The purpose of shared practices is two-fold. First, they assure that Spalding University’s most valued principles are perpetuated and elevated across all programs in the online world. Second, shared practices promote shared expectations among students who enroll in Spalding online classes.

The academy of faculty in each program control and are accountable for the quality of online programming. Shared practices constitute agreement across programs.

**Shared Practices**

1. Faculty development and preparation
2. Course Quality and Equivalency
3. Engagement
4. Disclosure
5. Accessibility

**Faculty development and preparation**

Coaching and training

All Spalding online instructors will receive Spalding-sponsored coaching in the design and delivery of online instruction before they may teach an online class. Although some instructors may already have such skills, they will be required to participate in **outcome-based** online coaching; it is assumed that their existing competencies will allow rapid completion of the coaching objectives. [Coaching engagement agenda](#).

**Continuing professional development**

Faculty who teach online classes are expected to continue to develop their skills via multiple resources provided by the staff of the Spalding online Collaboratory and to document their continued coaching in their annual Faculty Performance Evaluation. Program leaders are encouraged to put goals in individual faculty Professional Development Plans and group-level goals in Unit Scorecards for continued online instruction coaching.

**Good practices**

The Spalding online Collaboratory is committed to keep up with best practices, as well as emerging developments in online instruction and learning, and to providing this
information and instruction to all faculty. All faculty teaching online classes are expected to use all available information to keep their classes on the cutting edge technologically and peda/androgogically.

**Access to technology**

Faculty delivering online classes must have, at a minimum, convenient access to browsing technology and Internet connectivity which are available on Spalding University Campus.

**Course quality and equivalency**

Quality of online teaching and learning is assessed by and accountable to collective faculty in each discipline. All learning outcomes in a given Spalding course, whether taught in online, face to face, augmented or hybrid formats must be equivalent across modalities. Each course will have a distinct course number and learning outcomes. The course syllabus may reflect individual instructional preferences. Although each Spalding course will be developed by a particular faculty member or collaboration of faculty members, any qualified faculty may also deliver the course. That faculty member teaching a previously developed course must use the standard learning outcomes which were approved for that course by the home discipline to which the course belongs. The learning experiences used to teach those outcomes, however, may be varied by the subsequent instructor. As stated above, all course content is subject to the approval of the home discipline.

Spalding is known for its delivery of quality education, and online education is no exception. Each Spalding online course must pass a quality review guided by the development worksheet after the faculty member has developed it. Once this quality check has been passed, the syllabus and Moodle site must be evaluated and approved for content and peda/andragogy by the discipline through which the course is offered. The chair of the discipline or the director of the program will decide how this review is to be accomplished. Only then may the course be offered as an online class. As a part of the Office of Academic Affairs, the Collaboratory will maintain, for each program, an electronic folder containing a completed assessment of quality of course development containing the signature of program chair. A quality review will be performed on an annual cycle. Changes are made to the course as determined by the faculty and department
Continuous improvement

Implementation of a continuous improvement model assures that the course content and delivery honors the most effective pedagogy and technology to support the mastery of learning outcomes resulting in higher student success rates, assess the effectiveness of shared practices and continually update and improve shared practices. The continuous improvement practices should be conducted by each participating program and applied to each online course on an annual cycle.

Engagement  Connectedness

Spalding University has had a long-time commitment to providing high engagement learning experiences to students in our face-to-face classes via such features as small classes and instructor availability. We are committed to providing this same level of student/faculty engagement in our online environment. Research is clear that the single most reliable predictor of a student's success is the student's feeling of connected to her instructor, class, and institution. The learning platform (currently MoodleRooms) on which every Spalding online class is based, has many features that support engagement, such as forums, chats, blogs, and wiki's. Faculty are expected to utilize these fully and creatively to create a sense of engagement between themselves and the learners in their classes. A video introduction by the instructor delivering the classes will also personalize the class for students; faculty are expected to create one for each online course they teach.

Responding to students

Another important part of engagement is the response time to student inquiries of any kind (phone, email, voice mail, etc). Instructor response time to student email should be no more than 24 and each instructor will include virtual office hours.

Synchronous activities

An important feature of online learning is that students have more freedom to schedule their learning activities for a course. Consequently, mandatory synchronous activities involving the entire class being present for an online meeting should be used sparingly unless critical to effective delivery. There should be many opportunities for one-to-one contact between instructor and students, at times convenient to both, such as online office hours.
Student-student engagement:

Online classes will be designed to promote engagement via use of the Moodlerooms capabilities discussed above. Although Spalding Online classes are designed for as few as one student, all courses and classes should be designed for multiple students for as increasing numbers of students enroll in Spalding Online, most classes are expected to have enough students enrolled to promote student-to-student engagement. If a class has only one student enrolled, the student-to-student engagement feature can be omitted or can, if appropriate, may be linked to such engagement in a face-to-face class.

Disclosure:

All class activities are disclosed in the class schedule, class homepage or in the syllabus; this is especially important for any and all required live or in-person activities such as live chat sessions and proctored testing. Live activities must be disclosed in the course schedule so that students are informed before deciding to enroll.

Accessibility:

All Spalding Online courses are accessible to students with physical challenges such as those with visual or hearing impairments. Accordingly, all Spalding Online courses are designed to meet Universal Design for Learning (UDL) principles and strategies. *Universally designed curriculum overcomes limitations by incorporating three principles of flexibility into the design:*

- Multiple methods of presentation
- Multiple options for participation
- Multiple means of expression

The following activities are minimum required items for compliance. Deviation from these activities requires consultation with the Director of Student Support Services.

1. High contrast for those who are color blind.
2. Voice captioning for all power point presentations.
3. Tagging pictures with complete description of image.
4. Captioning for all videos.
5. Materials, handouts, syllabi etc. should be provided in Microsoft Word.