• Use 1 management system across the University. This would make it easier for students.
• We must identify the needed training and technological support before continued growth. (Who EMAT/ IT Center)
• All classes should be run through one CMS so students do not have to access multiple online websites to have to get their course material. Use the University CMS to link out to other websites...consequences?
• Certain competency of both faculty and students to effectively use online delivery to facilitate learning
• Consistency
• No faculty should be required to teach online
• No student should attend an online class without assessment and follow-up tutorial if necessary
• No faculty should teach online without assessment and follow up training
• Collaboration. Collaboration with academic services such as info discover library, online academic services such as academic support become more online oriented
• Quality should be regularly assessed for online. Poor quality courses should result in training requirements
• No one will be required to teach online
• Only those that have demonstrated competence can teach online
• Online should not replace face to face classes or be used by faculty in a “mixed” delivery to avoid coming to campus to work on Fridays
• Do online classes make sense financially and do they meet integrity standards (proctored tests)
• Each course should demonstrate a specified standard of student satisfaction, course completion and student learning achievement when standards not achieved coaching should ensue followed by removal from teaching after a specified improvement period
• Online teaching and learning requires skills and methods that are different from those required face to face teaching and learning
• We are not Phoenix!
• Whatever the method or mode, the focus must be on make sure students learn
• Use a single learning management system (CMS)
• Integrate CMS with other systems at FSU
• All instructors teaching online classes should complete levels 1, 2, and 3 of the FSU/FCTL “Certified online instructor training” classes
• Teaching online classes should be voluntary
• Online policy: promote online classes off campus rather than on campus
• If faculty teach fully online or blended, then they are “the face of Ferris.” There should be some “standard” before the faculty can speak for Ferris
• Parameters of practice: Introduction to quality matters standards of design of instruction, introduction to delivery of online instruction, choice in teaching method (not forcing faculty to teach in any certain modality)