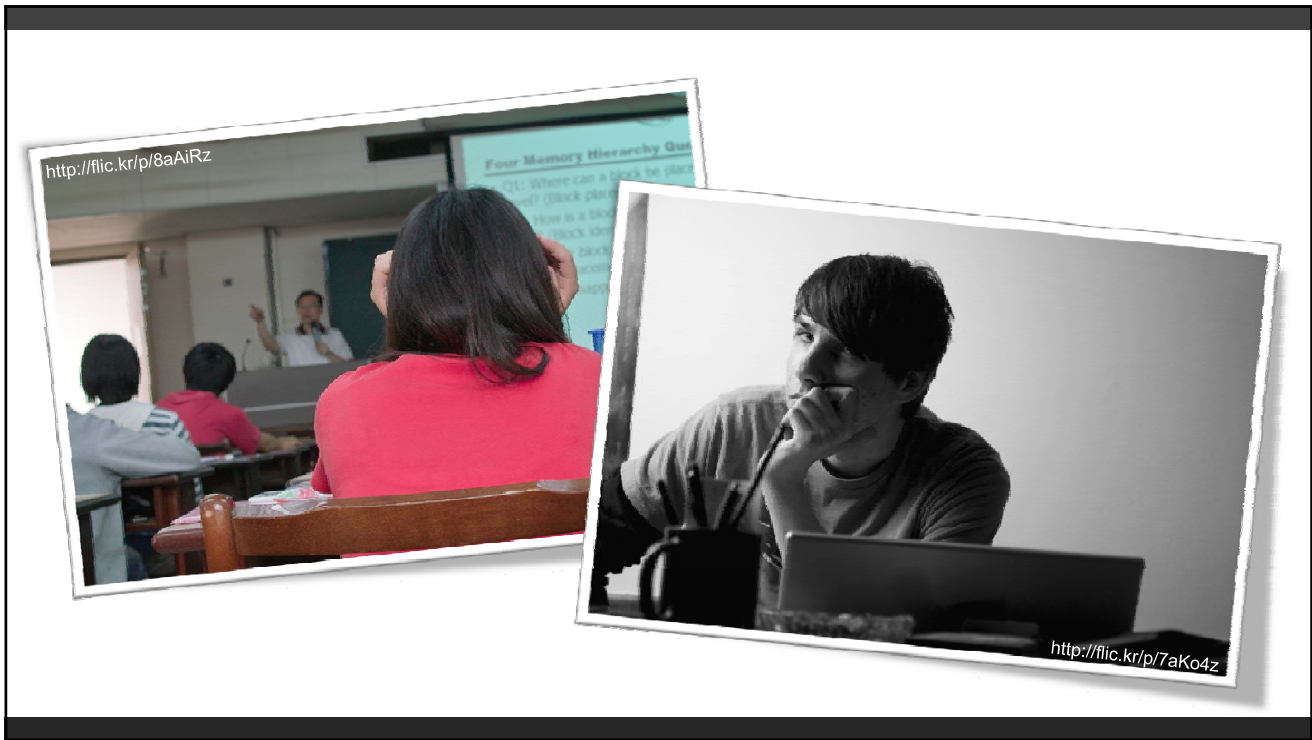
George Washington Carver

"College is a place where the **professor's** lecture notes go straight to the **students'** lecture notes, without passing through the **brains** of either."



Mark Twain

<http://flic.kr/p/7D4tLK>



No significant difference?

Studies show ...

May 22, 2011

Why Are So Many Students Still Failing Online?

By Rob Jenkins

Online learning has become the third rail in American higher-education politics: Step on it and you're toast.

Study: Online Learning Outcomes Similar to Classroom Results

Universities with shrinking budgets could consider online education to save money.

By RYAN LYTTLE

July 25, 2012 | [RSS Feed](#) | [Print](#)

BLENDED LEARNING IS BETTER THAN INSTRUCTOR-LED OR ONLINE LEARNING ALONE

July 16, 2012 - by Ruth Colvin Clark

Online students perform better than face-to-face students

JULY 3, 2009 BY TONY BATES • 3 COMMENTS

[Listen](#)

Means, B. et al. (2009) Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies Washington, DC: US Department of Education

[+1](#) [0](#)

FACULTY FOCUS

FOCUSED ON TODAY'S HIGHER EDUCATION PROFESSIONAL

[Browse Topics](#) [Faculty Focus Articles](#)

OCTOBER 11, 2010

Online vs. Face-to-Face Throwdown: Good Teaching Transcends Course Format

By: [Mary Bart](#) in [Online Education](#)



In the 2009 report, [Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies](#), the Department of Education reported that "on average, students in online learning conditions performed

<http://www.facultyfocus.com/articles/online-education/an-online-vs-face-to-face-throwdown/>

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High Quality Students

Heavener School of Business
Warrington College of Business Administration

Academics
UNDERGRADUATE DEGREES ONLINE BUSINESS PROGRAM
MINORS

Distance Learning
Online Bachelor's

Entrepreneurship
Undergraduate Minor

Globalization
Study Abroad - Current Students
Study at UF - Exchange Students

Admissions Career & Leadership Advising MyHeavener

Dr. Brian Ray
Associate Dean & Director School Directory

Florida Leadership Academy
Investing in Tomorrow's Business Leaders... Today

Share Tweet Email Link +

Only Difference is Delivery

News & Rankings
Academics
Undergraduate Programs
Accounting Programs
Graduate Programs

Distance Learning
Globalization
Entrepreneurship

Course Syllabi
Apply Now

Faculty
Research Centers
Alumni, Donors & Friends
Departments & Offices
Contact Information
MyWarrington

Warrington is Online

UF MBA Online Programs

Spotlight: UF MBA Online Programs

The myth that online programs aren't as strong or as highly regarded as traditional on-campus programs is simply that...a myth. Your degree won't have the word "online" or "Internet" anywhere on it. The curriculum, quality of faculty and reputation of the degree are identical to conventional formats. The only difference is the delivery of the materials.

What Does **Quality** Look Like?

- Provides access to learner **support** and **resources**
- Well-organized and **easy to navigate**
- Designed for **interaction** and **communication**
- Timely and appropriate assessment of **readiness** and **learning**
- Innovative teaching with technology
- Faculty use of student feedback

<http://www.csuchico.edu/celt/roi/>

Quality Assurance Process

- **Regularly review** and **evaluate** course and program quality
- Collect and review data – **close the loop**
- **Align** with college and program mission, program goals and objectives, learning goals and objectives



Measures of Quality

- Quality Matters
- Sloan-C Quality Scorecard
- Rubrics developed by Chico State and 7 other institutions



UF Standards & Markers of Excellence

<i>Course Overview and Introduction</i>	
Standard	
	The instructor starts the course with a welcome and review of the syllabus, course schedule and other important information for the course.
	The role that the online environment and technology will play in the course is clearly stated at the start of the course.
✓	In the course site, students are immediately presented with an obvious starting location and explanation on how to navigate the course.
✓	The syllabus, schedule and other important course documents are easily located.
✓	The syllabus contains all the relevant elements from the UF syllabus policy using the syllabus template as a starting point (Note: Your syllabus may require additional specific information for your college or department)
	All course deadlines are included in the course schedule.
	Synchronous and asynchronous requirements for participating in the course are clearly outlined.
✓	Instructions for course participation are clearly provided and easily found in the course site. The instructions define how students get started and where to find components of the course.
	Students are provided with information explaining when feedback will be provided, the type of feedback, and mode of communication they should expect from the instructor.
	Students and instructor are provided with space to introduce themselves to each other.
	Consistent terminology is used for tools referenced in the course management system.

<http://teach.ufl.edu/resources/uf-standards/>

Implementation

- Available through teach.ufl.edu website
- Aligned with Faculty Institute (required of all adjunct faculty)
- Encouraged through UF instructional designers



A screenshot of the 'Assistance for Teaching' website at the University of Florida. The page features a blue header with navigation links for 'Students', 'Faculty & Staff', 'Alumni & Friends', and 'Parents, Visitors & Fans'. Below the header is the 'Assistance for Teaching' logo and a search bar. A main content area highlights 'Workshops for Teaching with Discussions', including a photo of a workshop and a 'Visit Workshops' button. The footer contains sections for 'Course Assistance', 'Unit Support', and 'Useful Resources'.

Faculty Institute

e-Learning

Options

Course Materials

Assessments
Discussions
Mail
Resources (Hidden)
Site Info (Hidden)
Site Stats (Hidden)
Student FAQ
Gradebook
Help

Faculty Institute



Course Materials

Welcome: Start Here

- [Web Tour](#) | [Closed Captioned Webtour](#) (Requires Flash)
- [Welcome and Overview](#)

Course Modules



Module 1:
[Students](#)



Module 2:
[Planning](#)



Module 3:
[Goals and Objectives](#)



Module 4:
[Assessment](#)

Modules Aligned with Standards



Module 1: Students

[Back to Course Materials](#)

In this module we'll consider some of the challenges and benefits involved with learning online.

Objectives

After completing this module, you will be able to:

- Identify student strengths and weaknesses
- Identify common pitfalls to online learning
- Outline methods to ensure student success in an online course

The estimated time to complete this module is 30 to 45 minutes.

Model of an Online Course

- Video: [A Vision of Students Today](#) (4:45)
- Video: [Student Strengths and Challenges](#) (6:50) [PowerPoint with transcript](#)

Interaction and Engagement

Standard		
Standard	Annotation	Example
Introductory video or text is provided on the course website to establish the instructor presence in the online course.	Help students get to know you with a welcome message. Students who "connect" with their instructor are more likely to log in and do the coursework.	A video welcome message allows the student to see and hear their professor discuss the course he/she might do in a face to face course.
Students are divided into appropriate-sized groups to encourage interaction and engagement.	It can be difficult for students to work together and interact effectively in groups that are too large or too small.	Group size may vary depending upon the activity. Set up groups that are small enough so that each person can make a significant contribution, but not so small that the group stagnates if one or two people do not contribute.
The course provides opportunities for students to engage with other students in a variety of communication and interaction experiences.	Student-student interactions can help students engage with the course material as well as each other.	Students can interact with each other through group discussions, small-group projects and peer review.
The course provides opportunities for students to engage with instructor in a variety of communication and interaction experiences.	Students appreciate personal attention from their instructor.	A discussion board set up for questions about the course content is an easy way for the instructor to answer questions. Provide feedback to students about their coursework as frequently as possible.

Module 1

Student Analysis: What do your students need to be successful?

DESIGN AND DEVELOPMENT WORKSHEET | SECTION 1

STUDENT NEEDS AND CHARACTERISTICS

Who are your students? (Age, sex, culture, location, and year in school)	
What are their potential strengths? (Previous knowledge, experience, enthusiasm, commitment and social networks)	
What are their potential challenges? What factors could make it hard for them to succeed in the course? (Commitments to family and job, age, lack of previous knowledge or experience)	
What do they already know about the proposed topic?	

Faculty Institute Test

◀ Prev | Table of Contents | Next ▶ | Continue Later | Finish | Instructions

Remaining Time: 00:29:45



Question 1 of 14 (worth 8 points)

A professor teaching a language course requires her students to use Keynote which is a presentation program available only for Mac computers. Is this a good idea?

- A. Yes, Keynote is an excellent presentation program and students should learn how to use it
- B. Yes, providing students with a specific program will make it easier to grade assignments
- C. Yes, most students use Mac computers
- D. No, since Keynote is not available for PCs, those students would not be able to do the assignments

Review

Check to review **before** finishing (will be flagged in Table of Contents)

◀ Prev | Table of Contents | Next ▶ | Continue Later | Finish | Instructions

Ongoing Review

- Review cycle example (3 year redesign process)
- As requested by faculty or department
- Review based on Standards



Value of **Instructional Design**

- **Manufactured** learning experiences
- Making sense of new information
- **Faculty SME focus:** Content
- **ID focus:** Instructional experience



<http://www.articulate.com/rapid-elearning/what-everybody-ought-to-know-about-instructional-design/>

Planning for **Success**

- Consistency
 - Format
 - Structure
 - Student experience
- Coordination
- Flexibility





If all you have is a
HAMMER

All your problems
Start to look like
NAILS

Adaptable

- One size does NOT fit all
- Common structure
- Adapted to fit needs of:
 - Instructor
 - Content
 - Students





Standards Encourage Quality

Interaction and Engagement

Standard

- Introductory video or text is provided on the course website to establish the instructor presence in the online course.
- Students are divided into appropriate-sized groups to encourage interaction and engagement.
- The course provides opportunities for students to engage with other students in a variety of communication and interaction experiences.
- The course provides opportunities for students to engage with instructor in a variety of communication and interaction experiences.

Course Technology

Standard

- Provisions are in place to allow for potential failures of technology, and are clearly expressed to students.
- Navigation throughout the online components of the course is logical, consistent, and efficient.
- The technology tools and media support the learning objectives of the course.
- The technology used in the course is readily accessible and available to students.
- The tools and media are compatible with prevailing standards and formats.

Types of Interaction

- Instructor-to-student
- Student-to-content
- Student-to-student



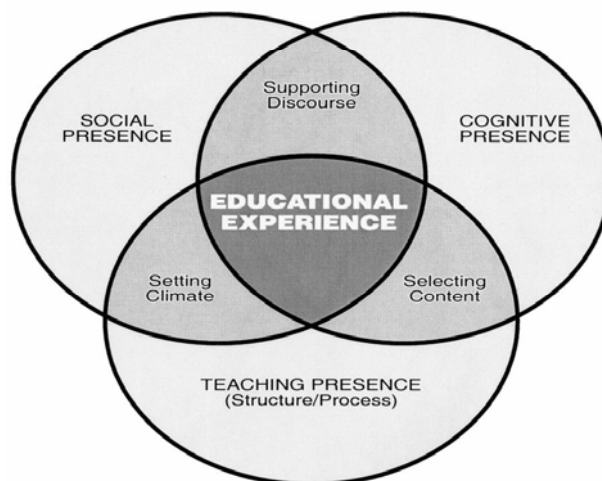
Establishing Presence

Community of Inquiry

Teaching

Cognitive

Social



Communication Medium

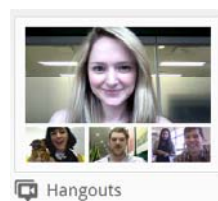
<http://www.communitiesofinquiry.com/model>

“Learning is not a **spectator** sport. Students do not learn much just by sitting in class listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must **talk** about what they are learning, **write** about it, **relate** it to past experiences, **apply** it to their daily lives. They must make what they learn **part of themselves.**”

Chickering and Gamson “Seven principles for good practice.”
AAHE Bulletin 39 (March 1987), 3-7

Technology Tools and Strategies

- Synchronous meetings
- Discussion tools
- Peer-review





Exceeding the Standards

Course Goals and Learning Objectives

Exemplary

Learning objectives are posted in the weekly overviews or sub-sections of the course. These objectives also relate to the overall course goals.

Assignments and assessments specify the learning objectives that are relevant to the task/assignment.

Assessment and Measurement

Exemplary

Ongoing, multiple assessment strategies are used to measure content knowledge, attitudes and skills.

Opportunities are provided for students to self-assess and to measure their own learning progress.

Assignments or project-based assessments encourage students to utilize critical thinking skills.

Student's achievement of stated learning outcomes is documented and provided to the student as feedback on their learning activities and assessments.

<http://teach.ufl.edu/resources/uf-standards/>



Support Services for Online Students at the University of Florida

David E. Kratzer
Vice President for Student Affairs
University of Florida
kratzerd@ufl.edu

Jeanna Mastrodicasa
Assistant Vice President for Student Affairs
University of Florida
jmastro@ufl.edu

Best Practices of Support Services for Online Students



Jobs and Career Preparation

Online Opportunities with the Career Resource Center include:

- The Career Help fOr Major Planning program (CHOMP)
- Career Roadmaps to explore majors and careers
- Access to career planning appointments
- Certified Gator Professional workshop series to educate students on topics such as the job and internship search, resume preparation, networking, interviewing and professional development in the workplace
- Connect on social media with Career Resource Center
- Virtual mock interviews
- Gator CareerLink (online portal for all things CAREER)

Gator CareerLink

In a matter of seconds, you can have access to internships, full-time jobs, career events, workshops, information sessions and more. Log in to Gator CareerLink today.

Schedule an appointment, Jobs, Internships and so much more.

GATOR CareerLink Student Login

Graduation Survey: Data About All UF Students



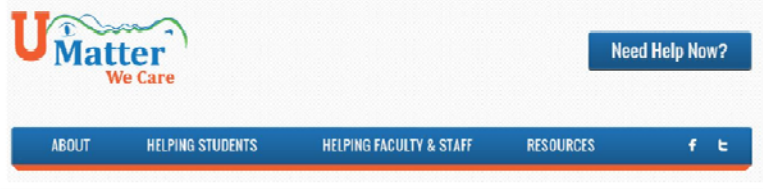
- Began Spring 2012; mandatory survey as of Summer 2012
- Collects plans post-graduation, including location, salary, and job or graduate school status from all graduating students
- Spring 2012 results: **60%** of all UF students, both undergraduate and graduate, at graduation intended to work full or part-time jobs. **29%** indicated they would continue onto graduate school.
- **55%** of students stay in Florida

Mental Health Counseling Referrals

- Counselors consult with online student via telephone, refer students to local provider
- Available 24/7
- Exploring additional options for more possibilities



Referrals, Support, and Training for Students in Distress



HELP A FRIEND WHO IS STRUGGLING

Learn how to identify risk to, and refer peers in this innovative online training.

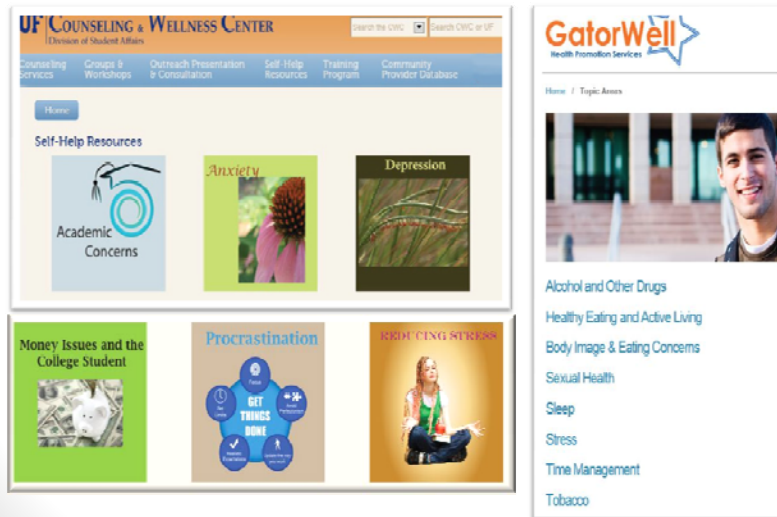
at-risk
for College Students

START NOW

Key: ul2323

The Counseling and Wellness Center is launching a new initiative to help support student mental health and maintain a healthy environment. This FREE program will significantly increase the number of students on campus who are trained to identify, address and motivate help-seeking by fellow students experiencing emotional distress. It is important for us to check in with each other and look out for fellow students that may be struggling academically or emotionally. If you have a friend you are concerned about, participate in this FREE, online training simulation to learn effective referral techniques and what questions to ask.

Online Self-Help Resources for Health



Support Services, Activities, and Outreach for Online Students

- Online resources for specific student populations:
 - Veterans
 - First generation students
 - Multicultural students
 - Students with disabilities
 - International students
- Academic advising via email and phone
- Conflict mediation services
- Online videos for tutoring and study skills
- Social media connections on Facebook, Twitter, LinkedIn, etc.

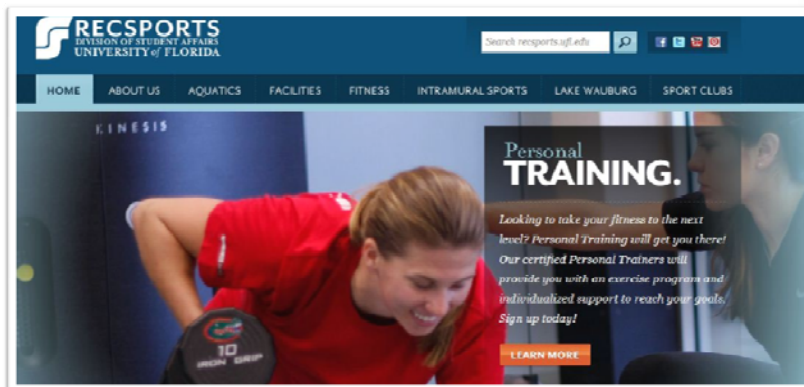


Support Services, Activities, and Outreach for Online Students



- Training videos: Hurricane preparedness, party safety, alcohol poisoning, others from Off Campus Life
- Online family chats and other family support
- Resources and tips for successful independent living, including budgeting and safety
- More possibilities such as online Gator Club/alumni group, student organizations, and additional resources

Recreational Sports: Trainer Time



<http://www.youtube.com/watch?v=NKDoN3BOp4E>

<http://youtu.be/Fltp-xY8IPc>

Online University Orientation Module (available June 2013)

Online Orientation
for Distance Learning Students

GATEWAYS Check-In

Welcome

- [Welcome from Preview Staffer](#)
- [Instructions: Navigating the Program \(Is this the correct link/ does it need a name change?\)](#)

Course Modules

Being A Successful Online Gator

Academic Information

Student Resources / Services

Online University Orientation Module (available June 2013)

Vice President of Student Affairs' Welcome [Planned/Order/ready](#)

Using Sakai

- [Using Sakai](#)

Getting Help

- [GatorLink / Email Services & Policies](#)
- [UF Social Media Networking](#)

Thank you!

- Questions?
- Contact UF Vice President for Student Affairs
Dave Kratzer: kratzerd@ufl.edu

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**Florida Online
Enrollment Management Support**

UF Division of Enrollment Management

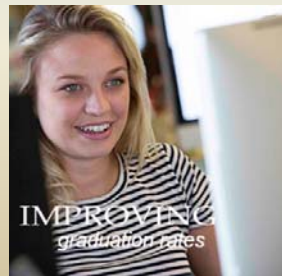
Enrollment Management Division

- Admissions
- Student Financial Affairs
- Registrar
- High Levels of Coordination with:
 - Bursar
 - Academic Units
 - Information Technology
 - UF Distance Learning



Commitment

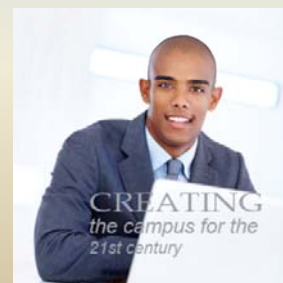
The Division of Enrollment Management is dedicated to the success of Florida's Distance Learning initiatives and to that end is committed to making Florida a global distance education destination.



UF Division of Enrollment Management

History of Innovative Student Support

- Grading
- Registration
- Advising Support to Colleges
- Universal Tracking
- Financial Aid
- Admissions
- Creative Systems Design and Implementation



UF Division of Enrollment Management

History of Statewide Collaboration

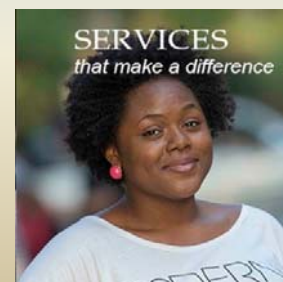
- Florida Automated System for Transferring Electronic Records (FASTER)
- Statewide Cross-Institutional Degree Audits (FACTS/FLVC)
- Statewide Distance Learning Consortium and Transient Student Project
- Distance Engineering Program (1964)
- Statewide Correspondence Study/Flexible Learning (1965)



UF Division of Enrollment Management

Experience Serving Distance Students at All Academic Levels

- Certificates
- Undergraduates
- Masters
- Doctoral
- Professional



UF Division of Enrollment Management

Creative, Flexible and Scalable Processes and Functions

- Admission of multiple levels of distance learning programs
- Financial aid counseling
- 96 academic calendars for unique program needs
- Support assessment of complex variable fees and due dates



UF Division of Enrollment Management

Distance Education Centric Model

- Continuity of experience for distance learning student access
- Common format for web pages
- Tailoring enrollment management support to serve online students



UF Division of Enrollment Management

The screenshot shows the University of Florida Distance Learning website. The top navigation bar includes links for Students, Faculty & Staff, Alumni & Friends, Parents, Visitors & Fans, Learning, and more. The main header features the UF logo and 'Distance Learning UNIVERSITY of FLORIDA' with a search bar. Below the header is a navigation menu with 'Why UF', 'Prospective Students', 'Getting Started', 'Current Students', and 'Getting Help'. The main content area is titled 'APPLICATION - START HERE' and features a large graphic of a globe with laptops. The central text reads 'Academic Excellence Online' and 'Over 50 Online Programs Join the Gator Nation'. To the left is a sidebar with 'Live Chat E-Mail Us Contact Us' and 'Removed Innovation Academy'. The main text lists application levels: Undergraduate Degree, Graduate Degree, Doctoral Degree, and Certificate. It also includes a note about application fees and a disclaimer for international students.

The screenshot shows the University of Florida Distance Learning website, specifically the 'FINANCIAL AID - AVAILABILITY AND APPLICATION' section. The top navigation bar is identical to the previous screenshot. The main header features the UF logo and 'Distance Learning UNIVERSITY of FLORIDA' with a search bar. Below the header is a navigation menu with 'Why UF', 'Prospective Students', 'Getting Started', 'Current Students', and 'Getting Help'. The main content area is titled 'FINANCIAL AID - AVAILABILITY AND APPLICATION' and features a large graphic of a globe with laptops. The central text reads 'Academic Excellence Online' and 'Over 50 Online Programs Join the Gator Nation'. To the left is a sidebar with 'Home', 'Basics', 'Programs', 'Applying', 'Receiving', 'Additional Info', 'Publications', 'Media & Info', 'YouTube', 'FAQ for Distance Learning', 'Live Chat E-Mail Us Contact Us'. The main text is titled 'Welcome Distance Learner' and provides information about the Office for Student Financial Affairs (SFA), its mission, and the resources available to students. It also includes a 'SFA News' section with links to various news items and an 'Important Dates' section.

University of Florida Distance Learning

Distance Learning
UNIVERSITY OF FLORIDA

REGISTER HERE / ACADEMIC INFO

Academic Excellence Online
Over 50 Online Programs
Join the Gator Nation

Information for
Students
Faculty and Staff
Veterans
Alumni
Parents

quick find
Annual Report
Campus Security: FERPA
College Work Study
Directory Info - Update Your Address/Emergency Contacts
Distance Learning
Enrollment Verification
GatorLink, UFID and Gator 1 Card
Registrar Forms
Privacy Information for Faculty
Schedule of Courses
Transcripts

Academic Calendars
Drop/add and exam dates, fees and registration deadlines, holidays
Commencement
Ceremony dates, times and locations, plus travel and lodging information

ISIS
Integrated Student Information System
ISIS is your secure gateway to academic and financial services

The UF Undergraduate Catalog
2012-2013
The Office of the University Registrar
222 Criser Hall, P.O. Box 114000
Gainesville, FL 32611-4000
352-392-1374, Fax: 352-846-1126
8:00 a.m. - 5:00 p.m. Monday - Friday
Contact Registrar Services

We are Listening. Take Our Survey to Help Us Serve You Better.

Service Accessibility

- Planning expanded services necessary for online students
- Continually updating and improving distance education support



Key Attributes

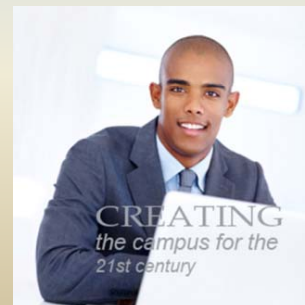
- Experienced
- Innovative
- Demonstrated Ability
- Responsive
- Resolute



UF Division of Enrollment Management

Division of Enrollment Management

*Connecting Tomorrow's Leaders
With Today's Opportunities*



UF Division of Enrollment Management

Division of Enrollment Management Contact Information



- Dr. Zina Evans
Vice President and Associate Provost
- 216 Criser Hall
PO Box 114000
Gainesville, FL 32611-4000
- 352-294-3683
- 352-392-2115 Fax

UNIVERSITY OF FLORIDA ONLINE BUSINESS PROGRAM STUDENT SUPPORT SERVICES

Brian D. Ray, Ph.D.
Director, Heavener School of Business

OVERVIEW OF STUDENT SUPPORT SERVICES

- Admissions
- Orientation
- Academic Advising
- Technical Support
- Peer Networking
- Testing Support
- Career Coaching



Admissions Consulting via the Web, Phone, Skype, E-mail, and Info Sessions

The screenshot shows the Heavener School of Business website. The main heading is "Online Bachelor of Science in Business Administration General Business Online". Below this, the "Admissions Process" is detailed in two steps:

1. Submit the UF Undergraduate Admissions Application (selecting "Online Business Program" as your major), transcripts from high school and all post-secondary schools attended, and the \$30 application fee. If you have missed the published deadline (see below), please contact our admissions coordinator, Miranda Morris, as we may still be able to accept your application.
2. The UF Admissions Office will verify that you meet the minimum UF transfer admissions requirements, if and then forward your application to the School of Business for further evaluation. We recommend that you check the status of your admission application on ISSS two to four weeks after you submit your application.

Below the process steps is an "Admissions Deadlines" table:

Term	Deadline Date
Fall	July 1
Spring	November 1
Summer C	April 1

There is also a profile for Miranda Morris, Transfer Admissions Coordinator, and a "Delinquency Your Application Status" link.

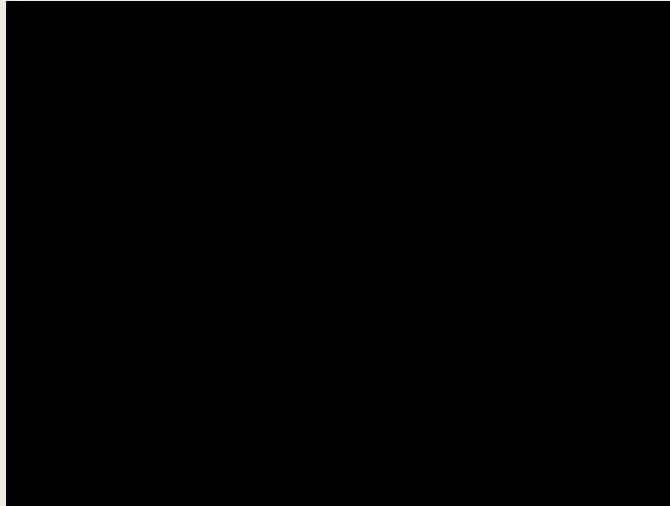
ONLINE ORIENTATION

The screenshot shows the "UF Online Business Program Orientation 2012/2013" page. The main heading is "UF Online Business Program New Student Orientation". Below the heading is a large image of a crocodile. The page contains several sections:

- Options:** A link to "UF Online Business Program New Student Orientation".
- Recent Announcements:** A section titled "Announcements (viewing announcements from the last 10 days)" with the text "There are currently no announcements at this location."
- Calendar:** A calendar for February 2013. The date 8th is highlighted with a dashed box.

At the bottom, there is a note: "To continue, click on Resources in the gray navigation area on the left and then click on Orientation Syllabus."

ONLINE ORIENTATION



OPTIONAL "LIVE" ORIENTATION AT THE UNIVERSITY OF FLORIDA



ACADEMIC ADVISING AND CAREER COACHING

- Professional Academic Advisors/Career Coaches
- Each student is assigned an advisor/coach.
- “Touchpoints” (a nationally-recognized program)
 - Personalized e-mails/videos at key times during a student’s academic career (e.g., first term, second term, academic probation, graduation).
- All students take a career management course.



Online Student Center

Warrington College of Business Administration

Online Student Center

Academic Advising

Academic Planning

Course Requirements & Syllabi

Drop & Withdrawal Policy

Forms

GPA Requirements

Honors Requirements

Registration/Exams /Books/Fees

Student Resources

Academic Resources

Study Partnerships

Gator Online Student Assoc.

Financial Resources

Graduation and Commencement

Useful Links

Archives

Select Month



Homepage



Online Student Center

Welcome to the Online Student Center! This course site is “information central” for online business students—within you’ll find all of the information and resources you need to successfully complete your UF degree.

Important Dates & Announcements

Apr 6: UF Online Business Program Orientation for students admitted Summer 2013

Apr 12: Deadline to drop or withdraw from the semester

Apr 24: Classes end

Apr 24: Honors theses due

Apr 25-26: Reading Days (no classes)

Apr 27 – May 3: Final exams

May 4: Commencement and commencement reception

NEW: [Walgreen’s Professional Development/Networking Event](#)

NEW: [University Women’s Club Scholarships](#)

NEW: [Career Networking Opportunity for Tampa/St. Petersburg Students](#)

NEW: [Learn more about yourself using StrengthsQuest](#) (pdf)

TECHNOLOGY ASSISTANCE CENTER

- Resolution of Software/hardware Issues
- Available in Person, Phone, or Online
- Extended hours: Weekdays 8am-10pm & Weekends 7am-9pm

TAC Staff



Kris Gonzalez Andrew Hill Antonio Jose Brandon Torok Camille York

Testing Coordinator/Emergency Contact Available for Each Evening Exam in Florida

The screenshot shows the website for the Online Bachelor of Science in Business Administration. The main heading is "General Business Online". Below this, there is a "Test Sites" section with a map of Florida showing 26 test locations. The locations are: Miami, Pensacola, Tallahassee, Panama City, Madison, Lake City, Jacksonville, Gainesville, Orlando, Palatka, Ft. Pierce, Ft. Myers, Fort Lauderdale, Ft. Myers, West Palm Beach, Aventura, Palm Bay, St. Petersburg, Bradenton, Jupiter, and Key West. To the right of the map, there are two profile boxes for staff members: Katelyn Sheppard, Testing Coordinator & Admissions Assistant, and Stef Cutler, BSBA 2009, Sarasota. A quote from Stef Cutler says: "I always take pride in helping people be part of the online program at Florida."

SUPPORT FROM PEERS

GATOR ONLINE STUDENT ASSOCIATION

- Informal, student-run website where students meet online to discuss courses, form study groups, swap textbooks, and arrange socials.



Gator Online Students Association

Gator Online Student Association

Hello Kari S. Ward
Show unread posts since last visit.
 Show new replies to your posts.
 February 08, 2013, 01:02:02 PM

News: Our Web host upgraded all of their servers and broke the GOSA you have come to love. After a mad scramble, I was able to get the forums back up and running. The look is different but everything should be here.

[Home](#) [Help](#) [Search](#) [Profile](#) [My Messages](#) [Logout](#)

Gator Online Students Association

GOSA Alumni		Unread Posts
<div style="display: flex; align-items: flex-start;"> <div style="width: 20px; text-align: center; margin-right: 5px;"></div> <div> <p>General Alumni Discussion General Alumni Discussions <small>Moderators: Rick Long, Donna McQuade, Bryan Howard, Jeremy Bailey</small></p> </div> </div>	<p>377 Posts 40 Topics</p>	<p><small>Last post by Jim Casner in Re: Please Keep Miami Da... on November 13, 2012, 08:55:52 PM</small></p>
General Topics		Unread Posts
<div style="display: flex; align-items: flex-start;"> <div style="width: 20px; text-align: center; margin-right: 5px;"></div> <div> <p>Site Coordinator Introductions This area is for Site Coordinator's to introduce themselves to everyone. <small>Moderators: Rick Long, Donna McQuade, Bryan Howard, Jeremy Bailey</small></p> </div> </div>	<p>71 Posts 8 Topics</p>	<p><small>Last post by Donna McQuade in Re: Donna McQuade Jackso... on July 23, 2011, 05:42:29 PM</small></p>
<div style="display: flex; align-items: flex-start;"> <div style="width: 20px; text-align: center; margin-right: 5px;"></div> <div> <p>How to GOSA? Are you new to the site? Introduce yourself here and ask questions about the site. <small>Moderators: Rick Long, Donna McQuade, Bryan Howard, Jeremy Bailey</small></p> </div> </div>	<p>4,172 Posts 322 Topics</p>	<p><small>Last post by Jennifer Champion in Re: New to the site but ... on January 17, 2013, 11:14:50 AM</small></p>
<div style="display: flex; align-items: flex-start;"> <div style="width: 20px; text-align: center; margin-right: 5px;"></div> <div> <p>General Discussion Room This is the General Discussion area. Feel free to talk about anything and everything in this board. <small>Moderators: Rick Long, Donna McQuade, Bryan Howard, Jeremy Bailey</small></p> </div> </div>	<p>33,673 Posts 2,231 Topics</p>	<p><small>Last post by Kari S. Ward in Re: Academic Planning sh... on Today at 12:08:28 PM</small></p>
<div style="display: flex; align-items: flex-start;"> <div style="width: 20px; text-align: center; margin-right: 5px;"></div> <div> <p>GOSA Honors Graduates This board is here to honor GOSAns who graduated the program with honors. <small>Moderators: Rick Long, Bryan Howard, Jeremy Bailey</small></p> </div> </div>	<p>87 Posts 6 Topics</p>	<p><small>Last post by Jeremy Bailey in Re: Comments on January 10, 2012, 02:14:05 AM</small></p>
<div style="display: flex; align-items: flex-start;"> <div style="width: 20px; text-align: center; margin-right: 5px;"></div> <div> <p>Prospective Students On occasion, prospective students will stop by our virtual student union to get a students perspective of the online program. Do you have any advice, tips, or funny stories about how you have served your time in the program? Post them here: <small>Moderators: Rick Long, Donna McQuade, Bryan Howard, Jeremy Bailey</small></p> </div> </div>	<p>180 Posts 32 Topics</p>	<p><small>Last post by Jason Wells in Re: Hi/Question on July 08, 2012, 04:39:40 PM</small></p>

**GRADUATES OF THE UNIVERSITY OF
FLORIDA ONLINE BUSINESS PROGRAM**



**UNIVERSITY OF FLORIDA
ONLINE BUSINESS PROGRAM**



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- Megha Agrawal

Learn with videos, quizzes, and assignments | Interact with thousands of other students | Advance your knowledge and career


COURSES (221)



Aboriginal Worldviews and Education

University of Toronto

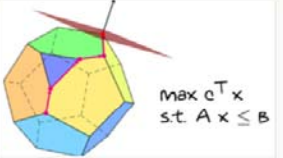
Starts in 13 days (4 weeks long)



The Language of Hollywood: Storytelling, Sound, and Color

Wesleyan University

Started 8 days ago (5 weeks long)



Linear and Discrete Optimization

École Polytechnique Fédérale de Lausanne

Starts in 6 days (7 weeks long)

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Join **2,637,295** Courserians

“Excited to be starting 2 new courses today on Coursera Learning something new that will help me enhance my skills as a biz owner.”
- Andres Vega

Learn with videos, quizzes, and assignments | Interact with thousands of other students | Advance your knowledge and career


COURSES (221)



Compilers

Stanford


Started 2 days ago (11 weeks long)



Introductory Human Physiology

Duke

Starts in 12 days (12 weeks long)



Women and the Civil Rights Movement

UMD

Starts in 12 days (12 weeks long)

coursera Courses Universities About ▾ Login

[Our Vision](#) [Pedagogy](#) [Leadership](#) [Press](#)

About Coursera

We are a social entrepreneurship company that partners with the top universities in the world to offer courses online for anyone to take, for free. We envision a future where the top universities are educating not only thousands of students, but millions. Our technology enables the best professors to teach tens or hundreds of thousands of students.

Through this, we hope to give everyone access to the world-class education that has so far been available only to a select few. We want to empower people with education that will improve their lives, the lives of their families, and the communities they live in.

Our Courses

Classes offered on Coursera are designed to help you master the material. When you take one of our classes, you will watch lectures taught by world-class professors, learn at your own pace, test your knowledge, and reinforce concepts through interactive exercises. When you join one of our classes, you'll also join a global community of thousands of students learning alongside you. We know that your life is busy, and that you have many commitments on your time. Thus, our courses are designed based on sound [pedagogical foundations](#), to help you master new concepts quickly and effectively. Key ideas include mastery learning, to make sure that you have multiple attempts to demonstrate your new knowledge, using interactivity, to ensure student engagement and to assist long-term retention; and providing frequent feedback, so that you can monitor your own progress, and know when you've really mastered the material.




We offer [courses in a wide range of topics](#), spanning the Humanities, Medicine, Biology, Social Sciences, Mathematics, Business, Computer Science, and many others. Whether you're looking to improve your resume, advance your career, or just learn more and expand your knowledge, we hope there will be multiple courses that you find interesting.

Contact Us

Please visit our [Contact Us](#) page to learn about the different ways you can reach us.



	<p>Sustainable Agricultural Land Management</p> <p>George Hochmuth, Ph.D.</p>	<p>Mar 4th 2013 9 weeks long</p>
	<p>Fundamentals of Human Nutrition</p> <p>Kristina von Castel-Roberts, Ph.D.</p>	<p>Jan 22nd 2013 10 weeks long</p>

	<p>Economic Issues, Food & You</p> <p>Jennifer Clark</p>	<p>Date to be announced</p> <p>10 weeks long</p>
	<p>Global Sustainable Energy: Past, Present and Future</p> <p>Wendell Porter, Ph.D.</p>	<p>Date to be announced</p>
	<p>How Music Works</p> <p>Alexander Reed, Ph.D.</p>	<p>Date to be announced</p>

