**50 Plus Questions to Answer**

1. Why are we considering MOOC delivery and what is our institutional motivation?
2. Is MOOC participation a stand-alone decision, or part of a larger organizational initiative that focuses on all of the educational delivery options, life experience options, and pedagogies (all the tools in the kit, with new tools emerging all the time)?
3. Is MOOC participation an academic decision or a branding/imaging decision?
4. How does a university get an invitation to participate in Coursera or other groups? (<http://www.insidehighered.com/news/2013/03/22/coursera-commits-admitting-only-elite-universities>) or should we go our own way? Class2Go Info at: <http://class.stanford.edu/> <http://chronicle.com/blogs/wiredcampus/stanford-u-and-edx-will-jointly-build-open-source-software-to-deliver-moocs/43301?cid=wc&utm_source=wc&utm_medium=en>
5. Who needs to review the contract and agreement provisions?
6. Who can make the decision to waive fees or make the decision to offer delivery and forego tuition?
7. If the provider decides that a different funding model is needed in the future (i.e., MOOC is no longer free to the student), what review process will be needed?
8. Who owns the initial decision to proceed in a MOOC specific delivery direction: individual faculty member, deans, academic programming offices?
9. How are course offerings selected?
10. Are MOOC offerings part of the university governance model covering program approval?
11. Are MOOC participants considered students, and if so when do they start a student status and when do they end student status, and when does FERPA apply?
12. Are MOOC participants eligible for other student services (residential? rec center?)?
13. Is there any expectation of record-keeping for participants? Completion only? Completion with some measured skill attainment? Certification? Credit?
14. Will existing university credentialing be used, or will new credentialing methods be introduced, such as badges?
15. If other universities decide to award credit for our university MOOC offering, will that affect our decisions about whether to offer credit at our own university?
16. What will a MOOC course look like on an official transcript?
17. Does transfer credit articulation have to change to evaluate MOOC credits and can this be automated?
18. What information do advisors need to assist students with either taking MOOCs or talking about MOOC transfer credit?
19. Does MOOC participation with credit enter into university residency requirements (for degree completion)?
20. If some sort of credentialing is done, how is the student evaluated?
21. Are university academic records systems ready to track evaluated students?
22. Can evaluations and credentialing be automated into the ERP for academic record keeping?
23. Does credentialing change the tuition waiver decision?
24. What is the expected time to delivery, with expectations being agile and responsive?
25. How are faculty selected and what are the faculty credentials required for a successful selection?
26. Who owns what the faculty member creates?
27. If university resources are used in the course creation, or other university departments or staff members assist the faculty member in course creation, does the ownership of the course change?
28. What does model contract language look like if the faculty are members of a bargaining unit?
29. What are the potential faculty workload issues?
30. Who decides the primary voice delivering the instruction?
31. Is a common university design and brand needed such that all courses for a university have a specific brand image and common navigation?
32. Who designs the brand and navigation?
33. Who designs the course landing pages?
34. Are specific choices needed for the underpinning technology? Will it be blended into a current LMS or new LMS?
35. Are specific decisions needed for the underpinning technology?
36. Is there a need for identity verification, how will identity be vetted, and will the MOOC provider integrate with campus services?
37. Does technology sustainability matter, or is the class intended as a once-and-done drive-by?
38. Is MOOC participation a long-term investment with specific expected and measurable outcomes (defined return on investment?)? Or is it an image-driver?
39. What is the financial sustainability model for the investment?
40. Who is the intended audience - general public? Open prospective students? Defined future students? Alumni and constituent connections? Does it matter?
41. What is the marketing plan and expected catalog presence, and who owns development of this?
42. Is there a path to connect the MOOC participants to an ongoing relationship to the university?
43. What are the technical skills of the supporting MOOC organization?
44. Is the campus “video creation” ready?
45. Is there an instructional design group available for support?
46. Is there an approval process such that the course quality is reviewed before distribution?
47. Is there a technical review and quality approval process to verify that the course can be successfully scaled to a large MOOC audience?
48. Are library resources needed to support students enrolled in the MOOC?
49. If library resources are needed, does MOOC headcount affect library licensing costs?
50. Are there any ERP costs related to MOOC support?
51. Are there any other software or database licenses implemented that need review for potential cost increases?
52. Is there an impact on student headcount reporting to the state or to IPEDS?
53. If record volumes explode, storage costs will increase; is there a plan to analyze the MOOC offering through to records and resultant storage costs?
54. Is the network ready to handle MOOC offerings or are there related costs?
55. What does success look like for both the course and the institution?