



2016-2017

CATALOG

Faculty and Instructional Development
& Teaching/Learning Academy

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What is Faculty and Instructional Development?

Are you interested in enhancing your practice, developing new and innovative strategies and improving your students' learning? How about learning from your colleagues and sharing your expertise in a collaborative community within your campus, discipline or division?

Valencia's comprehensive, competency-based faculty development program, offered through the Office of Faculty and Instructional Development, provides a variety of opportunities for all faculty members, from face-to-face seminars to online and hybrid courses. Courses are uniquely designed and facilitated by Valencia experts — your colleagues. Faculty development programs are centered in the Essential Competencies of a Valencia Educator. See page 6 for information on the Essential Competencies.

What is the Teaching/Learning Academy?

The Teaching/Learning Academy (TLA) supports new professors, counselors and librarians as they develop individualized learning plans, a fundamental phase of the tenure process designed to assist tenure candidates to expand and improve their professional practices and students' learning. The goal of the TLA is to help tenure-track faculty develop a reflective approach to their teaching that is anchored in the tenets of action research and the Essential Competencies of a Valencia Educator (see page 6 for information on the Essential Competencies). The TLA provides support on pedagogy, course design, student development and professional portfolio development.

How to Register for Courses

Visit the Valencia EDGE to search for, find information on and register for Faculty Development and Teaching/Learning Academy courses, as well as view your transcripts.

To access the Valencia EDGE:

- Log in to Atlas.
- Click on the Faculty tab.
- Click on the Access Valencia EDGE graphic in the Faculty Development Channel. A new window will open.
- Click on My Courses on the top right.

Here you can view the course calendar, access your transcript, search and register for courses, browse the course catalog, seek advising and consultation services and check your training in progress.

Have questions? Visit a Campus Center for Teaching/Learning Innovation to learn more.

EAST CAMPUS

Building 4, Room 133
407-582-2425

LAKE NONA CAMPUS

Building 1, Room 344
407-582-7128

OSCEOLA CAMPUS

Building 4, Room 124
407-582-4918

WEST CAMPUS

Building 6, Room 326
407-582-5826

WINTER PARK CAMPUS

Room 126
407-582-6919

Campus Centers for Teaching/Learning Innovation

A place where faculty learning, collaboration, innovation and scholarship contribute to the greater success of our students, faculty and community.

Campus Centers for Teaching/Learning Innovation enhance our commitment to supporting all faculty members in improving teaching excellence and student learning. The intention of each campus Center for Teaching/Learning Innovation is to create a hub for collaboration and intellectual inquiry that serves as a catalyst for the expansion of campus-based communities of practice and the advancement of teaching, learning, scholarship and technology.

Visit the Centers for Teaching/Learning Innovation to:

- Learn more about faculty and instructional development courses and programs
- Create a plan for your development
- Learn more about pedagogy and course design
- Meet one-on-one to discuss best practices in teaching, learning and technology
- Learn about tools, support and resources essential to your success
- Integrate technology in your classroom to enhance student learning
- Create course content and materials for all instructional modalities using a variety of software
- Develop interactive and multimedia resources according to established best practices
- Effectively use presentation software (PowerPoint and Prezi)
- Use various Atlas tools, Faculty Front Door, OneDrive and Outlook
- Implement tools for formative and summative assessment (Qualtrics, CourseEval, ExamView, TestGen, Diploma, Camtasia, SoftChalk, Respondus, StudyMATE, SafeAssign, Classroom Performance System (CPS), Turning Technologies and other instructional software available on your campus
- Receive support for Blackboard-related questions

The Centers also provide work spaces for collaborating with and learning from colleagues; computers, scanners, printers and fax; and a professional development library containing books and materials in support of the Essential Competencies of a Valencia Educator.

East Campus

Building 4, Room 133
407-582-2425

Winter Park Campus

Room 126
407-582-6919

West Campus

Building 6, Room 326
407-582-5826

Osceola Campus

Building 4, Room 124
407-582-4918

Lake Nona Campus

Building 1, Room 344
407-582-7128

Consultation

Faculty and Instructional Development offers one-to-one and group consultations to support all faculty in a broad range of topics related to teaching, learning and technology.



Contact a Faculty and Instructional Development team member or visit your [Center for Teaching/Learning Innovation](#).



Essential Competencies of a Valencia Educator

Teaching is a profession defined by essential competencies that develop from the changing needs of our educational community. These competencies serve as the foundation of our ongoing development as teachers, counselors and librarians.

At Valencia, we have defined seven Essential Competencies that were developed by our academic community of deans and faculty. Over the course of an entire career, faculty members continually develop their expertise in these essential competencies.

Faculty Development supports all faculty members as they expand their professional practices, examine their ongoing development of the Essential Competencies of a Valencia Educator, and engage in continuous improvement processes that result in student learning. As such, these seven Essential Competencies of a Valencia Educator form the foundation of all of our faculty development opportunities.

Valencia's Seven Essential Competencies are:

- Assessment as a Tool for Learning
- Inclusion & Diversity
- Learning-centered Teaching Practice
- LifeMap
- Outcomes-based Practice
- Professional Commitment
- Scholarship of Teaching & Learning

PREFIX
ASMT

Assessment as a Tool for Learning

Valencia educators will develop student growth through consistent, timely formative and summative measures, and promote students' abilities to self-assess. Assessment practices will invite student feedback on the teaching and learning process as well as on student achievement.

PERFORMANCE INDICATORS: EVIDENCE OF LEARNING

The faculty member will:

- design and employ a variety of assessment measures and techniques, both formative and summative, to form a more complete picture of learning (e.g., classroom assessment techniques, authentic assessments, oral presentations, exams, student portfolios, journals, projects, etc.)
- design activities to help students refine their abilities to self-assess their learning
- employ formative feedback to assess the effectiveness of teaching, counseling, and librarianship practices
- employ formative feedback loops that assess student learning and inform students of their learning progress
- communicate assessment criteria to students and colleagues
- give timely feedback on learning activities and assessments
- evaluate effectiveness of assessment strategies and grading practices
- align formative and summative assessments with learning activities and outcomes

PREFIX
LCTS

Learning-centered Teaching Practice

Valencia educators will implement diverse teaching and learning strategies that promote active learning and that foster both acquisition and application of knowledge and understanding.

PERFORMANCE INDICATORS: EVIDENCE OF LEARNING

The faculty member will:

- employ strategies that engage students to become more active learners (e.g., reference interviews, counseling inquiry, engaging lectures, classroom discussions, case studies, scenarios, role-play, problem-based learning, inquiry-based learning, manipulatives, etc.)
- encourage students to challenge ideas and sources (e.g., debates, research critiques, reaction reports, etc.)
- use cooperative/collaborative learning strategies (e.g., peer to peer review, team projects, think/pair/share, etc.)
- incorporate concrete, real-life situations into learning strategies
- invite student input on their educational experience (e.g., choice among assignment topics, classroom assessment techniques, etc.)
- employ methods that develop student understanding of discipline's thinking, practice, and procedures
- employ methods that increase the students' academic literacy within the discipline or field (e.g., reading, writing, numeracy, technology skills, information literacy, etc.)

PREFIX
INDV

Inclusion & Diversity

Valencia educators will design learning opportunities that acknowledge, draw upon and are enriched by student diversity. Diversity has many dimensions, including sex, gender identity, sexual orientation, race, ethnicity, socio-economic background, disability, cognitive styles, skill level, age, religion, etc. An atmosphere of inclusion and understanding will be promoted in all learning environments.

PERFORMANCE INDICATORS: EVIDENCE OF LEARNING

The faculty member will:

- design and support learning experiences that address students' unique strengths and/or needs
- diversify the curricular and/or co-curricular activities to increase the presence of historically underrepresented groups
- use diverse perspectives to engage and deepen critical thinking
- create a learning atmosphere with respect, understanding, and appreciation of individual and group differences
- challenge students to identify and question their assumptions and consider how these affect, limit, and/or shape their viewpoints
- ensure accessibility of course content in alignment with federal law and Valencia standards

PREFIX
LFMP

LifeMap

Valencia educators will design learning opportunities that promote student life skills development while enhancing discipline learning. Through intentional inclusion of growth- promoting strategies, faculty will facilitate the students' gradual assumption of responsibility for making informed decisions and formulating and executing their educational, career, and life plans.

PERFORMANCE INDICATORS: EVIDENCE OF LEARNING

The faculty member will:

- establish student & faculty contact that contributes to students' academic, personal, and professional growth
- employ digital tools to aid student contact (e.g., Atlas, MyPortfolio, Blackboard, Ask-A-Librarian, email, etc.)
- seek out struggling students and identify options through dialog and appropriate referrals
- help students assume responsibility for making informed academic decisions (e.g., degree requirements, transfer options, financial aid, etc.)
- guide students in developing academic behaviors for college success (e.g., time management, study, test and note taking strategies, etc.)
- help students identify academic behaviors that can be adapted as life skills (e.g., library search skills, decision-making, communication skills, scientific understanding, etc.)
- assist students in clarifying and developing purpose (attention to life, career, education goals)

PREFIX
LOBP

Outcomes-based Practice

The Essential Competency areas of Outcomes-based Practice and Assessment work hand in hand, but they are not the same thing. Outcomes-based Practice is the process of identifying what the learner should be able to do as a direct result of teaching/learning activities. Effective assessment helps us measure the level at which students achieve these desired outcomes. Creating appropriate outcomes is a different area for study and practice, crucial in establishing expectations for students. Valencia educators will design and implement learning activities that intentionally lead students towards mastery in the student core competencies (Think, Value, Communicate, and Act) as well as the related course and program outcomes.

The key question is “What will students be able to do as a result of the instruction?”

PERFORMANCE INDICATORS: EVIDENCE OF LEARNING

Valencia educators will design curriculum that aligns elements of student learning toward growth in the Student Core Competencies and progression through course sequences, by the demonstration of Program Learning Outcomes.

The faculty member will:

- create a new, or revised, learning outcomes for a unit, course or program that meets the criteria for learning outcomes (this performance indicator must be used in conjunction with at least one other Outcomes-based Practice indicator for demonstration in faculty portfolios)
- align unit, course, and/or program outcomes with one or more student core competencies (Think, Value, Communicate & Act)
- collect evidence of progress toward student achievement of unit, course or program learning outcomes
- sequence learning opportunities and assessments throughout units, courses, programs, and developmental advising to build student understanding and knowledge
- help students understand their growth in the acquisition of student core competencies (Think, Value, Communicate & Act) and program learning outcomes
- use evidence of student learning to review and improve units, courses, and programs (in classroom, counseling and library settings)
- ensure that unit, course, and program learning outcomes are current and relevant for future academic work and/or vocational and employment opportunities

PREFIX
PRFC

Professional Commitment

Valencia educators will stay current and continually improve their mastery of discipline/academic field, their excellence in pedagogy, and their active participation in the college's learning mission.

PERFORMANCE INDICATORS: EVIDENCE OF LEARNING

The faculty member will:

- stay current in discipline/academic field (e.g., professional organizations, conferences, journals, reading in the discipline, field work or clinical experience, etc.)
- contribute to discipline/academic field (e.g., publications, presentations at discipline-based conference, poster sessions, writing articles, editing learning material, curriculum development, field work, sharing clinical experience, contributing to textbooks, sharing research with peers, etc.)
- stay current with technological tools and/or platforms within discipline and at the college
- engage in ongoing discourse surrounding division, campus, and college work (e.g., meetings, ongoing committees, work teams, task forces, "Big Meetings," governing councils, etc.)
- collaborate with peers both in and out of discipline/academic field (e.g., developing educational materials to be shared, peer observation of teaching, mentoring programs, learning partners, etc.)
- engage in expanding and building institutional, programmatic and personal connections to the wider community (e.g., community involvement, service learning, civic engagement, board of [museums, hospital, etc.], partner K12 schools, student development leadership or activities, etc.)

PREFIX
SOTL

Scholarship of Teaching & Learning

Valencia educators will continuously examine the effectiveness of their teaching, counseling, librarianship and assessment methodologies in terms of student learning. They also will keep abreast of the current scholarship in the fields of teaching and learning.

For tenure-track candidates, all indicators must be addressed to demonstrate this Essential Competency. An action research project is an efficient method of demonstrating all indicators.

PERFORMANCE INDICATORS: EVIDENCE OF LEARNING

The faculty member will:

- produce professional work (action research or traditional research) related to teaching and learning, that meets the Valencia Standards of Scholarship
- build upon the work of others (consult experts, colleagues, self, students)
- be open to constructive critique (by both peers and students)
- make professional scholarly work public to college and broader audiences through Valencia's research repository and other means
- collect evidence of the relationship of SoTL to improved teaching and learning
- demonstrate use of current teaching and learning theory & practice



Course Offerings

Courses are designed to provide faculty with unique opportunities to work with colleagues, engage in meaningful discussions about learning-centered topics and develop strategies to create an effective learning environment for face-to-face, hybrid and online courses.



PREFIX
ASMT

ASSESSMENT

The following assessment courses are designed to help participants use assessment as a tool for improving student learning.

Discipline-specific Topics

ASMT1116 VARIABLE PD HOURS

Courses created in collaboration with deans/departments to focus on discipline content. Topics vary from year to year; course may be repeated for credit.

Reading Circle

ASMT1151 VARIABLE PD HOURS

A reading circle discussion of a selected text on assessment issues in higher education. Participants will be expected to engage with the text and with each other, as well as being willing to try new techniques with their students and report back to the discussion about their results. (Variable credits; course may be repeated for credit.)

Assessment as a Tool for Learning

ASMT2121 2 PD HOURS

Assessment at its best promotes students' learning; it doesn't just measure it. This seminar explores how to align learning outcomes with learning opportunities to create an effective assessment cycle. Participants will learn how to use formative and summative assessment methods, ensure alignment between learning activities and assessments, promote students' self-assessment, and use regular, systematic feedback in the learning cycle.

NOTE: This course is part of the TLA Core Seminar series and open to all faculty.

Classroom Assessment Techniques

ASMT2122 10 PD HOURS

This introductory course examines classroom assessment techniques that promote student learning through consistent, timely, and formative measures. Also examined will be assessment practices that invite student feedback on the teaching and learning process, as well as on student achievement. In order to complete the weekly assignments, participants should be teaching a course while enrolled.

TLA Roundtable 3 - CATs

ASMT2124 1 PD HOUR

Participants will explore classroom assessment techniques (CATs) to assess student needs.
NOTE: This roundtable is for Year 1 tenure candidates only.

TLA Roundtable - Surveys/ Assessment Tool Workshop

ASMT2220 1 PD HOUR

This roundtable session is intended for TLA candidates in their second year of the process. In this roundtable, candidates will discuss elements of survey writing, and workshop a draft survey.
NOTE: This roundtable is for Year 2 tenure candidates only.

Understanding and Designing Rubrics

ASMT2227 5 PD HOURS

In this online, interactive course, participants will learn the elements of rubric construction and examine a variety of models to use in creating their own discipline-specific rubrics.

Authentic Assessment

ASMT2228 5 PD HOURS

In this course, participants will examine assessment methods that require students to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.

Assessing Higher Order Thinking Through Multiple Choice Questions

ASMT2229 VARIABLE PD HOURS

In this course, faculty members will enhance their ability to develop, test, and revise multiple choice questions drawing on hands-on activities that use examples from Valencia College faculty. Issues of validity including reliability will be included in the conversation.

Essay Question Development and Analytical Thinking

ASMT2230 2 PD HOURS

This workshop has been designed to share research findings and effective practices for writing and grading essay exam questions. We will practice critiquing questions and developing our own. We will also look at controversial issues related to this form of assessment. The workshop has been designed around the book *Analytic Thinking* by Dr. Linda Elder and Dr. Richard Paul (2010). Participants should be able to apply the standards they provide to (1) develop effective essay questions; (2) critique essay questions; and (3) create learning activities to prepare students for this kind of assessment.

Selected Topics

ASMT2910 VARIABLE PD HOURS

Courses on special topics concerning assessment. Topics vary from year to year; course may be repeated.

Implementing Rubrics for Program Assessment

ASMT3220 3 PD HOURS

This course has been designed as an interactive working session for faculty implementing rubrics for the review of student work across course sections/courses. Faculty members participating from the same programs will be invited to use their own student work. The session will cover sampling, inter-rater reliability, forming of review teams, and the consistent application of criteria to student artifacts and assignments for the assessment of program learning outcomes.

Strengthening Teaching and Learning Using Student Feedback On Instruction

ASMT3222 2 PD HOURS

This course will introduce faculty members to the basics of student assessment of instruction at Valencia College through our online course evaluation system, including ways of increasing student participation. Advanced topics will also be covered such as the development of customized evaluation questions, the development of formative midterm assessment measures, and strategies for acting on your results in terms of teaching practices and professional portfolio development.

QM: Peer Reviewer Training

ASMT3232 6 PD HOURS

This course will explore the Quality Matters project and processes, and will prepare the participant to be part of an initiative that impacts the design of online courses and ultimately, student success. After successfully completing this course, participants will be eligible to serve on a Valencia Quality Matters peer course review.
NOTE: This is a required course for Digital Professor Certification.

QM: Refresher Training

ASMT3234 1 PD HOUR

This course is designed to highlight the changes to the Quality Matters Rubric and prepare participants to conduct internal Quality Matters reviews using the updated Quality Matters Rubric. Prerequisite: This course is for participants who have already taken ASMT3232, QM: Peer Reviewer Training.

Quality Matters Peer Review Panel Training

ASMT3235 VARIABLE PD HOURS

The purpose of this course is to prepare faculty members to serve on an internal Quality Matters peer review team. This course is required for faculty who will serve as committee members or as the committee chair. Prerequisite: This course is for participants who have already taken ASMT3232: QM: Peer Reviewer Training and have been selected to serve on a peer review team.

ILP Review Panel Training

ASMT3321 6 PD HOURS

This online course prepares tenured faculty members to evaluate the contents of an ILP and to carry out a tenure candidate's ILP review.
NOTE: Attendance is limited to deans, directors, and tenured faculty members serving on an ILP panel. Participants are also required to register for ASMT3324 to receive credit for the wrap-up.

 **Portfolio Review Panel Training**

ASMT3322 6 PD HOURS

The purpose of this hybrid course is to help prepare tenured faculty members to evaluate a faculty portfolio according to the standards described in the established rubric.

NOTE: Attendance is limited to deans, directors, and tenured faculty members serving on an ILP panel.

 **ILP Norming**

ASMT3324 2 PD HOURS

Panelists will review the expectations and framework of the ILP Review Panel meeting and practice applying the rubric in their evaluation of a mock ILP.

NOTE: Attendance is limited to ILP panelists who have completed the 6-hour online ILP Review Panel Training (ASMT3321) within the last year.

 **Portfolio Norming**

ASMT3325 2 PD HOURS

Panelists will review the elements and requirements of the Faculty Portfolio and practice applying the rubric in their evaluation of a mock portfolio.

NOTE: Attendance is limited to portfolio panelists who have completed the 6-hour hybrid Portfolio Review Training (ASMT3322) within the last year.

 **Authentic Learning and Online Assessment**

ASMT3353 2 PD HOURS

Concepts and best practice strategies from current literature about learning-centered online testing and grading are presented. Participants will share strategies and suggestions to design and improve online authentic assessments.

NOTE: This is a required course for Digital Professor Certification.

 **Enhancing Online Learning**

ASMT5231 VARIABLE PD HOURS

Participants will explore how to improve online/hybrid learning using the Essential Competencies of a Valencia Educator, best practices in course design and quality online standards. The use of data as a tool to inform decisions and using the Learning Management System will also be emphasized.

NOTE: This course is designed for all deans and program chairs/coordinators who have or have not taught online.

 **Evaluating Online Quality**

ASMT5232 VARIABLE PD HOURS

Participants will explore best practices for online/hybrid course design and facilitation, and will learn how to apply rubrics in course reviews and in development choices. Participants will also use the online observation tool to observe and online course.

NOTE: This course is designed for all deans and program chairs/coordinators who have or have not taught online.



PREFIX
INDV

INCLUSION & DIVERSITY

The following courses are designed to help participants form an inclusive learning environment that respects diverse talents and ways of learning.

Discipline-specific Topics

INDV1116 VARIABLE PD HOURS

Courses created in collaboration with deans/departments to focus on discipline content. Topics vary from year to year; course may be repeated for credit.

Reading Circle

INDV1151 VARIABLE PD HOURS

A reading circle discussion of a selected text on Inclusion and Diversity issues in higher education. Topics will include creation of inclusive learning environments, student learning styles, student motivation to learn, culture, gender, race and ethnicity. Participants will be expected to engage with the text and with each other, as well as being willing to try new techniques with their students and report back to the discussion about their results. (Variable credits; course may be repeated for credit.)

The Global Community College

INDV1152 20 PD HOURS

Virtually all faculty members find themselves working with students from many cultures. This online scenarios-based course focuses on increasing our awareness of student cultural and linguistic differences. Participants will acquire strategies for engaging our diverse student population and enabling all students to reach their academic goals.

Making Learning Accessible

INDV1153 10 PD HOURS

This online course is designed for faculty and staff who wish to develop an enhanced awareness of learner diversity including those with disabilities. This course will assist faculty in identifying and utilizing strategies in order to create an optimal learning environment to teach all learners.

Introduction to Accessibility

INDV1154 VARIABLE PD HOURS

Participants will learn about major components of accessibility as well as how to infuse these components into their courses and instructional materials. This course will emphasize universal design and best practices regarding accessibility.

TLA Roundtable 2 - Inclusion and Diversity

INDV2120 1 PD HOUR

Participants will reflect on strategies to increase inclusion. NOTE: This roundtable is for Year 1 tenure candidates only.

Inclusion & Diversity

INDV2151 2.5 PD HOURS

In this seminar, participants will investigate learning opportunities that acknowledge, draw upon, and are enriched by student diversity and create atmospheres of inclusion and understanding. Participants will reflect on power differentials in the classroom, ways to increase inclusion and minimize exclusion, and some theoretical underpinnings of Inclusion and Diversity. NOTE: This course is part of the TLA Core Seminar series and is open to all faculty.

Introduction to StrengthsQuest

INDV2252 VARIABLE PD HOURS

In this introductory course, participants will develop an understanding of strengths-based education. Through self-discovery, participants will explore their talents, and as a result, learn how to facilitate students' discovery of talents. Participants will receive an overview of Gallup's research, explore strategies that can be implemented to maximize students' talents and discuss ways to infuse strengths-based development into an environment that supports wellbeing among students, staff and faculty.

NOTE: This is an optional course for LifeMap Certification.



The Art and Science of Learning and the Brain

INDV2254 2 PD HOURS

In this course, participants will examine the relationship between the ways people learn and the biology of the brain. NOTE: This is an elective course in the Seneff Faculty Development program.



Multiple Perspectives

INDV2255 2 PD HOURS

In this workshop, participants will investigate teaching strategies to improve students' abilities to engage in conversation with alternative viewpoints. Participants will reflect on ways to reveal the importance of recognizing and engaging multiple perspectives as well as ways to motivate students to learn from reputable sources. NOTE: This is an elective course in the Seneff Faculty Development program.



Meeting the Needs of Student Veterans

INDV2256 3 PD HOURS

Participants will learn how faculty members can better assist student veterans in reaching their academic goals.



Engaging Historically Underrepresented Students in STEM

INDV2257 3 PD HOURS

The nation has stressed the need to educate more students in STEM (Science, Technology, Engineering, and Mathematics). This course will provide faculty with knowledge and tools to better serve their students through inclusive strategies and curriculum that have been shown to increase the numbers of historically underrepresented students choosing and ultimately succeeding in STEM fields.



Selected Topics

INDV2910 VARIABLE PD HOURS

Courses on special topics concerning Inclusion and Diversity. Topics vary from year to year; course may be repeated for credit.



Universal Design for Online Learning: Developing Digital Content

INDV3246 2 PD HOURS

Universal design for learning is “the design of products and environments usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.” Universal design benefits all users including students with unique learning needs. This course will explore the creation of digital course content that can be used by the broadest audience possible. NOTE: This is a required course for Digital Professor Certification.



Building Online Learning Communities

INDV3248 2 PD HOURS

This course will engage participants in the concepts, effective strategies and best practices in creating and maintaining an online learning community. NOTE: This is a required course for Digital Professor Certification.



Creating an Environment for Inclusive Excellence

INDV3251 3 PD HOURS

The diversity of our student perspectives grows each year, and the ways in which we create successful learning environments subsequently evolves. Through this course, you will engage with ideas and scenarios to help you create an environment inclusive of all learners while in consideration of individual differences.



Universal Design for Learning

INDV3256 2 PD HOURS

Participants will explore strategies for “universal design for learning” in a face-to-face classroom setting. This seminar will engage participants in effective strategies for designing an optimal learning environment that accommodates learner differences and unique learning needs.


LinC: Integrating a High-Impact Practice
INDV3259 20 PD HOURS

Learning communities are regarded as a high impact educational practice that has shown to be beneficial to college students from many backgrounds. This course will review the foundation of Valencia's LinC initiative, along with providing the necessary guidelines and strategies to build community in the classroom and implement integrated learning with two or more joined courses. The course will help you design a joint syllabus with a faculty partner from another discipline and partner with a Success Coach to support student learning. Successful completion of this course is required to teach a LinC course.

NOTE: This is an optional course for LifeMap certification and an elective course in the Seneff Faculty Development program.



Hola, Amigo de Educación Part I
INDV3340 10 PD HOURS

This introductory Spanish for educators course will allow faculty and staff to learn basic conversational Spanish and thereby be able to communicate more effectively with our Spanish-speaking students.


Hola, Amigo de Educación Part II
INDV3341 10 PD HOURS

This course builds upon the Hola, Amigo de Educación Part I course and is ideal for anyone seeking to improve upon basic skills in Spanish for educators.

NOTE: Completion of INDV3340: Hola Amigo de Educación Part I is recommended, but not required.


Internationalizing the Curriculum at Home: Creating Global Citizens Locally
INDV3351 20 PD HOURS

This course is designed to provide faculty members with the knowledge and resources to internationalize their courses through the development of a course internationalization toolkit, which will be shared with colleagues college-wide. Using an add-on, infusion or transformational approach to internationalization, participants will work in small groups to develop the student learning outcomes, course content, materials, activities and assignments, and assessments for a specific course. Successful completion of this course will enable participants to add a global learning designation to their courses.

NOTE: This is an elective course in the Seneff Faculty Development program.


Classroom Management
INDV3352 20 PD HOURS

Through a case-based approach, participants will examine effective community college classroom management processes and strategies that establish positive student achievement and behavior. Participants will discuss best practices and apply what they have learned to their classroom settings.


Cross-cultural Awareness and Infusion in the College Classroom
INDV3353 6 PD HOURS

Since cultural variations can have a profound impact on teaching and learning, this course focuses on cross-cultural awareness and some of the challenges with engaging students from diverse backgrounds. Participants will engage in a cross-cultural simulation role play in order to explore differences in belief and value systems. Strategies for building a more inclusive learning community both inside and outside of the classroom will be provided.

The Art of Facilitating Online Discussions

INDV3358 10 PD HOURS

This course is designed to enhance participants' ability to effectively facilitate discussions in the online environment. Participants will examine the facilitator's role in online discussions that build community and enhance student learning. Participants will enhance their facilitation skills through activities with their peers that simulate facilitator-student interaction.

NOTE: This is an optional course for Digital Professor Certification.

Working with Conflict

INDV7310 6 PD HOURS

In this course, faculty will learn about the components, roles, and needs active in conflict, identify their own conflict style, and be introduced to conflict resolution practices for the purpose of more productive and positive outcomes. Participants will engage in various exercises, including a self-assessment and mock negotiation for the purpose of integrating these skills into a working knowledge. This course will include two hours of reading prior to the session.

Creating a Safe Space for Dialogue

INDV7311 10 PD HOURS

This course will demonstrate techniques for establishing a respectful and inclusive environment that promotes healthy classroom dialogue. Dialogue can assist students in moving information from a memorized or theoretical understanding, to a more integrated, tangible and lasting knowledge. Participants will engage in best practices designed to promote discussion as a pedagogical tool. In registering for this course, you are committing to attend two meetings across two terms (one 4-hour and one 2-hour), complete the required reading, and integrate a conversation activity into your class.

Mindfulness Tools for Educators

INDV7312 3 PD HOURS

Contemplative pedagogy involves a wide range of teaching methods designed to cultivate a capacity for deeper awareness, concentration, and insight that create demonstrable neurobiological changes. Participants will be introduced to the nature, history, and status of contemplative practices used in mainstream education as a complementary pedagogic tool that fosters depth in learning. Participants will have the opportunity to experiment with and create a contemplative-based classroom practice and reflect upon how contemplation may innovatively meet the needs of today's students.

SEED Seminar Series

INDV7313 VARIABLE PD HOURS

SEED stands for Seeking Educational Equity and Diversity and is a national project, founded 27 years ago by Dr. Peggy McIntosh of Wellesley College. It utilizes a cohort-based monthly seminar model with the intention of creating gender fair, multiculturally equitable, and globally informed educational spaces and workplaces. SEED differs from other diversity programs in that SEED leaders do not lecture. Instead they lead their own colleagues in experiential, interactive exercises and conversation often stimulated by films and readings. The monthly seminars deepen participants' understanding of themselves, expand their knowledge of the world, and point the way to making schools more inclusive.

NOTE: To deepen the cohort experience, attendance is limited to the cohort. The application process to participate in SEED occurs in the Spring Term and is announced through the Juice and Faculty Insight newsletters.

SEED II Seminar Series

INDV7314 VARIABLE PD HOURS

SEED stands for Seeking Educational Equity and Diversity and is a national project, founded 27 years ago by Dr. Peggy McIntosh of Wellesley College. SEED II employs similar experiential facilitation methods as used in SEED I to further deepen participants' understanding of themselves, expand their knowledge of the world, and point the way to making schools more inclusive.

NOTE: This course is restricted to people who have completed INDV7313 SEED I. To deepen the cohort experience, attendance is limited to the cohort. The application process to participate in SEED occurs in the Spring Term and is announced through the Juice and Faculty Insight newsletters.





Danger of a Single Story

INDV7315 25 PD HOURS

The purpose of this course is to invite faculty participants to begin/continue to examine their professional and personal experiences using the lenses of race and ethnicity. You will be afforded the opportunity to tell your story while hearing the stories of others. In order to create a hospitable and accountable community, our journey will be guided by the 13 Principles of How We Treat Each Other of the Peace and Justice Institute. Participants will meet face-to-face and interact online with their colleagues using personal stories, assigned readings, discussion forums, videos and a field experience. In addition, each participant will design a new or transformed lesson/unit plan to be shared with peers. As a result of completing this course, participants will be better equipped with tools to work effectively in a pluralistic society, by improving the multicultural experience for themselves and their students.



How We Treat Each Other

INDV7316 2 PD HOURS

How We Treat Each Other gives participants effective tools for engaging in difficult conversations, empathetic listening, perspective taking, self-reflection and relationship building. By using the principles and their practices, we increase our capacity to be peace builders. Participants will learn how to implement these techniques in Valencia's varied learning environments.



PREFIX
LCTS

LEARNING-CENTERED TEACHING STRATEGIES

The following courses are designed to help participants employ teaching strategies to improve student learning.

Teaching in Our Learning College

LCTS1110 30 PD HOURS

This hybrid course introduces the Essential Competencies of a Valencia Educator and provides faculty with tools and resources to become more effective, learning-centered instructors.

NOTE: This is a required course for Associate Faculty Certification.

Succeeding with Online Group Work

LCTS1112 20 PD HOURS

This online course focuses on designing and facilitating group projects in the online environment. The focus is using student groups in online classes, but the insights will translate to the face-to-face classroom as well.

NOTE: This is an optional course for Digital Professor Certification.

Intro to the New Student Experience Course with StrengthsQuest

LCTS1114 VARIABLE PD HOURS

This coue will help prepare faculty to teach the New Student Experience course (SLS1122). Participants will learn about course curriculum, effective teaching strategies and resources related to the course.

In this introductory course, participants will develop an understanding of strengths-based education. Through self-discovery, participants will explore their talents, and as a result, learn how to facilitate students' discovery of talents. Participants will receive an overview of Gallup's research, explore strategies that can be implemented to maximize students' talents and discuss ways to infuse strengths-based development into an enviroment that supports wellbeing among students, staff and faculty.

NOTE: This course is required for faculty teaching SLS1122. This is an elective course in the LifeMap program.

Discipline-specific Topics

LCTS1116 VARIABLE PD HOURS

Courses created in collaboration with deans/departments to focus on discipline content. Topics vary from year to year; course may be repeated for credit.

Reading and Writing: Strategies for YOUR Course

LCTS1117 20 PD HOURS

This online course focuses on practical strategies and techniques to enhance students' reading and writing skills in any course. Participants will develop and revise a plan for implementation of these strategies.

NOTE: This is an optional course for LifeMap Certification.

Reading Circle

LCTS1151 VARIABLE PD HOURS

A reading circle discussion of a selected text on learner-centered teaching strategies. Participants will be expected to engage with the text and with each other, as well as be willing to try new techniques with their students and report back to the discussion about their results. (Variable credits; course may be repeated for credit.)

Cooperative Learning in the College Classroom

LCTS2111 2 PD HOURS

In this seminar, participants will examine the difference between group work and cooperative/collaborative learning strategies that promote active learning. Through an interactive approach that models the model of collaborative learning, participants will experience first-hand the power of the well-structured cooperative strategy. Participants will leave this seminar with strategies they can use in their next class.

NOTE: This course is part of the TLA Core Seminar series and open to all faculty.

 **TLA Roundtable 1 - LCTS**

LCTS2120 1 PD HOUR

Participants will explore active and collaborative learning strategies.

NOTE: This roundtable is for Year 1 tenure candidates only.

 **TLA Roundtable 4 - Active Learning Debrief**

LCTS2121 1 PD HOUR

Candidates will discuss implementation of active learning strategies.

NOTE: This roundtable is for Year 1 tenure candidates only.

 **TLA Roundtable 5 - Micro-teach Presentation**

LCTS2122 1 PD HOUR

Participants will demonstrate active learning strategies and be provided feedback.

 **Hands-On Math**

LCTS2211 2 PD HOURS

Math manipulatives can promote student engagement and comprehension of mathematical concepts. This course demonstrates how to employ hands-on math activities in classroom instruction. The metacognitive processes of hands-on learning will also be explored and discussed.

 **Engaging Lectures**

LCTS2212 2 PD HOURS

This workshop will explore effective lecture techniques including the use of media and interactive learning strategies in planning, organizing, and assessing engaging lectures. Participants will discuss and reflect on communication delivery style and will leave with practical application for engaging student learning through the lecture format.

 **Problem-based Learning**

LCTS2214 2 PD HOURS

This course explores the learning of subject matter and skill acquisition through collaborative problem-solving. Emphasis is placed on using this method in community college courses.

NOTE: This is an elective course in the Seneff Faculty Development Program.

 **Reading across the Disciplines**

LCTS2216 2 PD HOURS

In this course, participants will investigate practical strategies for strengthening students' reading comprehension in any discipline.

 **Project-based Learning**

LCTS2217 2 PD HOURS

In project-based learning, students answer a complex, open-ended question or solve an authentic problem through a collaborative process of investigation. Unlike traditional instruction where students are presented with knowledge and given an opportunity to apply that knowledge, project-based learning starts with the end in mind – a product that requires the learning of essential content and skills. In this workshop, faculty will be introduced to the seven characteristics of project-based learning, as well as techniques for managing a project-based learning experience in one's classroom. Workshop participants will draft a driving-question and will begin developing ideas for project-based learning experiences in their disciplines. NOTE: This is an elective course in the Seneff Faculty Development Program.

 **Speaking across the Disciplines**

LCTS2218 2 PD HOURS

This workshop explores how to integrate oral presentations into a course in any discipline. It will focus on how to develop an assignment, how to prepare students, and how to assess the presentation. Participants will practice assessing a sample student presentation, brainstorm ideas for their class, and leave with sample assignments and rubrics for reference.

 **Using Collaborative Writing Strategies across the Disciplines**

LCTS2220 2 PD HOURS

In this course, participants in all disciplines examine strategies to teach students how to write more effectively for their specific course using collaborative writing as a teaching method. Participants will be given resources and the opportunity to create a lesson or activity incorporating collaborative writing into their discipline.

NOTE: This is an elective course in the Seneff Faculty Development Program.

Impacting Student Motivation

LCTS2221 10 PD HOURS

In this course, participants will discuss and apply strategies for helping students to understand motivation and how it influences their thoughts and behaviors. Participants will read Daniel Pink's *Drive* as background for the discussions. In registering for this course, you are committing to attend two meetings, read the book, and develop one activity/lesson on motivation.

NOTE: This is an optional course for LifeMap Certification and an elective course in the Seneff Faculty Development Program.

Case-based Teaching

LCTS2222 2 PD HOURS

Case studies can provide a rich basis for developing problem-solving and decision making skills. These critical thinking skills are necessary to meet higher level learning outcomes. This class will explore the most appropriate methods of integrating case-based teaching strategies into your course.

Asking the Right Questions

LCTS2223 2 PD HOURS

Well-designed questions function as critical thinking prompts for students. This workshop will explore how to construction questions for class discussion and written work that encourages critical thinking. Participants will be introduced to a theoretical framework for “preparing, posing and pondering” questions, and then use that framework to examine sample questions and create questions for their classes.

Interactive Lecture

LCTS2224 2 PD HOURS

Research shows that students lose focus after fifteen to twenty minutes of listening to a lecture. This workshop will provide participants with strategies to punctuate lectures with active learning techniques to better engage students and improve learning.

NOTE: This workshop is for incoming faculty only.

Flipped Classroom

LCTS2225 20 PD HOURS

The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed—flipped! Students view short video lectures or narrated presentations outside of class so that class time is freed up for exercises, projects, or discussions. This allows students to apply the concepts and engage collaboratively in class as the professor guides their learning. In this course, participants will review the research, examine models from across the disciplines, and create a flipped lesson for a specific concept or skill in their course.

Write to Learn

LCTS2226 2 PD HOURS

Write to learn activities allow students to think through a course concept to demonstrate understanding. As a learning-centered strategy, it assesses whether learning has occurred and promotes confidence. In this workshop, participants will examine several write-to-learn activities designed to deepen discipline learning and create an activity for their course.

Cultivating a Growth Mindset

LCTS2227 2 PD HOURS

In this workshop, you will be introduced to Stanford University psychologist Carol Dweck's research on achievement and success. Specifically, you will learn about mindset theory, how to deliver feedback and praise, and ways to integrate these principles into your practice.

Selected Topics

LCTS2910 VARIABLE PD HOURS

Courses on special topics concerning learning-centered teaching strategies. Topics vary from year to year; course may be repeated for credit.

Engaging the Online Learner

LCTS3125 2 PD HOURS

Engagement is the critical element for student success and retention in online classes. In this course, participants will explore virtual student engagement and develop a variety of resources and activities to connect with the online learner. NOTE: This is an optional course for Digital Professor Certification.

Facilitating Online Learning

LCTS3137 20 PD HOURS

This online course is designed for instructors who are currently teaching online or are planning to in the near future. This course will also be of great value to those involved in designing and developing online courses. It focuses on understanding the characteristics and needs of the online student and developing strategies to facilitate effective online discussions, assessment and ultimately the development of an online learning community.

NOTE: This is an optional course for Digital Professor Certification.

101 Ways to Demonstrate the Essential Competencies

LCTS3160 10 PD HOURS

In this course, you will learn what it means to be a Valencia educator by exploring the seven essential competencies and practical strategies for any discipline. This course will strengthen your understanding of the essential competencies, highlight 101 ways to demonstrate these competencies and invite you to create a lesson plan that integrates specific strategies into your practice. At the second session of this course you will present your lesson plan, discuss the implementation of your practice, provide evidence of learning and reflect on your growth in the essential competencies. In order to complete the weekly assignments, participants should be teaching a course while enrolled.

Strategies for Academic Integrity

LCTS3211 2 PD HOURS

This course will explore plagiarism and academic integrity. Participants will develop a comprehensive plan to avoid and detect plagiarism and encourage students to engage in behaviors supportive of academic integrity.

NOTE: This is an optional course for Digital Professor Certification and an elective course in the Seneff Faculty Development Program.

Boot Camp for Online Instruction

LCTS3212 20 PD HOURS

This intensive course addresses the pedagogy and technology essentials for teaching online using Valencia's Learning Management System (LMS). Participants will develop a framework of online best practice strategies for engaging, instructing, communicating and assessing students in the online environment.

Service Learning Across the Curriculum

LCTS3213 20 PD HOURS

Participants will create a plan to infuse service learning into a current course by linking course outcomes to meaningful service in the community. Participants will explore service learning opportunities and create assessment plans to measure student learning. Successful completion of this course will enable participants to add a service learning designation to their courses.

NOTE: This is an elective course in the Seneff Faculty Development Program.

Designing a Short-term Study Abroad Experience for Students

LCTS3214 20 PD HOURS

Creating a study abroad program is one way that full-time faculty can internationalize the curriculum for students to become more competitive in a global environment. In this course, participants will learn how to plan and prepare for a short-term study abroad program through the office of Study Abroad and Global Experiences (SAGE). Participants will submit a completed Short-term Study Abroad Proposal, course outline, and course syllabus in order to successfully complete the course.

NOTE: This is a required course for Study Abroad Program Leader Certification; however, completion of the course does not guarantee approval to lead a study abroad program. This is an elective course in the Seneff Faculty Development Program.

Supplemental Learning to Enhance Student Learning

LCTS3216 10 PD HOURS

Faculty will learn how Supplemental Learning (SL) is used at Valencia to enhance student learning through SL strategies such as facilitated learning, the integration of college success skills with course material, and group activities. This interactive course focuses on the essentials of SL, as well as strategies for integrating SL into your course and creating a dynamic partnership with the SL Leader to facilitate learning. Participation in this course does not guarantee a faculty member will be able to teach a course enhanced by SL. SL is currently focused on Introduction to Statistics, Intermediate Algebra, College Mathematics, Freshman Composition I and II, General Chemistry I and General Biology I.

NOTE: This is an optional course for LifeMap Certification.

College Survival Skills: Faculty Development for SLS 1101

LCTS3217 2 PD HOURS

This is an interactive session for faculty who will be teaching SLS 1101 College Survival Skills within the Bridges to Success program. Faculty will learn about the Bridges to Success program, active learning, and the four key elements of the SLS 1101 curriculum: Financial Empowerment, Health, Community Service, and Etiquette.

NOTE: This course is required for all faculty who teach SLS 1101 College Survival Skills to Bridges students. Attendance at this session does not guarantee a teaching opportunity, as enrollment is dependent on the Bridges department. This is an optional course in the LifeMap Certification Program.

Personal Development: Faculty Development for SLS 1201

LCTS3218 2 PD HOURS

This session is designed for faculty who will be teaching SLS 1201 Personal Development, a course that focuses on the process of understanding personal responsibility and getting on course to success. Faculty will explore this engaging curriculum, learn about the Bridges to Success program, and engage in active learning activities they can use in the classroom.

NOTE: This is an optional course in the LifeMap Certification Program.

Sustainability Across the Curriculum

LCTS3219 20 PD HOURS

In this course, participants will examine sustainability concepts, explore available resources and develop a plan to infuse sustainability and ethical responsibility into a current course. Participants will learn a variety of strategies and techniques they can use to make sustainability concepts relevant to students' lives and academic work. Through collaborative learning, including face-to-face and online group work, participants will prepare assessment plans to measure student learning for the sustainability-focused module or unit.

Japanese Lesson Study Part I - Introduction

LCTS3230 2 PD HOURS

Lesson study is an ongoing, collaborative process that was developed in Japan. This course will introduce participants to the concept and process of researching and developing lesson plans for Mathematics faculty.

NOTE: This course is part one of a two-part series on Japanese Lesson Study.

Japanese Lesson Study Part II - Implementation

LCTS3231 18 PD HOURS

Participants will work in small teams to design and implement a lesson study for their courses.

NOTE: This course is part two of a two-part series on Japanese Lesson Study.

Developing Interactive Web-based Courses

LCTS3242 2 PD HOURS

This orientation to online pedagogy includes an analysis of the best practices of online education from the perspectives of students, faculty and institutions as it relates to adult learning theory, development of online learning communities, technology usage, expectations, assessment, evaluation, communication and diversity. The participant will establish an understanding of best practices and establish practical applications for use in their online classrooms.

NOTE: This is a required course for Digital Professor Certification.

Maximizing Hybrid Learning

LCTS3247 10 PD HOURS

Participants will examine best practices and models for developing a hybrid course. Particular attention will be paid to appropriately leveraging the face-to-face and online components of hybrid course design. Participants will develop a plan for the delivery of their course.

NOTE: This is an optional course for Digital Professor Certification.

Teaching and Learning With Social Media Part I

LCTS3280 4 PD HOURS

Participants will explore teaching and learning strategies utilizing social media to enhance student learning. This course will showcase various applications and how they can be used to enhance communication, collaboration, and student engagement. Social and legal issues relating to the use of social media in higher education will also be explored. Participants will develop a plan to appropriately integrate social media into a specific course.

NOTE: This is an optional course for the Digital Professor Certification and is part one of a two-part series on social media. Part II, LTAD3383, provides an in-depth overview of various social media tools.

Online Time Management Strategies

LCTS3281 3 PD HOURS

This course will assist instructors who teach online in developing and implementing effective strategies to maximize their time management. Online courses can be time-intensive to build, manage, and deliver. This course will help instructors avoid common pitfalls while also trying to increase student success and satisfaction.

Best Practices in Honors Education

LCTS6310 4 PD HOURS

This course will review some of the established best practices and cutting edge ideas in honors education, as well as encourage instructors to develop techniques and assignments that challenge students to engage course materials in new and inventive ways.

NOTE: This is a required course for the Seneff Faculty Development Program.

Interdisciplinary Teaching: Pedagogical Practices that Encourage Critical Thinking and Action

LCTS6311 3 PD HOURS

This course will explore the benefits and challenges of designing and implementing interdisciplinary teaching techniques in the classroom. Emphasis will be placed on developing instructional activities that nurture students' critical thinking skills by constructing alternative perspectives to course questions. In addition, participants will discuss strategies to meet challenges of interdisciplinary teaching and to maximize benefits to students.

NOTE: This is an elective course for the Seneff Faculty Development Program.

Great Books (and Other Masterpieces in Human Thought)

LCTS6312 3 PD HOURS

This course will review ways to include primary source materials into lower division, general education courses. While emphasis will be placed on canonical 'great books,' methods for incorporating other primary source materials such as historical documents and artifacts will also be discussed.

NOTE: This is an elective course for the Seneff Faculty Development Program.

City as Text™: A Model for Active Learning

LCTS6313 5 PD HOURS

City as Text™ is the National Collegiate Honors Council signature program that provides the opportunity for participants to "read" an urban landscape and find meaning through walkabouts and active exploration of the environment. Basic tenets of active learning will also be covered.

NOTE: This is an elective course for the Seneff Faculty Development Program.

What is Undergraduate Research?

LCTS6314 3 PD HOURS

This course will define and outline expectations of undergraduate research at Valencia. In addition, the course will address the increasing need for two-year students to be research-ready upon transfer to four-year schools.

NOTE: This is an elective course for the Seneff Faculty Development Program. This course is required for faculty mentoring students in the Honors Undergraduate Research Track who do not meet alternative credentialing.



Integrated Reading & Writing Training

LCTS7110 VARIABLE PD HOURS

This face-to-face course will help prepare faculty to teach ENC0017C & ENC0027C. Participants will learn about integrated curriculum, effective teaching strategies, and resources related to both courses.

NOTE: This course is required for faculty teaching ENC0017C & ENC0027C.



Introduction to the New Student Experience Course

LCTS7111 VARIABLE PD HOURS

This course will help prepare faculty to teach the New Student Experience Course (SLS1122). Participants will learn about course curriculum, effective teaching strategies, and resources related to the course.

NOTE: This course is required for faculty teaching SLS 1122. This is an optional course for LifeMap Certification.



Introduction to New Student Experience Online Course

LCTS7112 2 PD HOURS

In this course, faculty will be introduced to the instructional design and pedagogical principles of the online modality of the NSE course. Faculty will learn about the class structure, including lessons, assignments and assessments, alignment to the curriculum, learning management system (LMS) template, course navigation and online tools. Participants will also discuss best practices for online teaching, particularly strategies for student engagement and establishing personal connection in an online learning community.



Facilitating SLS 1570: Digital Learning Strategies

LCTS7113 2 PD HOURS

This course will prepare faculty to teach the Digital Learning Strategies Course (SLS 1570). Participants will be introduced to the concept of digital literacy, learn about the course curriculum, identify tools and techniques to meet major course topics and explore best practices and teaching strategies.



Introduction to the New Student Experience Course with StrengthsQuest

LCTS7114 VARIABLE PD HOURS

This course will help prepare faculty to teach the New Student Experience Course (SLS1122). Participants will learn about course curriculum, effective teaching strategies, and resources related to the course.

In this introductory course, participants will develop an understanding of strengths-based education. Through self-discovery, participants will explore their talents, and as a result, learn how to facilitate students' discovery of talents. Participants will receive an overview of Gallup's research, explore strategies that can be implemented to maximize students' talents and discuss ways to infuse strengths-based development into an environment that supports wellbeing among students, staff and faculty.

NOTE: This course is required for faculty teaching SLS 1122. This is an optional course for LifeMap Certification.



Integrated Reading and Writing 2.0: Best Practices

LCTS7210 2 PD HOURS

This face-to-face course will help provide an opportunity for faculty to share best practices and curriculum updates. Focusing on the common read curriculum approach, faculty will explore strategies for integrating reading and writing without the use of a traditional textbook.

NOTE: This course is designed for faculty who have taught ENC0017/ENC0027 and could benefit from an engaging in a collaborative problem-solving session.



Introduction to Service Learning

LCTS7220 2 PD HOURS

Service Learning is a high-impact educational practice that creates opportunities for students to achieve the learning outcome(s) through partnership with the community.

In this course, you will be certified to teach the Service Learning independent study courses (SLS2940 and SLS2940H) and gain access to the materials needed to successfully integrate an existing Service Learning project into your courses.

NOTE: If you have previously completed LCTS3220 Service Learning Mentorship, completion of LCTS 7220 is not required to teach SLS2940 or SLS2940H.

PREFIX
LFMP

LIFEMAP

The following courses are designed to help participants incorporate LifeMap (developmental advising) concepts and strategies as tools to sustain student motivation and improve student learning.

Discipline-specific Topics

LFMP1116 VARIABLE PD HOURS

Courses created in collaboration with deans/departments to focus on discipline content. Topics vary from year to year; course may be repeated for credit.

Reading Circle

LFMP1151 VARIABLE PD HOURS

A reading circle discussion of a selected text on LifeMap. Participants will be expected to engage with the text and with each other, as well as be willing to try new techniques with their students and report back to the discussion about their results. (Variable credits; course may be repeated for credit.)

NOTE: This is an optional course for LifeMap Certification and an elective course in the Seneff Faculty Development Program.

LifeMap

LFMP2141 2 PD HOURS

This seminar explores the philosophy and practice of LifeMap. The focus is on the value of incorporating LifeMap strategies in one's practice to promote discipline learning while also promoting student life skills development. A key question is "How can my practice enhance students' continued learning and planning in their academic, personal, and professional endeavors beyond my course?"

NOTE: This course is part of the TLA Core Seminar series and open to all faculty.

Selected Topics

LFMP2910 VARIABLE PD HOURS

Courses on special topics concerning LifeMap. Topics vary from year to year; course may be repeated for credit.

Designing an Effective Online Student Orientation

LFMP3115 2 PD HOURS

Getting students off on the right foot in an online class can mean the difference between success and failure. This workshop will engage participants in addressing the orientation needs of the virtual student. Participants will explore the essential elements and develop a plan for an effective online orientation. In addition, participants will review the resources in place at Valencia to help faculty provide a comprehensive student orientation.

NOTE: This is an optional course for Digital Professor Certification.

Fundamentals of LifeMap

LFMP3339 6 PD HOURS

LifeMap is Valencia's name for a developmental advising system designed to increase students' social and academic integration, development of education and career plans and the acquisition of study and life skills. LifeMap describes the ideal progression of a student in a five-stage model. This course provides the LifeMap conceptual frameworks including an in-depth review of the developmental theories on which LifeMap was created. In addition, the course will focus on the learner-centered advising strategies utilizing LifeMap concepts and tools.

NOTE: This is a required course for LifeMap Certification and must be taken first in the series of required courses (previously LFMP3340 and LFMP3341).

 **Infusing College Success Skills**

LFMP3344 6 PD HOURS

Faculty from all disciplines who are committed to enhancing student learning will benefit from this interactive, project-based course. Participants will develop the knowledge and strategies to effectively infuse college success skills into student learning experiences and will view examples from Valencia experts who successfully infuse these strategies.
NOTE: This is a required course for LifeMap Certification.

 **Learning Support Services on Your Campus**

LFMP3345 4 PD HOURS

This course is designed to help participants learn more about campus Learning Support Services available to students. This course will benefit faculty members from all disciplines.
NOTE: This is an optional course for LifeMap Certification and an elective course in the Seneff Faculty Development Program.

 **LifeMap Certificate Capstone: LifeMap Infusion Project**

LFMP3346 20 PD HOURS

This LifeMap Certificate Capstone course is designed as the last course within the LifeMap Certification Program and involves the completion of a LifeMap Infusion Project. Participants will be asked to integrate what they learned about the LifeMap model, developmental advising, LifeMap Tools, and LifeMap College Success Skills into a learning opportunity for one of their courses. Participants will study LifeMap infusion examples and develop learning outcomes and assessments for their own discipline. The faculty will implement the project and assess results during the current term (participants must be teaching in the term registered for this course). Each faculty member will share the project and the results in implementation and student learning.
NOTE: This is a required course for LifeMap Certification. Participants must successfully complete the following required prerequisites prior to enrolling in this course: Fundamentals of lifeMap (LFMP3339, previously LFMP3340 and LFMP 3341), Infusing College Success Skills (LFMP3344) and a minimum of 4 hours of LifeMap electives coursework.

 **Engaging Students through Mentorship**

LFMP3347 2 PD HOURS

Mentorship is a vital and successful method to engage students. This course will help define mentorship in higher education, provide mentoring techniques, and include a discussion of incorporating mentorship in different fields.
NOTE: This is an optional course for LifeMap Certification and an elective course in the Seneff Faculty Development Program.

 **Continuous Assessment and Responsive Engagement (CARE) Strategies**

LFMP3348 20 PD HOURS

Faculty will research and develop intervention strategies for struggling students that are grounded in continuous assessment and responsive engagement for the purpose of ensuring student learning. Participants in this course will employ best practices in the area of early alert to design and implement a CARE strategy in their course.
NOTE: This is an optional course for LifeMap Certification.

 **Supporting Students with Behavioral Concerns**

LFMP3349 4 PD HOURS

Students are faced with many challenges such as balancing academics, work and a personal life. This course focuses on identifying behaviors of students in distress and understanding recommended response guidelines. In addition, faculty will learn about the related resources/services helpful to distressed students such as BayCare and Valencia's counselors. Participants will engage in discussions in order to better understand how to help students in distress and when to make an appropriate referral.
NOTE: This is an optional course for LifeMap Certification.

LifeMap Toolbox to Enhance Student Learning

LFMP3350 4 PD HOURS

This course will review the LifeMap tools and resources available to support students in completing their career and educational goals. Participants will determine and explore potential uses and design an activity which integrates one of the LifeMap tools.

NOTE: This is an optional course for LifeMap Certification.

Mentoring Students in Undergraduate Research

LFMP6340 3 PD HOURS

This course will provide essential skills required to mentor honors students enrolled in the Undergraduate Research Track (IDH2912) course. Mentoring students in this track requires that the faculty member facilitate students in determining their research, establishing a research question and conducting research specific to the mentor's own discipline. In addition, mentors will be responsible for guiding students in the presentation of their research in a formal setting in accordance with the guidelines set by that forum.

NOTE: This is an elective course for the Seneff Faculty Development Program. This course is required for faculty mentoring students in the Honors Undergraduate Research Track who do not meet the alternative credentialing.

NSE Part-Time Faculty Advisor Training

LFMP7000 VARIABLE PD HOURS

In this course, faculty will gain the essential skills needed to effectively utilize the LifeMap developmental advising model when advising students in the SLS 1122 course.

NSE Full-Time Faculty Advisor Training

LFMP7100 VARIABLE PD HOURS

In this course, faculty will gain the essential skills needed to effectively utilize the LifeMap developmental advising model when advising students in the SLS 1122 course and in New Student Orientation.



PREFIX
LOBP

OUTCOMES-BASED PRACTICE

The following courses are designed to help participants design curriculum that aligns elements of student learning toward growth in the Student Core Competencies and progression through course sequences, by the demonstration of Program Learning Outcomes.

Discipline-specific Topics

LOBP1116 VARIABLE PD HOURS

Courses created in collaboration with deans/departments to focus on discipline content. Topics vary from year to year; course may be repeated for credit.

Learning Outcomes-based Practice

LOBP2131 2 PD HOURS

This seminar focuses on student learning as the central goal of a Valencia educator's practice. Participants will be introduced to the construction, implementation and alignment of learning outcomes with a focus on the student core competencies (Think, Value, Communicate, Act). Participants will examine teaching and learning through the lens of the key questions: "What will the students be able to know or do?" and "How will I know they can do it?"

NOTE: This course is part of the TLA Core Seminar series.

Core Competencies: Think, Value, Communicate, Act (TVCA)

LOBP2230 2 PD HOURS

This seminar examines strategies that facilitate student growth in thinking critically, communicating effectively; articulating and applying personal values and those of the various disciplines and appreciating the values of others; and applying learning and understanding effectively and responsibly.

Selected Topics

LOBP2910 VARIABLE PD HOURS

Courses on special topics concerning the core competencies of a Valencia graduate. Topics vary from year to year; course may be repeated for credit.

Thinking Things Through: Critical Thinking Theory and Practice

LOBP3230 10 PD HOURS

Over 2 two-hour meetings, participants will discuss and apply the concepts of Paul and Elder's critical thinking model outlined in Gerald Nosich's book *Learning to Think Things Through: A Guide to Critical Thinking Across the Disciplines*. The text offers both a practical model that can be applied to any discipline, as well as exercises and activities for teaching students how to think more critically. Each participant will receive a copy of the book after registering. In registering for this course, you are committing to attend two meetings, read the book, and integrate the model into one activity/lesson in your class. NOTE: This is an optional course for LifeMap Certification and an elective course in the Seneff Faculty Development program.

Critical Thinking: Intellectual Standards

LOBP3231 2 PD HOURS

Faculty will deepen their understanding of the Paul and Elder critical thinking model by examining the personal qualities of a strong critical thinker and learning the standards by which to analyze a position. Participants will identify strategies to incorporate these skills into class activities, course assignments, and assessment methods. NOTE: This course is recommended for those who have completed LOBP3230.



Developing Meaningful Assessment Plans: Program and Discipline

LOBP3331 3 PD HOURS

Focused on a series of interactive activities, this course will help participants develop essential skills for the Program Learning Outcomes development process. Participants will work with examples and exercises to develop or contribute to the development of Program Learning Outcomes plans, the collection and analysis of data across courses, and the subsequent creation of program improvement plans. Participants will also review the use of rubrics for program learning outcomes assessment and steps to ensure inter-rater reliability. In this interactive working session, faculty members, or groups of faculty members, attending from a specific discipline or program, can develop and enhance their specific assessment plans or improvement plans.

Program Outcomes Assessment: Models and Strategies that Work

LOBP3332 2 PD HOURS

As a showcase of current and emerging best practices at Valencia, this course will offer examples of models and strategies for Learning Outcomes assessment drawn from diverse academic disciplines. The session will feature speakers from programs across the college who will share the process they experienced over time along with breakthroughs and lessons learned.

Your Role in General Education: Evaluating with a Checklist

LOBP3333 2 PD HOURS

This course supports General Education learning outcomes assessment. It has been designed for any faculty member who wants to understand and help to score student work. Reliability of the scores and evaluation by the raters overall is crucial for the program learning outcomes assessment of General Education. This training can supplement the work of any leveling exercises using the checklist organized by the disciplines and/or can be used as a stand-alone training as faculty members norm their use of the checklist.

Using Rubrics to Create Dialog

LOBP3334 3 PD HOURS

This course introduces faculty to the collaborative result of intentionally using rubrics for assessment at the program level. The learning occurs at the cross-section between assessment and curricular design, both of which require dialogue among colleagues. Through the process of developing a rubric participants learn the importance of identifying measurable outcomes. While engaging in discussions of potential actionable results, participants practice making use of assessment of student learning for curricular improvements.



PREFIX
PRFC

PROFESSIONAL COMMITMENT

The following courses are designed to help participants stay current and continually improve their knowledge and understanding of their discipline, and to participate in activities that promote Valencia's learning mission.

Discipline-specific Topics

PRFC1116 VARIABLE PD HOURS

Courses created in collaboration with deans/departments to focus on discipline content. Topics vary from year to year; course may be repeated for credit.

WP 101: A Great Place to Teach

PRFC1131 4 PD HOURS

This course is designed to be an introduction to successful teaching at the Winter Park campus. In this cornerstone course of the Inside Winter Park program, faculty members will learn about essential tools and resources as well as have an opportunity to engage with campus leaders.

NOTE: This course is part of the Inside Winter Park program and is limited to adjunct and annually appointed faculty at Winter Park campus.

WP 102: Get Connected

PRFC1132 1.5 PD HOURS

In this individualized session, participants will discuss and refine their "My Development Plan" with the Manager of Credit Programs.

NOTE: This course is part of the Inside Winter Park program and is limited to adjunct and annually appointed faculty at Winter Park campus. To participate, faculty members should have taken or be currently enrolled in LCTS1110: Teaching in Our Learning College.

WP 103: Faculty to Faculty

PRFC1133 2.5 PD HOURS

In this capstone experience within the Inside Winter Park program, faculty will share best practices and successful teaching strategies with colleagues.

NOTE: This course is part of the Inside Winter Park program and is limited to adjunct and annually appointed faculty at Winter Park campus.

OC 101: A Great Place to Teach

PRFC1141 4 PD HOURS

This course is designed to be an introduction to successful teaching at the Osceola and Lake Nona campuses. In this cornerstone course of the Inside the OC program, faculty members will learn about essential tools and resources as well as have an opportunity to meet the campus president. NOTE: This course is part of the Inside the OC program and is limited to adjunct and annually appointed faculty at the Osceola and Lake Nona campuses.

OC 102: Get Connected

PRFC1142 1.5 PD HOURS

In this individualized session, participants will discuss and refine their "My Development Plan" with their dean. NOTE: This course is part of the Inside the OC program and is limited to adjunct and annually appointed faculty at Osceola and Lake Nona campuses. To participate, faculty members should have taken or be currently enrolled in LCTS1110: Teaching in Our Learning College.

OC 103: Faculty to Faculty

PRFC1143 2.5 PD HOURS

In this capstone experience within the Inside the OC program, faculty will share best practices and successful teaching strategies with colleagues.

NOTE: This course is part of the Inside the OC program and is limited to adjunct and annually appointed faculty at Osceola and Lake Nona campuses.

Reading Circle

PRFC1151 VARIABLE PD HOURS

A reading circle discussion of a selected text to explore aspects of professional commitment. Participants will be expected to engage with the text and with each other, as well as being willing to try new techniques with their students and report back to the discussion about their results. (Variable credits; course may be repeated for credit.)

 **LN 101: A Great Place to Teach**

PRFC1171 2 PD HOURS

This course is designed to be an introduction to successful teaching at Lake Nona campus. In this introductory course, faculty members will learn about the Valencia culture, Lake Nona campus culture, participate in a campus tour, learn about the essential tools, campus resources and locations as well as have an opportunity to meet the Executive Dean and Campus Manager. This course also offers faculty members an orientation to Lake Nona standards and faculty expectations, Atlas, Blackboard and professional development opportunities.

NOTE: This course is part of the Inside the OC program, as part of the Osceola and Lake Nona campus units, and is limited to adjunct and annually appointed faculty at the Lake Nona campus.

 **Launching Into the TLA**

PRFC2120 0 PD HOURS

This hybrid course introduces tenure-track faculty to the TLA and the tenure process.

 **Creating an Individualized Learning Plan (ILP)**

PRFC2161 25 PD HOURS

This hybrid course provides TLA participants with an overview of the structure and components of the Individualized Learning Plan (ILP), familiarizes them action research design, and reinforces the Essential Competencies. In the face-to-face wrap up session, participants review each other's ILP drafts.

NOTE: This session is limited to tenure candidates.

 **Write a Better Tenure Portfolio**

PRFC2231 2 PD HOURS

This course is designed to teach the writing of a portfolio; rather than focusing on the content (what you research), we'll examine what makes a strong writing style for the actual writing (what you say). This will include a discussion of academic voice, audience engagement, synthesis of source material, documentation of sources and some common errors in mechanics and grammar. We'll look at exemplary portfolios, and less than exemplary portfolios, specifically studying how the writing does—and doesn't—work.

 **Creating an Evidence-based Portfolio**

PRFC2263 25 PD HOURS

This hybrid course provides TLA participants with an overview and examination of the elements of Valencia Faculty Portfolio. Participants also learn to demonstrate student learning through evidence. In the face-to-face wrap up session, participants review a mock portfolio.

NOTE: This session is limited to tenure candidates.

 **Understanding Professional Commitment**

PRFC2264 2 PD HOURS

This workshop will explore the importance of professional engagement as part of a faculty member's ongoing development. Participants will discover the various professional opportunities available within their discipline, at the institution, and in the community. Activities are designed to assist participants in matching their interests and skills to the professional opportunities that best suit them.

NOTE: This is part of the TLA Core Seminar Series and open to all faculty.

 **AMP Peer Review**

PRFC2267 0 PD HOURS

This peer-review workshop assists first year tenure candidates in developing their Analysis of My Practice (AMP) documents. Participants are required to bring a draft of their AMP, including the three Needs Assessments, to the workshop.

NOTE: Restricted to first-year tenure candidates.

 **Selected Topics**

PRFC2910 VARIABLE PD HOURS

Courses on special topics designed to help participants stay current and continually improve their knowledge and understanding of their discipline, and to participate in activities that promote Valencia's learning mission. Topics vary from year to year; course may be repeated for credit.

 **Roles and Responsibilities for the Study Abroad Program Leader**

PRFC3210 4 PD HOURS

This session is designed for full-time faculty members who plan to lead a short-term study abroad program and their respective deans. Participants will examine processes and procedures for creating, implementing, and leading a meaningful study abroad program for Valencia students. NOTE: This course is required for Study Abroad Program Leader Certification; however, completion of the course does not guarantee approval to lead a study abroad program. This is an elective course in the Seneff Faculty Development Program.

 **Lab Safety and Awareness**

PRFC3220 3 PD HOURS

This course is designed to provide faculty and staff with information regarding accepted laboratory safety practices as well as hands-on application of laboratory regulatory requirements/protocols.

 **Legal Issues and the Virtual Student**

PRFC3244 2 PD HOURS

Identify the implications of TEACH, Digital Millennium Act, and copyright on digital rights management for virtual faculty and students. Understand the implications of Federal Educational Rights to Privacy Act (FERPA) when communicating in the virtual environment. This course will also explore plagiarism and academic integrity in the online classroom. NOTE: This is a required course for Digital Professor Certification.

 **Creative Collaboration**

PRFC3260 2 PD HOURS

Why, when and how do we collaborate? What are some of the challenges that must be addressed in order to ensure effective collaboration? This session will focus on answering these questions as well as strategies to develop effective and satisfying collaborations within our disciplines, divisions, campuses and the college as a whole.

 **Mathematics Faculty Mentor Program**

PRFC3366 VARIABLE PD HOURS

Valencia's East Campus and West Campus Mathematics Departments have instituted a Faculty Mentoring Program intended to help adjunct faculty members adjust to our learning environment and to create a link and promote interaction between this important cohort and the full-time faculty.

 **Faculty Mentoring Faculty**

PRFC3367 10 PD HOURS

The East Campus Communication Division's Faculty Mentoring Faculty Program pairs two faculty members for the purpose of improving student learning. Faculty in this course will improve their teaching practice and develop better techniques for presenting course content and aligning student learning outcomes. Mentors and mentees are paired based on mentor experience, mentee needs and overall compatibility.

 **Circles of Innovation**

PRFC3368 VARIABLE HOURS

Circles of Innovation is an attempt to create spaces at Valencia where self-directed faculty, who are driven by a sense of mastery and common purpose, can come to mingle, contribute, collaborate, solve problems, and create new forms for Great Teaching. Circles of Innovation is "Where good ideas collide and great discoveries are made possible!"

 **Quality Matters II**

PRFC3370 20 PD HOURS

This is an 8-week hybrid course comprised of both online and in-class modules. Participants completing this workshop will apply QM standards to a "start here" module and one complete learning unit for a course currently taught or one in development. Each participant will self-review, peer review and prepare a Learning Unit Map that demonstrates alignment between Course Learning Objectives, Unit Learning Objectives, Instructional Materials, Learner Interaction and Engagement, Assessment, and Technology. NOTE: Participants must successfully complete QM: Peer Reviewer Training (ASMT3234) prior to enrolling in this course.

Learning Partners: Developing Reflective Practitioners

PRFC3371 20 PD HOURS

In this course, participants will have an opportunity to examine their current teaching strategies with a learning partner through mutual classroom observations, inform their ongoing learning-centered practice through a literature search, showcase their learner-centered approach through a classroom demonstration, and reflect upon their practice by considering multiple perspectives: self, student and colleague.

What is Honors?

PRFC6360 4 PD HOURS

This course will explore the history of the honors movement and attempt to answer the ever-elusive question, “What is honors?” In addition, expectations of a Valencia honors student and a Valencia honors faculty will be discussed. NOTE: This is a required course for the Seneff Faculty Development program.

Online Classroom Observation

PRFC5361 VARIABLE PD HOURS

Observing online classes is an important piece of developing effective online faculty and quality assurance. In this hands-on course, participants will explore scenarios and evaluate an actual online classroom to gain experience in conducting online observations.



PREFIX
SOTL

SCHOLARSHIP OF TEACHING & LEARNING

The following courses are designed to help participants engage in the scholarship of teaching and learning that meets the Valencia Standards of Scholarship.

Discipline-specific Topics

SOTL1116 VARIABLE PD HOURS

Courses created in collaboration with deans/departments to focus on discipline content. Topics vary from year to year; course may be repeated for credit.

Reading Circle

SOTL1151 VARIABLE PD HOURS

A reading circle discussion of a selected text on scholarship of teaching and learning. Participants will be expected to engage with the text and with each other, as well as be willing to try new techniques with their students and report back to the discussion about their results. (Variable credits; course may be repeated for credit.)

Scholarship of Teaching & Learning

SOTL2171 3 PD HOURS

This Essential Competency seminar examines action research as a method for educators to continuously reflect on the effectiveness of their teaching, counseling, and librarianship. NOTE: This course is part of the TLA Core Seminar series and is designed for all tenure-track faculty.

TLA Roundtable - Introduction to Portfolio and ARP Assessment Strategy

SOTL2220 1 PD HOUR

This roundtable session is intended for TLA candidates in their second year of the process. In this roundtable, candidates will learn about the elements of a tenure portfolio, review a model portfolio and discuss good research methods and assessment strategies. NOTE: This roundtable is for Year 2 tenure candidates only..

Learning to Use the ARP Builder

SOTL2271 2 PD HOURS

In this hands-on workshop, participants will learn how to use the Action Research Project Builder to plan, implement, assess, and publish (within the Valencia community) their Action Research.

Developing Effective Surveys

SOTL2272 2 PD HOURS

In this hands-on session, participants will learn the benefits of the common survey types, learn tips on how to write effective survey questions, and collaboratively assess sample surveys. Participants will have the opportunity to apply these principles to their own work.

IR and You: How IR Can Help Faculty Research

SOTL2273 2 PD HOURS

This interactive course has been designed to familiarize participants with how Institutional Research (IR) can support faculty research projects. Participants will receive immediate feedback from IR on types of data analyses or studies that would assist in their data collection. Participants will learn what resources are available for different types of research. Participants will understand the relationship between information requests for research and the Institutional Review Board (IRB) process.

ARP Design and Data Collection

SOTL2274 2 PD HOURS

This seminar focuses on ARP research design and effective methods of data collection. Participants will learn how to align their Faculty Learning Outcome statements, Action Research Questions, and assessment strategies. Participants will identify the data collection and analysis techniques appropriate for their specific research question. Participants should bring their research ideas or ARP implementation plans and any other relevant artifacts. NOTE: This course is limited to tenure candidates.

 **ARP Data Analysis and Presentation**
SOTL2275 2 PD HOURS

This seminar focuses on ARP data analysis and presentation. Participants will explore methods of analysis appropriate for specific types of data. Technological tools useful in analyzing and displaying data will be demonstrated. Participants will learn principles of effective data presentation. Participants are welcome to bring any data they have collected relevant to their ARP.

NOTE: This session is limited to tenure candidates.

 **Selected Topics**
SOTL2910 VARIABLE PD HOURS

Courses on special topics concerning scholarship of teaching and learning. Topics vary from year to year, may be repeated for credit.

 **Principles of Good Research Practice**
SOTL3271 1 PD HOUR

The purpose of this workshop is to introduce participants to the ethical considerations of conducting research in an educational setting.

 **IRB Requirements and Your Course Part I**
SOTL3272 1 PD HOUR

Meeting one hour face to face, this course will provide an overview of the Institutional Review Board (IRB) for all faculty members who are planning to conduct research studies at Valencia College.

 **IRB Requirements and Your Course Part II**
SOTL3273 3 PD HOURS

This online course will result in nationally recognized certification from the National Institutes of Health (NIH) on protecting human subjects. The online training is self-paced and required for faculty members conducting research at Valencia College. It is recognized by most institutions of higher education for three years after the date of completion.

 **Action Research: Project Design**
SOTL3371 20 PD HOURS

An independent study course where participants will design an Action Research Project that articulates a research question, measures a learning outcome, and implements innovative teaching strategies.

NOTE: Part 1 of a two-part sequence. Successful completion of this independent study course is dependent upon submission of the completed Action Research Project Plan (pages 1-4), approved by the faculty member's dean or director. This approval is documented using the SOTL3371 Independent Study Approval Form.

 **Action Research: Implementation**
SOTL3372 20 PD HOURS

Prerequisite: SOTL3371 or consent of facilitator.

An independent study course where participants implement their Action Research Project. Participants will record appropriate data, conduct analysis of that data, and reflect on its meaning for the improvement of student learning. Results and reflective critique are recorded in the Action Research Builder.

NOTE: Part 2 of a two-part sequence. Successful completion of this independent study course is dependent upon submission of the fully completed Action Research Project Plan, approved by the faculty member's dean or director, and uploaded to Valencia's online repository, the Action Research Builder. This approval is documented using the SOTL3372 Independent Study Approval Form. This course is an elective course in the Seneff Certification program.

 **Community of Scholars**
SOTL4270 VARIABLE PD HOURS

A selected group of faculty will collaboratively engage in scholarly inquiry. Each Community of Scholars will be a specialized "community of practice" that will explore a shared topic related to the innovation of teaching and learning at Valencia. Led by a faculty facilitator, each community will engage in collaborative activities and disseminate their work to campus and college colleagues. NOTE: Participants may be selected through an application process. For more information please contact the Office of Faculty & Instructional Development. This course is an elective course in the Seneff Faculty Development Program.

PREFIX
LTAD

LEARNING TECHNOLOGY AND ALTERNATIVE DELIVERY

The following courses are designed to help participants incorporate learning technologies as tools to foster student learning in any mode (face-to-face, hybrid and online). Learning Technology and Alternative Delivery courses assist faculty members in applying learning technologies to enhance their practice in each of the Essential Competencies of a Valencia Educator.

Discipline-specific Topics in Learning Technology

LTAD1116 VARIABLE PD HOURS

Courses created in collaboration with deans/departments to focus on discipline content and learning technology. Topics vary from year to year; course may be repeated for credit.

Selected Topics in Learning Technology

LTAD2910 VARIABLE PD HOURS

Courses on special topics concerning learning technology. Topics include a focus on best practices, individualized sessions for technology application, and resource-sharing sessions for a problem-solving approach of incorporating technology in the classroom. Topics vary from year to year; course may be repeated for credit.

Maximizing Group Work in Online Courses

LTAD3182 2 PD HOURS

This course is designed to help faculty maximize group work in the Learning Management System.

Assessment Tools in Online Courses

LTAD3183 2 PD HOURS

This course is designed to help faculty utilize assessment tools in the Learning Management System.

Monitoring Student Performance in Online Courses

LTAD3184 2 PD HOURS

This course is designed to help faculty monitor student performance in the Learning Management System.

Using the Online Course Grade Center

LTAD3185 2 PD HOURS

This course is designed to help faculty utilize the grade center in the Learning Management System.

Communication Tools in Online Courses

LTAD3186 2 PD HOURS

This course is designed to help faculty utilize communication tools in the Learning Management System.

Using Polls and Surveys to Engage and Assess

LTAD3228 7 PD HOURS

This course is designed to provide participants with an introduction to polling and surveying, resulting in enhanced engagement and diversified assessment strategies. By the end of the course, participants will be able to create their own poll or survey for use in assessment, feedback, and engaging students in learning.

Multimedia Tools for All Courses

LTAD3240 2 PD HOURS

This course will assist participants in identifying and incorporating multimedia and instructional tools to accommodate students' diverse learning styles. NOTE: This is an optional course for Digital Professor Certification.

Build Your Own Online Lessons

LTAD3270 10 PD HOURS

This hands-on course will support faculty in identifying, creating, and integrating discipline-specific reusable learning objects. Faculty will learn how to use SoftChalk Lesson Builder to create original interactive course content. Faculty will also learn how to access and integrate RLOs from various digital repositories.

NOTE: This is an optional course for Digital Professor Certification.

Blackboard Essentials

LTAD3282 10 PD HOURS

In this project-based course, participants will learn how to prepare their courses for delivery using the Blackboard Learning Management System (LMS). Successful completion of this course is demonstrated by completing a learning module containing certain required elements to demonstrate your ability to use the tools.

Mobile Learning

LTAD3284 6 PD HOURS

This introductory course on mobile learning will provide participants with an overview of mobile learning activities, including formative assessments, single topic lessons, and collaborative projects. Participants will also review mobile applications compatible with the Learning Management System, with an emphasis on maximizing integration of iPads, iPhones and other mobile devices for teaching and learning.

NOTE: This is an optional course for Digital Professor Certification.

Test and Activity Creators

LTAD3285 2 PD HOURS

Bring your quizzes and test banks. Get ready to learn how to quickly and easily develop, edit, and publish quizzes, self-tests, flashcards, crossword puzzles, and many other interactive assessment tools to your course.

NOTE: This is an optional course for Digital Professor Certification.

Tools for Plagiarism Prevention

LTAD3286 2 PD HOURS

Explore technology-based tools that aide educators in preventing and detecting unoriginal content in assignment submissions. This course will also explore writing and researching resources that can be easily integrated into a course. NOTE: This is an optional course for Digital Professor Certification.

Online Video Orientations

LTAD3287 6 PD HOURS

This two-session course will explore best practices, planning, development, and delivery of a high-quality reusable video orientation for your course. This course will culminate in the taping of your online video orientation. NOTE: This is an optional course for Digital Professor Certification.

Emerging Web 2.0 Technologies

LTAD3288 2 PD HOURS

Explore the world of web 2.0 and how these technologies can help enhance informal learning in your classroom. This course will showcase various applications and describe how they can be used to form learning communities through careful navigation, connections, evaluation, integration, problem-solving and communication in the interactive web. Participants will identify tools to use in their discipline area and reflect on how these tools can enable collaborations and engage students.

Tools for Collaboration

LTAD3380 VARIABLE PD HOURS

Explore the benefits of generation next collaboration. Learn how to harness a variety of technologies to improve communication, information dissemination, and collaboration. This course will showcase various digital tools and model techniques for how the tools can be used to increase collaboration and productivity. Participants will identify tools to use within and across discipline areas and reflect on how these tools enable enhanced communication and collaboration.

Teaching and Learning with Social Media Part II

LTAD3383 6 PD HOURS

In this course, faculty will focus on using various social media tools that can be utilized to enhance the communication and engagement of students. This course will include an in-depth overview of Twitter, Facebook, Google+ and other emerging social media platforms.

NOTE: This is an optional course for Digital Professor Certification and is part two of a two-part series on social media. Participants should successfully complete part I, LCTS3280, before enrolling in this course.

Power Presentations

LTAD3384 6 PD HOURS

This course is designed to introduce participants to Prezi, a collaborative, interactive, visual storytelling tool for 21st century learning. Participants will learn to make visually engaging Prezis, learn strategies for digital storytelling, and engage in hands-on practice with the Prezi tool. Participants will also produce their own discipline-specific Prezis for use in the classroom and beyond.

Teaching with Tablets

LTAD3385 VARIABLE PD HOURS

Today's students are digital natives who are easily engaged and motivated when new technologies, like the iPad, are integrated into instruction. Whether you are just learning about the iPad or are well-versed in many of its nuances, this workshop will give you the iPadagogy you need to redeploy a wide variety of both digital and traditional teaching and learning strategies in your classroom and beyond. This highly interactive workshop will showcase a wide variety of strategies and applications that can be applied across the curriculum.

TED Talks: Using Video to Flip Learning

LTAD3386 4 PD HOURS

This course is designed to introduce participants to the flipped learning model used to support the classroom, the lab, the library, group projects, field trips and more. Participants will discuss the principles supporting the model and the best practices for employing it.

Open Educational Resources

LTAD3387 3 PD HOURS

This course will assist instructors in locating, identifying, and using open educational resources. These resources are often free, and can supplement or be used in place of standard textbooks and other educational materials.

Screencasting

LTAD3388 4 PD HOURS

This course is designed to show the utility of screencasting as well as how to create a simple screencast. Screencasts capture short videos of what someone has on their computer screens and allows them to narrate over it. They can be used for quick demonstrations, course tours, and more.

Video Captioning

LTAD3389 10 PD HOURS

This course is designed to support faculty with captioning videos for online course delivery as well as learning best practices to engage all learners and to comply with ADA requirements. Additionally, faculty will increase their mastery of skills with Universal Design Principles, and learn how to efficiently and effectively caption videos using multiple technological platforms.

Smart Classroom Technology

LTAD3410 1 PD HOUR

In this course, participants will learn how to effectively utilize classroom technology specific to the campus at which the course section is offered. Such technology may include the Crestron touch screen, ELMO document camera, and/or Promethean Board.

NOTE: This course is required to receive a Smart Classroom cabinet key at the Lake Nona Campus.

Circles of Innovation

Circles of Innovation is an evolution of work done at Valencia College as part of The Great Teachers Colloquium, and it is an attempt to create both physical and digital spaces where self-directed faculty, those driven by a sense of mastery and common purpose, can come to mingle, contribute, collaborate, solve problems, and create new forms for Great Teaching. Circles of Innovation is **where good ideas collide and great discoveries are made possible!**

To learn more, visit CirclesOfInnovation.org



"Where good ideas collide
and great discoveries are
made possible!"

Essential Competency and Topic Concentrations

The courses under each concentration are grouped together to provide a deeper exploration of a specific topic within a competency or across competencies.



Action Research

Action Research, a scholarly approach to improve teaching and learning, can be a central piece of professional development. This project-based research can benefit professors, counselors, and librarians by actively engaging them in the collaborative study of learning as it takes place day by day in the context of their own practices.

- SOTL2171 Scholarship of Teaching and Learning
- SOTL2271 Learning to Use the ARP Builder
- SOTL2272 Developing Effective Surveys
- SOTL2273 IR and You: How IR Can Help Faculty Research
- SOTL3271 Principles of Good Research Practice
- SOTL3272 IRB Requirements and Your Research Part I
- SOTL3273 IRB Requirements and Your Research Part II
- SOTL3371 Action Research: Project Design
- SOTL3372 Action Research: Implementation
- SOTL4270 Community of Scholars

Blackboard Fundamentals

These courses are designed for faculty members new to Valencia's Learning Management System (LMS), Blackboard.

- LTAD3282 Blackboard Essentials
- LTAD3182 Maximizing Group Work in Online Courses
- LTAD3183 Assessment Tools in Online Courses
- LTAD3184 Monitoring Student Performance in Online Courses
- LTAD3185 Using the Online Courses Grade Center
- LTAD3186 Communication Tools in Online Courses

Critical Thinking

Critical Thinking is skillful, responsible thinking that is conducive to good judgment because it is sensitive to context, considers multiple perspectives, relies on criteria, and is self-correcting.

- LOBP3230 Thinking Things Through: Critical Thinking Theory and Practice
- LOBP3231 Critical Thinking: Intellectual Standards
- LOBP2230 Core Competencies: Think, Value, Communicative, Act (TVCA)
- INDV2254 The Art and Science of Learning and the Brain
- INDV2255 Multiple Perspectives
- ASMT2229 Assessing Higher Order Thinking Through Multiple Choice Questions
- LCTS2214 Problem-based Learning
- LCTS6311 Interdisciplinary Teaching: Pedagogical Practices that Encourage Critical Thinking and Action

Experiential Learning

Experiential Learning is characterized by highly immersive learning through experiences coupled with intentional reflection. This concentration of courses helps to take active learning to a deep level through immersion and infusion strategies.

- LCTS3213 Service Learning Across the Curriculum
- LCTS3219 Sustainability Across the Curriculum
- LCTS7220 Introduction to Service Learning

Peace and Justice Practitioner

The Peace and Justice Institute at Valencia College promotes peace and justice for all. Our aim is to nurture an inclusive, caring and respectful environment on campus and within our community—one where conflict leads to growth and transformation, rather than violence or aggression. Faculty members who wish to integrate practices promoting these values into their classrooms are encouraged to engage in these faculty development courses.

Foundational Courses

Register for each of the following courses:

- INDV2151 Inclusion and Diversity
- INDV7310 Working with Conflict
- INDV7311 Creating a Safe Space for Dialogue
- INDV7312 Mindfulness Tools for Educators
- INDV7316 How We Treat Each Other

Advanced Courses

These courses will deepen your ability to create an inclusive and respectful learning environment:

- INDV2255 Multiple Perspectives
- INDV3351 Creating an Environment for Inclusive Excellence
- INDV7315 Danger of a Single Story

Program Learning Outcomes

The goal of outcomes-based practice is student learning. The two key questions posed are “What will the students be able to know or do?” and “How will you know they can do it?” The following courses help participants design, implement and assess program learning outcomes.

- LOBP2131 Learning Outcomes-based Practice
- LOBP3331 Program Outcomes Assessment: Developing Meaningful Assessment Plans
- LOBP3332 Program Outcomes Assessment: Models and Strategies that Work
- ASMT3220 Implementing Rubrics for Program Assessment

Quality Matters

Quality Matters is a peer review process where Valencia faculty members who have completed Quality Matters training provide feedback on hybrid and online courses according to a set of standards for course design.

- ASMT3232 QM: Peer Reviewer Training
- ASMT3234 QM: Refresher Training
- ASMT3235 Quality Matters Peer Review Panel Training



Faculty Development Programs & Certifications

Valencia values each faculty member's development because we believe it is key to the success of our students, our profession, our institution, and our educational community. As our faculty members succeed, our students succeed.





ASSOCIATE FACULTY CERTIFICATION PROGRAM

Associate Faculty Certification is Valencia’s way of annually recognizing and rewarding those adjunct and annually appointed faculty members who participate in Valencia’s professional development activities. The Certification supports faculty members in their ongoing commitment to the enhancement of their knowledge, skills and abilities that lead to student learning or academic success. It provides an opportunity to enhance your teaching practice and student learning, while also becoming part of a collaborative, innovative teaching community.

PROGRAM ELIGIBILITY

- Part-time faculty members
- Full-time annually appointed faculty members
- Non-faculty, full-time staff

BENEFITS

- Earn the designation of Associate Faculty member.
- Become part of a collaborative community made up of faculty members on your campus and collegewide.
- Get tools and support to help you meet the expectations for being a great teacher at Valencia.
- Take advantage of support and resources.
- Receive a pay raise (Visit the Faculty Development website for more details).

HOW TO QUALIFY AND APPLY

1. Complete 60 hours of qualifying faculty development courses (see below). Earned hours are verified through EDGE transcripts.
2. After attaining the required 60 hours, complete the online Associate Faculty Certification Application by June 15th. Qualification in this program is not automatic.

To earn the Associate Faculty Certificate, faculty will complete 60 hours of faculty development courses.

1. REQUIRED COURSE (30 HOURS)

COURSE	HOURS	TITLE
LCTS1110	30	Teaching in Our Learning College (Previously LCTS1111)

2. OPTIONAL COURSES (30 HOURS)

Successfully complete 30 faculty development hours by taking any combination of courses within the Faculty Development Catalog of Courses.

RECOMMENDED COURSES

Although the only required course is LCTS1110 Teaching in Our Learning College, we recommend the following courses to faculty members seeking initial Associate Faculty Certification.

COURSE	HOURS	TITLE
PRFC3371	20	Learning Partners: Developing Reflective Practitioners
ASMT2122	10	Classroom Assessment Techniques
ASMT2227	5	Understanding and Designing Rubrics
INDV1153	10	Making Learning Accessible
INDV3352	20	Classroom Management
LCTS2224	2	Interactive Lectures
LCTS2225	20	Flipped Classroom
LCTS3211	2	Strategies for Academic Integrity
LCTS3212	20	Boot Camp for Online Instruction
LFMP3345	4	Learning Support Services on Your Campus
LOBP3230	10	Thinking Things Through: Critical Thinking Theory and Practice
LTAD3240	2	Multimedia Tool for All Courses
LTAD3286	2	Tools for Plagiarism Prevention

Osceola/Lake Nona Campus Faculty: visit the [Inside the OC webpage](#) for the latest information about this program on your campus.

Winter Park Campus Faculty: visit the [Inside Winter Park webpage](#) for the latest information about this program on your campus.

ANNUAL RENEWAL

After the initial Associate Faculty Certificate is awarded, Associate Faculty are required to renew the certification annually. To continue receiving the increased compensation, faculty must complete 20 hours of qualifying faculty development activities each year (from July 1 – June 15) and apply for the Associate Faculty renewal. The renewal process is not automatic.

For complete details, including [instructions for application](#), visit the [Associate Faculty Certification Program webpage](#).



DIGITAL PROFESSOR CERTIFICATION PROGRAM

This series is designed to culminate in the certification of faculty as “Digital Professors.” This designation will indicate completion of 20 hours of professional development in the areas of pedagogy and technology in online/hybrid teaching and learning.

To successfully complete the Digital Professor Certification, the faculty member must complete a minimum of 16 hours of required pedagogy courses, 2 hours of optional pedagogy courses (choices below) and 2 hours of optional technology courses (choices below).

NOTE: Participants should take Boot Camp for Online Instruction (LCTS3212) or Blackboard Essentials (LTAD3282) prior to enrolling in Digital Professor courses.

REQUIRED PEDAGOGY COURSES (16 HOURS)

COURSE	HOURS	TITLE
LCTS3242	2	Developing Interactive Web-based Courses
ASMT3232	6	Quality Matters: Peer Reviewer Training
ASMT3353	2	Authentic Learning and Online Assessment
INDV3246	2	Universal Design for Online Learning
INDV3248	2	Building Online Learning Communities
PRFC3244	2	Legal Issues and the Virtual Student

OPTIONAL PEDAGOGY COURSES (minimum of 2 HOURS)

COURSE	HOURS	TITLE
INDV3358	10	The Art of Facilitating Online Discussions
LCTS1112	20	Succeeding in Online Group Work
LCTS3125	2	Engaging the Online Learner
LCTS3137	20	Facilitating Online Learning
LCTS3211	2	Strategies for Academic Integrity
LCTS3247	10	Maximizing Hybrid Learning
LCTS3280	4	Teaching and Learning with Social Media Part I
LFMP3115	2	Designing an Effective Online Student Orientation (previously LCTS3115)

OPTIONAL TECHNOLOGY COURSES (minimum of 2 HOURS)

COURSE	HOURS	TITLE
LTAD3240	2	Multimedia Tools for All Courses
LTAD3241	4	Podcasting 101 (no longer offered)
LTAD3243	2	Podcasting 201w – Windows Users (no longer offered)
LTAD3270	10	Build Your Own Online Lessons
LTAD3284	6	Mobile Learning
LTAD3285	2	Test and Activity Creators
LTAD3286	2	Tools for Plagiarism Prevention
LTAD3287	6	Online Video Orientations
LTAD3383	6	Teaching and Learning with Social Media Part II

For complete details, [visit the Digital Professor Certification webpage.](#)





LIFEMAP CERTIFICATION

LifeMap Certification is designed to support all faculty members, full-time and part-time, as they expand their knowledge and integration of LifeMap and College Success Skills with the goal of enhanced student learning. To attain this certification, faculty will complete 32 hours of foundational courses and 4 hours of optional courses.

LifeMap: Essential Competency of a Valencia Educator

Valencia educators will design learning opportunities that promote student life skills development while enhancing discipline learning. Through intentional inclusion of growth-promoting strategies, faculty will facilitate the students' gradual assumption of responsibility for making informed decisions and formulating and executing their educational, career and life plans.

IN DEMONSTRATION OF THIS ESSENTIAL COMPETENCY, THE FACULTY MEMBER WILL:

- establish student & faculty contact that contributes to students' academic, personal, and professional growth
- employ digital tools to aid student contact (e.g., Atlas, MyPortfolio, Blackboard, Ask-A-Librarian, email, etc.)
- seek out struggling students and identify options through dialog and appropriate referrals
- help students assume responsibility for making informed academic decisions (e.g., degree requirements, transfer options, financial aid, etc.)
- guide students in developing academic behaviors for college success (e.g., time management, study, test and note taking strategies, etc.)
- help students identify academic behaviors that can be adapted as life skills (e.g., library search skills, decision-making, communication skills, scientific understanding, etc.)
- assist students in clarifying and developing purpose (attention to life, career, education goals)

CERTIFICATION OUTCOMES

1. Faculty members will apply the principles of LifeMap, one of the Essential Competencies of a Valencia Educator, to improve their practice.
2. Faculty members will integrate LifeMap and College Success Skills into their current practice.
3. Faculty members will engage in continuous improvement processes, through the completion of an infusion project, with the goal of enhanced student learning.
4. Faculty members will develop professional relationships throughout the division, campus, and college.
5. Faculty members will contribute to an evolving community of peers focused on reflection, innovation, and enhanced student learning.

FOUNDATIONAL COURSES (32 HOURS)

COURSE	HOURS	TITLE
LFMP3339	6	Fundamentals of LifeMap* (Previously LFMP3340 and LFMP3341)
LFMP3344	6	Infusing College Success Skills
LFMP3346	20	LifeMap Certificate Capstone* (Prerequisites – LFMP3339, LFMP3344, and a minimum of 4 hours in optional courses below)

* The Foundational Courses must be taken in a specific sequence and have required prerequisites. Participants will take the required foundational courses as a cohort. For complete details, visit the LifeMap Certification webpage.

OPTIONAL COURSES (minimum of 4 HOURS)

COURSE	HOURS	TITLE
INDV2252	Variable	Introduction to StrengthsQuest
INDV3259	20	LinC: Integrating a High-Impact Practice (Previously INDV3257 and INDV3258)
LCTS1117	20	Reading and Writing: Strategies for YOUR Course
LCTS2221	10	Impacting Student Motivation
LCTS3215	Variable	Step by Step: Faculty Development for SLS 1122 (no longer offered)
LCTS3216	10	Supplemental Learning to Enhance Student Learning
LCTS3217	2	College Survival Skills: Faculty Development for SLS 1101
LCTS3218	2	Personal Development: Faculty Development for SLS 1201
LCTS7111	Variable	Introduction to the New Student Experience Course (Previously LCTS3215)
LFMP1151	Variable	Reading Circle (topics vary from year to year)
LFMP3345	4	Learning Support Services on Your Campus
LFMP3348	20	Continuous Assessment and Responsive Engagement (CARE) Strategies
LFMP3349	4	Supporting Students with Behavioral Concerns
LFMP3350	4	LifeMap Toolbox to Enhance Student Learning
LOBP3230	10	Thinking Things Through: Critical Thinking Theory and Practice



SENEFF FACULTY DEVELOPMENT PROGRAM

This series is designed to culminate in the designation of the faculty as a member of the Seneff Faculty Community. The program is open to all Valencia faculty members and indicates an individual commitment to the development of the honors community at the college.

To successfully complete the program, the faculty member must complete a minimum of 8 hours in two foundational courses, 6 hours in honors pedagogy courses, and 6 hours in optional learning opportunities that can include additional courses or, with dean approval, other professional activities.

FOUNDATIONAL COURSES (8 HOURS)

COURSE	HOURS	TITLE
PRFC6360	4	What is Honors?
LCTS6310	4	Best Practices in Honors Education

HONORS PEDAGOGY COURSES (minimum of 6 HOURS)

COURSE	HOURS	TITLE
LCTS6311	3	Interdisciplinary Teaching: Pedagogical Practices that Encourage Critical Thinking and Action
LCTS6312	3	Great Books (and Other Masterpieces in Human Thought)
LCTS6313	5	City as Text™: A Model for Active Learning
LCTS6314	3	What is Undergraduate Research? *
LFMP6340	3	Mentoring Students in Undergraduate Research *

Courses completed in excess of the pedagogy requirement (6 PD hours) may be counted towards the elective course requirement (6 PD hours).

* Required for faculty mentoring students in the Undergraduate Research track who do not meet alternative credentialing.

ELECTIVE COURSES/OPTIONAL LEARNING OPPORTUNITIES (minimum of 6 HOURS)

The faculty member must complete at least 6 additional hours in the following courses or, with dean approval, participate in optional learning activities designed to enhance involvement in the honors community such as completion of the Phi Theta Kappa Leadership Development Certification Seminar, attendance at national, regional, and state honors conferences, attendance at discipline conferences, etc.

Please note that participation in other professional activities outside the Valencia Faculty Development Catalog cannot be applied to the hours required for faculty seeking or renewing the Associate Faculty Certification.

For complete details, visit the Seneff Faculty Development Program webpage.

COURSE	HOURS	TITLE
INDV2254	2	The Art & Science of Learning and the Brain
INDV2255	2	Multiple Perspectives
INDV3259	20	LinC: Integrating a High-Impact Practice (Previously INDV3257 and INDV3258)
INDV3351	20	Internationalizing the Curriculum at Home
LCTS2213	Variable	Active Learning Techniques
LCTS2214	2	Problem-based Learning
LCTS2217	2	Project-based Learning
LCTS2220	2	Using Collaborative Writing Strategies across the Disciplines
LCTS2221	10	Impacting Student Motivation
LCTS3211	2	Strategies for Academic Integrity
LCTS3213	20	Service Learning across the Curriculum
LCTS3214	20	Designing a Short-Term Study Abroad Experience for Students
LFMP1151	Variable	Reading Circle (topics vary from year to year)
LFMP3345	4	Learning Support Services at Your Campus
LFMP3347	2	Engaging Students Through Mentorship
LOBP3230	10	Thinking Things Through: Critical Thinking Theory and Practice
PRFC3210	4	Roles and Responsibilities for the Study Abroad Program Leader
SOTL3272	1	IRB Requirements and Your Course Part I (previously SOTL3270)
SOTL3273	3	IRB Requirements and Your Course Part II
SOTL4270	Variable	Community of Scholars





STUDY ABROAD PROGRAM LEADER CERTIFICATION

This series is designed to culminate in the certification of faculty as Study Abroad Program Leaders. The designation will indicate completion of 24 hours of professional development in the area of study abroad and global experiences and will prepare faculty members to develop and lead a meaningful short-term study abroad experience for Valencia’s students.

To successfully complete the Study Abroad Program Leader Certification and meet the qualifications to lead a study abroad program, the full-time faculty member must complete both courses in any order.

REQUIRED COURSES (24 HOURS)

COURSE	HOURS	TITLE
PRFC3210	4	Roles and Responsibilities for the Study Abroad Program Leader

DESCRIPTION:

This session is designed for faculty members who plan to lead a short-term study abroad program and their respective deans. Participants will examine processes and procedures for creating, implementing, and leading a meaningful study abroad program for Valencia students. Participants will learn more about study abroad programs, discuss course and program development, review the different phases of the implementation process, and discuss safety and emergency preparedness.

COURSE	HOURS	TITLE
LCTS3214	20	Designing a Short-Term Study Abroad Experience for Students

DESCRIPTION:

Creating a study abroad program is one way that faculty can internationalize the curriculum for students to better compete in a global environment. In this course, participants will learn how to plan and prepare for a short-term study abroad program through the office of Study Abroad and Global Experiences (SAGE). Faculty will design a study abroad course with learning outcomes, activities, and assessment methods and complete an initial draft of the Short-Term Study Abroad Proposal. Participants will submit a completed proposal, course outline, and course syllabus in order to successfully complete the course.

For complete details, visit the Study Abroad Program Leader Certification webpage.



SEEKING EDUCATIONAL EQUITY AND DIVERSITY (SEED)

SEED is a national project, founded 27 years ago by Dr. Peggy McIntosh of Wellesley College. It utilizes a cohort-based monthly seminar model with the intention of creating gender fair, multiculturally equitable and globally informed educational spaces and workplaces. The application process to participate in SEED occurs in the Spring Term and is announced through the Juice and Faculty Insight newsletters.

- INDV7313 SEED Seminar Series
- INDV7314 SEED II Seminar Series

Professional Collection

The Faculty and Instructional Development professional collection provides faculty with over 800 titles in books, scholarly journals and electronic resources in support of the Essential Competencies of a Valencia Educator.







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