BEST PRACTICES FOR
TEACHING ONLINE

CAMPUS IMPLEMENTATION GUIDE

mountainviewcollege.edu/bpto

COLLABORATIVE INNOVATION.
DISCOVER THE POSSIBILITIES.

For over a year, Mountain View College, part of the Dallas County Community College District, has worked with dedicated faculty and support staff across the institution to research, evaluate, and create the "Best Practices for Teaching Online" framework. This faculty-driven design and development process directly supports our institutional partnership with the National Institute for Staff and Organizational Development, to promote a nationally recognized professional development program that celebrates excellence in teaching and learning practices. The goal of this partnership is to prepare faculty to successfully teach online, promote quality and consistency across online courses, and support student success.

Through this partnership we have also had the opportunity to work with a variety of higher education institutions that value the same principles of excellence. We recognize that each individual institution may struggle with faculty professional development efforts and we seek to provide a nationally recognized solution related to online teaching and learning practices.

We thank you for your review and consideration of the Best Practices for Teaching Online program. It has been truly amazing to see what can be accomplished when institutions work together towards common goals and we hope to continue this collaborative partnership with even more institutions in the future.

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Vice President of Instruction

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Elgin Community College
Bright Choice. Bright Future.

Harper College

HILL COLLEGE

TJC

PALM BEACH STATE
COLLEGE

RIO SALADO COLLEGE
A MARICOPA COMMUNITY COLLEGE

ALAMO COLLEGES DISTRICT
Palo Alto College

ABOUT THE PROGRAM

PEER DRIVEN.
NATIONALLY RECOGNIZED.

"Best Practices for Teaching Online" (BPTO) is a competency-based online faculty professional development program. BPTO has been collaboratively developed, features online students and faculty across multiple institutions, and is officially recognized by the National Institute for Staff and Organizational Development (NISOD).

COLLABORATIVELY DEVELOPED.
OPENLY ACCESSIBLE.

BPTO prepares faculty to implement quality course design practices, supporting an informal course development process (non-evaluative). This program is the result of collaboration between multiple higher education institutions who have worked together in support of online faculty.

The course is openly accessible (public) and there is no cost associated with participation, consideration, or adoption. An estimated 4-6 hour faculty commitment is required to complete all course materials and can be applied towards annual professional development requirements.

REDEFINING FACULTY DEVELOPMENT. ONE INSTITUTION AT A TIME.

Do you struggle with faculty development? Do you lack a team of dedicated instructional designers? While there are multiple professional development programs that exist to support faculty preparedness and online course design, only one is the right one for your faculty.

BPTO begins with a single-page, self-support resource called the Faculty Checklist. The Faculty Checklist can be used on its own, as a self-support resource, or in tandem with the fully developed online course. Lastly, successful completion of the course provides faculty with a nationally recognized certificate from NISOD (for member institutions).

The entire program has been designed for institutions that struggle with a formal faculty development program, lack the funding required to participate in paid programs, or lack dedicated instructional design teams. Finally, there exists a development program that is easy to understand, easy for faculty to utilize, and doesn't cost a dime.

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FACULTY PARTICIPATION

MULTIPLE OPTIONS.
THE CHOICE IS YOURS.

All faculty at your institution deserve a chance to participate in the BPTO program and be formally recognized by NISOD for successful completion. Whether they participate as individuals, as a cohort, or are formally nominated, we recommend an approach tailored uniquely to your institution. Some options include:

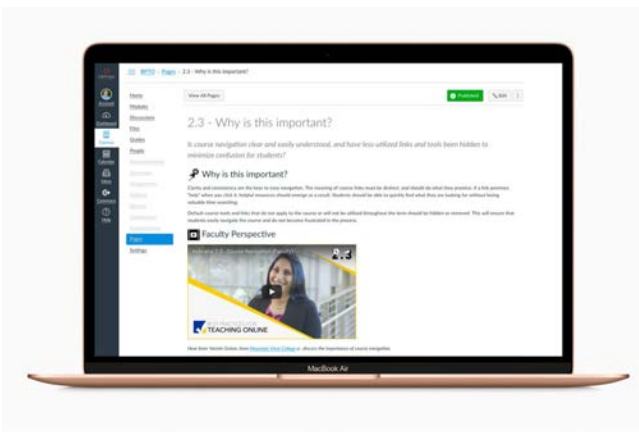1. Utilizing the Faculty Checklist
2. Adopting the online course
3. Gaining recognition via NISOD

OPEN TO ALL FACULTY.
EXCEPTIONAL RESULTS.

At Mountain View College we allowed every faculty member (both full and part-time) to request participation in the very first cohort. Nominations were then reviewed by Instructional Deans and the VPI to determine the 15 finalists who would ultimately drive organizational change and represent the institution. We're pleased to say that we've had a 100% success rate from faculty participants and each have been recognized formally by NISOD.

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PROGRAM FRAMEWORK

FACULTY FOCUSED. STUDENT CENTERED. COMPETENCY BASED.

The program has been designed with industry best practices in mind, filled with relevant teaching and learning methodologies, and provides faculty and student perspectives via video interviews from a variety of higher education institutions.

ADVANCED MODULES.
BUILT FOR SIMPLICITY.

Based on the Faculty Checklist, each module is comprised of 3-5 indicators constructed to ensure quality in online course design.

Modules include:
1. Course Introduction
2. Design and Layout
3. Course Alignment
4. Learner Engagement
5. Universal Design and Accessibility

LEARN BY DOING. FACULTY LEARNING OUTCOMES.

BPTO places faculty in the role of students, assigns homework, and includes end-of-unit assessments that must be passed (with at least a score of 90%) in order to advance to the next module. This hands-on approach provides faculty with an appreciation and understanding of effective online teaching and learning practices.

Participants in BPTO will:
- Recognize attributes of best practices
- Express and exchange ideas with peers
- Apply the Faculty Checklist to an online course
- Construct well designed learning objectives
- Reflect and relate best practices to personal development process

FORMAL RECOGNITION

Upon completion of the competency-based course (a 4-6 hour commitment), faculty will receive digital credentials, as well as formal recognition via a certificate from NISOD.

LEARN. EARN. SHARE.

THE POWER OF CREDENTIALS.

Each module within the course awards a digital credential through successful completion. These digital credentials can easily be shared across social media and professional networks to proudly display and share faculty achievements.

INSTITUTIONAL DEVELOPMENT.

NATIONAL RECOGNITION.

Beyond a certificate, if faculty or institutions participate in the annual International Conference on Teaching and Leadership Excellence, they will be recognized on stage as part of the official closing ceremonies. With so many options, how will your institution choose to support and recognize faculty achievement?

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