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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 provides a variety of opportunities for all faculty members in all course modalities including face-to-face, mixed-mode, and online. 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 tenure-track 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

View upcoming courses in The Faculty Insight or visit the Valencia EDGE to search for, find information on, and register for courses, as well as view your transcripts.

To access the Valencia EDGE:

1. Log in to Atlas.
2. Click on the Faculty tab.
3. Click on the Access Valencia EDGE graphic in the Faculty Development Channel. A new window will open.
4. Click on My Courses on the top right.
5. 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.

To learn more about faculty development, please visit our YouTube channel.

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

*Our Campus Centers will be open on on a limited schedule and our teams are available for assistance at the link above*
**Campus Centers for Teaching/Learning Innovation**

*Our Campus Centers will be open on a limited schedule and our teams are available for assistance at the link above*

Expand your professional practice and development in the Essential Competencies.

A variety of services are offered in support of teaching and learning on each campus:

**Consultation Services:** Partner with a faculty developer/instructional designer to create and practice delivery of course content and materials for all instructional modalities.

**Programs and Events:** Plan your professional development path through courses, certifications, programs, and topic concentrations.

**Teaching Tools:** Discover tools to expand your professional practice and development in the Essential Competencies of a Valencia Educator such as formative and summative assessment strategies.

**Digital Engagement:** Integrate educational technology in your classroom to enhance student engagement and learning.

**Professional Collection:** Check out books and materials from the professional collection of educator resources.

**Connect:** Exchange ideas with fellow educators to advance teaching, learning, scholarship, and technology.

**Resources:** Utilize resources including computers, printers, iPads, and video equipment.
## Campus Centers locations and schedules

*Our Campus Centers will be open on a limited schedule and our teams are available for assistance at the link above*

<table>
<thead>
<tr>
<th>Campus</th>
<th>Location</th>
<th>Room/Suite</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Downtown Campus</td>
<td>Dr. Phillips Academic Commons</td>
<td>Room 261</td>
<td>407-582-3041</td>
</tr>
<tr>
<td>East Campus</td>
<td>Building 4, Room 133</td>
<td></td>
<td>407-582-2425</td>
</tr>
<tr>
<td>Lake Nona Campus</td>
<td>Building 1, Room 344</td>
<td></td>
<td>407-582-7128</td>
</tr>
<tr>
<td>Osceola Campus</td>
<td>Building 4, Room 124</td>
<td></td>
<td>407-582-4918</td>
</tr>
<tr>
<td>Poinciana Campus</td>
<td>Room 305</td>
<td></td>
<td>407-582-6131</td>
</tr>
<tr>
<td>West Campus</td>
<td>Building 6, Room 133</td>
<td></td>
<td>407-582-2425</td>
</tr>
<tr>
<td>Winter Park Campus</td>
<td>Room 126</td>
<td></td>
<td>407-582-6919</td>
</tr>
</tbody>
</table>
Consultation
Faculty and Instructional Development offers individual and group consultations to support all faculty in a broad range of topics related to teaching, learning, and technology.

Endowed Chairs
This program provides resources needed for advancement of instruction at Valencia College, and tenured-faculty members are encouraged to apply. For more information please review our website details on Endowed Chairs.

Faculty Incentive Plan
The Faculty Incentive Plan is a compensation enhancement designed for annually appointed, tenured, and tenure-track faculty members. The Faculty Incentive Plan is conducted in a two-year cycle and has two components, the High Impact Practices Plan ($1,000) and the Professional Development Plan (Level 1 $750 or Level 2 $1,500). Participation in the Faculty Incentive Plan is voluntary and faculty members can choose to participate or not participate in each component. For more information, please review our website details on the Faculty Incentive Plan.

Sabbatical Leave
The purpose of Sabbatical Leave is to provide professional renewal for eligible faculty. A sabbatical should provide the individual with a significant opportunity for new, or renewed, achievement and growth through activities such as study, research, writing, creative work and travel, so that the individual’s teaching and/or professional effectiveness may be enhanced. For more information, please review our website details about Sabbatical Leave.
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 faculty and deans. 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 Essential Competencies are:

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

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
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
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.)
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 and faculty contact that contributes to students' academic, personal, and professional growth
- employ digital tools to aid student contact (e.g., Atlas, MyPortfolio, Canvas, 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)
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.

PERFORMANCE INDICATORS: EVIDENCE OF LEARNING

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, and 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, and 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.
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.)
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 and practice.
Learning Technology & Alternative Delivery

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. These courses are designed to help participants incorporate learning technologies as tools to foster student learning in any mode (face-to-face, mixed-mode, and online).
Course Offerings
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 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.)

**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 is 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 tenure 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
ASMT2277 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.

Selected Topics
ASMT2910 VARIABLE PD HOURS
Courses on special topics concerning assessment. Topics vary from year to year; course may be repeated for credit.

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.

Using Writing and Technology to Assess Learning
ASMT3280 10 PD HOURS
Several evidence-based practices for increasing student understanding and engagement involve increased student writing, but don't always offer solutions for assessing this writing. Luckily, there are several LMS features and external tools that can help with this. This course helps faculty analyze written assessments (including formative and summative assessments) to determine assessment and feedback strategies and identify LMS and EdTech tools to support those strategies.

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
This online 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 a portfolio review 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 and deans/directors 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 the evaluation of a mock portfolio.
NOTE: Attendance is limited to portfolio panelists and deans/directors who have completed the 6-hour online Portfolio Review Training (ASMT3322) within the last year.

Introduction to the Rubric for Online Competencies
ASMT3326 4 PD HOURS
This course will explore the Rubric for Online Competencies (ROC) which contains quality online design and delivery criteria aligned with the Essential Competencies of a Valencia Educator, and will prepare the participant to be part of the Course Peer Review Process. Participants will learn to consistently apply the rubric which supports faculty as they develop, redesign, and deliver quality online courses to improve the student learning experience.
NOTE: This course is required for Digital Professor Certification, and participants must successfully complete this course prior to taking ASMT3327: ROC Peer Review Training.

ROC Peer Review Training
ASMT3327 0 PD HOURS
This course will introduce peer reviewers and subject matter experts to the Rubric for Online Competencies (ROC), the Course Peer Review process, and best practices for providing peer support in online course design and delivery. Faculty members will further develop their knowledge and skills in the areas of accessibility, learning outcomes, and student engagement.
NOTE: Participants must successfully complete this course prior to performing any course peer reviews and prior to taking ASMT3328: ROC Panel Chair Training.
ROC Panel Chair Training
ASMT3328 0 PD HOURS
This course will assist panel chairs in facilitating the entire Course Peer Review process, including the review panel’s alignment of the Rubric for Online Competencies (ROC) criteria. Faculty will practice using review tools, documentation, and communication to their panel members and faculty participating in the course review. Panel chairs will further develop their knowledge and skills in providing constructive feedback and recommendations.
NOTE: Participants must successfully complete this course prior to serving as a panel chair in a course peer review.

ROC Dean Training
ASMT3329 2 PD HOURS
This course will introduce deans (and their designees) to the Rubric for Online Competencies (ROC), the course peer review process, and best practices for providing support in online course delivery. Participants will further develop their knowledge and skills in providing constructive feedback and recommendations.
NOTE: This course is designed for all deans and program chairs/coordinators who have or have not taught online.

Introduction to Course Peer Review
ASMT3332 0 PD HOURS
This course is designed to prepare faculty to participate in the Course Peer Review process in three different roles: as Peer Reviewer, Subject Matter Expert, and as a Panel Chair. Through analysis of the overall course peer review process, faculty will explore each of the process phases and its components. Participants will take a deeper dive into the roles and responsibilities of each panel member and examine review tools, documentation, and process communications.

Authentic Learning and Online Assessment
ASMT 3353 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 course is required for Digital Professor Certification.

Transparent Assessment
ASMT4242 6 PD HOURS
Transparent assessments help create equitable environments for student learning. Studies indicate that by making assessments more transparent, students navigate their educational work more successfully, feel a greater sense of belonging, and have improved retention rates. In this course, participants will learn an equity-minded framework for transparent assessment design and, with feedback from their peers, apply this framework to their current practice by using either their draft Learning Outcomes Assessment Template or one of their own course assessments.

Quality-enhanced Online Learning
ASMT5233 10 PD HOURS
Participants will explore how to improve online/mixed-mode learning using the Essential Competencies of a Valencia Educator, evidence-based course design practices, the Rubric for Online Competencies (ROC), the course peer review process, and providing support in online course delivery. Participants will further develop their knowledge and skills in providing constructive feedback and recommendations, using data as a tool to inform decisions, and using the Learning Management System.
NOTE: This course is designed for all deans and program chairs/coordinators who have or have not taught online.
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 may include creation of inclusive learning environments, 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 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.)

**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.

**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. This is an elective course in the Peace and Justice Practitioner Certification for faculty.

**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.

**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 Peace and Justice Practitioner Certification for faculty.
**Meeting the Needs of Military Students**  
INDV2256  3PD HOURS  
Participants will learn how faculty members can better assist military student in reaching their academic goals.

**Engaging Historically Underrepresented Students in STEM**  
INDV2257  3PD 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.

**Introduction to Implicit Bias and Microaggressions in the Learning Environment**  
INDV3121  5 PD HOURS  
In this course we will explore implicit bias and how it manifests itself through microaggressions. We will reflect on our own implicit biases and how they might influence our attitudes and behaviors. Additionally, through the use of discussions, scenario-based activities, and other online resources, we will identify and explore how microaggressions can occur in the classroom. Participants will leave this course with strategies to make a more inclusive online learning environment.  
NOTE: This is an elective in the Peace and Justice Practitioner Certification.

**LGBT+ Intersectionalities: Awareness and Allyship**  
INDV3126  8 PD HOURS  
Equity-minded practitioners are called upon to increase their awareness of social and contextual factors that lead to inequity amongst student populations. Members of the LGBT+ community experience inequities related to race, as well as those related to their sexuality and gender identity, inside and outside of the classroom. The LGBT+ Intersectionalities: Awareness and Allyship course provides a reflection and active experience where you explore what it means to be part of the LGBT+ community, how this is impacted by dimensions of intersectionality and how to create safe spaces for the LGBT+ community in your learning environment and on your campus.

**Linguistic Diversity and Antiracism**  
INDV3127  12 PD HOURS  
Our tacit beliefs about spoken and written communication standards inform nearly every aspect of our interactions with students. But where do those expectations come from, why do we or don’t we enforce them, and can they be harmful? In this course, facilitators will explore these questions to uncover the racist ideologies underlying language standardization and code-switching pedagogies. Participants will be encouraged to learn about the links between language and identity and to explore their own linguistic identities; examine the underlying values that inform their own and their disciplines’ expectations for communicative practice; and identify concrete ways to enact antiracist linguistic policy and practice in their work at the college.
**Understanding Microaggressions**
INDV3145 2 PD HOURS

Microaggressions are comments or actions that subtly and often unconsciously express a biased attitude toward a member of a marginalized group. Through this course, staff and faculty participants will examine the role of microaggressions in the workplace and classroom, and explore strategies to counteract their impact.

**Culturally Responsive Teaching and Learning**
INDV3151 10 PD HOURS

This course offers concepts, principles and a framework for thinking about culturally responsive teaching as an extension of brain-based learning. With a focus on developing meaningful learning partnerships with students, participants will explore the relationship between the brain and its influence on our social-emotional state and identify skills necessary in becoming a culturally responsive practitioner through critical reflection. The course concludes with the development of a plan to become a more culturally responsive practitioner.

NOTE: This is an elective in the Peace and Justice Practitioner Certification.

**Universal Design and Accessibility**
INDV3158 4 PD HOURS

All students need to be able to navigate your online course and access all of your content. In this course, you will learn how to apply universal design principles to ensure that your online course and content provide equitable learning experiences for all students.

NOTE: This course is required for Digital Professor Certification.

**Creating an Inclusive Syllabus**
INDV3215 6 PD HOURS

The syllabus is often the first impression that students have of a course, and can create confidence or trepidation with regard to their ability to succeed. In this course, participants will get to review their own syllabus through equity-minded lenses such as tone, personalization, and linguistic choices that can impact students’ sense of belonging in the classroom environment.

**Using Growth Mindset to Support Underrepresented Students in STEM**
INDV3225 10 PD HOURS

This course is designed to support faculty with integrating growth mindset interventions into interactions with historically underrepresented students in STEM.

**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 in the Digital Professor Certification.

**Implicit Bias and Student Feedback on Instruction**
INDV3252 5 PD HOURS

This course is designed for deans, discipline chairs/ coordinators, and faculty to create a space for informed conversation around the Valencia College Student Feedback on Instruction (SFI).
**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 provide 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 elective in the LifeMap Certification. This course is intended for those teaching a LinC course pairing.

**Preparing to be an Equity-minded Practitioner**  
INDV3265 16 PD HOURS  
This course is an invitation to begin the journey of becoming an equity-minded practitioner. As you examine and reflect on your professional and personal experiences using a lens of equity, you will create an Equity-minded Practitioner Plan that includes exploring your personal definition of equity, identifying inequities in your teaching practices, and crafting a plan of action demonstrating your commitment to becoming an equity-minded practitioner.

**The Trauma informed Classroom: Helping Students with Adverse Childhood Experiences**  
INDV3312 3 PD HOURS  
This course examines the physiology and psychology of students who grow up with trauma, the causes and consequences of trauma on learning and classroom management. As a result of this course, you will be better prepared to support students with differing levels of childhood trauma and its effects on their learning.

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

**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 INDV3341 is recommended, but not required.

**Internationalizing the Curriculum**  
INDV3351 20 PD HOURS  
This course provides faculty members with the knowledge and resources to internationalize a course by developing a unit internationalization toolkit. Successful completion of this course will enable participants to request inclusion in Valencia Global Distinction.
**Exploring Strategies to Promote an Inclusive Learning Environment**  
INDV3352 20 PD HOURS  
Participants will examine effective processes and strategies that establish inclusive equitable student learning environment that lead to positive learning outcomes. Participants will discuss best practices and apply what they have learned to their classroom settings.

**Strategies for Student Success**  
INDV3354 20 PD HOURS  
Participants will examine scenarios and develop strategies for creating an inclusive, equitable classroom environment that are grounded in mutual respect  
NOTE: It is strongly recommended that participants have taken INDV3352: Exploring Strategies to Promote an Inclusive Learning Environment before this course.

**Stewardship as a Study Abroad Leader**  
INDV3356 6 PD HOURS  
Participants will develop global leadership skills to lead study abroad experiences. Participants will learn how to create an atmosphere of inclusion and mitigate issues when studying abroad through exploring a variety of scenarios and role-playing. Additionally, faculty will develop a risk management plan. This course is designed for full-time, non-temporary faculty interested in leading a study abroad program.  
NOTE: This is a required course in the Study Abroad Program Leader Certification. Participants must successfully complete the following prerequisite prior to enrolling in this course: Introduction to SAGE (LCTS3315).

**Creating Equity-minded Curricula**  
INDV4242 10 PD HOURS  
Curriculum consists of the instructional decisions made about what will be taught and the institutional decisions made about the content and outcomes. Faculty and staff at Valencia College engage in an interconnected set of curricular processes. This workshop introduces strategies for equity-minded curriculum intended for participants from varied levels of responsibility for the curriculum.

**Mentored Implementation**  
INDV5299 VARIABLE PD HOURS  
Through this course, participants will be paired with a partner/mentor to infuse a concept or strategy into their practice.

**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.  
NOTE: This is an elective course in the Peace and Justice Practitioner Certification for faculty.
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.
NOTE: This is an elective course in the Peace and Justice Practitioner Certification for faculty.

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.
NOTE: This is an elective course in the Peace and Justice Practitioner Certification for faculty.

SEED I 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 through the spring and summer terms and is announced through The Juice and Faculty Insight newsletters.

SEED II Seminar Series
INDV7314 VARIABLE PD HOURS
This course invites participants to continue to examine their professional and personal experiences using a lens of racism and race. As a result of completing this course, participants will be better equipped to support diverse perspectives and work effectively at Valencia in a pluralistic society by improving the multicultural experience for themselves and their students. 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 through the spring and summer terms and is announced through The Juice and Faculty Insight newsletters.
Authentic Conversations and Reflection on Privilege, Race and Academic Achievement
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 privilege and race. 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 initiative. 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.
NOTE: This is an elective course in the Peace and Justice Practitioner Certification for faculty.

Peace & Justice Institute Retreat
INDV7317 Variable PD HOURS
Participants are asked to complete pre-reading and then invited to slow down, engage in reflective practices, explore the Principles for How We Treat Each Other and practice the art of asking honest and open questions as a means of knowing self and others. The retreat is in a one or two-day format, and offers quiet reflection, positive interactions with colleagues, and artistic expression, each of which helps us to renew ourselves for our work and lives.
NOTE: This is a required course in the Peace and Justice Practitioner Certification for faculty.

Community of Scholars
INDV7318 25 PD HOURS
In this course, participants will meet with a cohort over multiple sessions to discuss topics in peace studies including conflict transformation, nonviolence, sustainability, belonging, and others. Through regular readings, reflections, and critical discourse, participants will explore these topics seeking connections to their lives and classroom practices.
NOTE: This is a required course in the Peace and Justice Practitioner Certification for faculty.

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.
NOTE: This is an elective course in the Peace and Justice Practitioner Certification for faculty.
Peace and Justice Practitioner Certificate Capstone
INDV7319 16 PD Hours
Participants will design and implement a Peace and Justice active learning unit that will engage students in pedagogical practices that promote inclusive behaviors. Participants will submit and present their results during the Capstone Showcase at the end of the cohort. *This is the final course in the Peace and Justice Practitioner Certificate for faculty. Participants must complete INDV7318 Community of Scholars and Peace and Justice Practitioner Certificate Electives prior to enrolling in this course.
NOTE: This is a required course in the Peace and Justice Practitioner Certification for faculty.

Engaging Every Voice: A Primer for Creating a Safe Space for Dialogue
INDV7320 2 PD Hours
This course will support faculty in better addressing aspects of social-emotional learning in the classroom, for the purpose of building student participation. Faculty will both practice and reflect on practices aimed at including and increasing the engaging of all students. Participants will identify practices which will increase dialogue in the classroom; experience active learning techniques that support student engagement and reflect and identify practices useful in the classroom to engage every student voice in the room.

Practicing Presence: Mindfulness Tools for Educators Part II
INDV7321 10 PD Hours
This multi-session face to face or webinar course incorporates both formal and informal mindfulness practices to support participants in cultivating a mindfulness practice of their own. This highly experiential class is sustained by a generous, safe group environment and skillful teacher facilitation. Participants will be introduced to a variety of mindfulness activities in class, then practice these activities at home. Class activities, written reflections, and home practices will support participants in bringing conscious and deliberate attention to what they are experiencing from moment to moment with curiosity and kindness and without judgement. Research indicates that a majority of people who develop a mindfulness practice find a greater capacity for dealing with life stresses, particularly physical pain, depression and anxiety. Many find practice a doorway into greater well-being. Completion of ASMT7312 Mindfulness Tools for Educators, which introduces participants to mindfulness, is required. Interested participants with a regular mindfulness practice may reach out to the facilitators and petition to waive the Mindfulness Tools requirement. Participants must attend all four two-hour sessions and complete all homework assignments to receive full PD credit. This course is worth 12 PD hours.
NOTE: This course applies to the Peace and Justice Practitioner.
LEARNING-CENTERED TEACHING PRACTICE

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 mixed-mode 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 course is required for Associate Faculty Certification.

**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.

**Using Metacognitive Strategies in Your Course**
LCTS1117 20 PD HOURS
This online course focuses on practical strategies and techniques to enhance students’ reading and writing skills in your course. Participants will develop and revise a plan for implementation of these strategies.
NOTE: This is an elective in the LifeMap Certification.

**Reading Circle**
LCTS1151 VARIABLE PD HOURS
A reading circle discussion of a selected text on learner-centered teaching practices. 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.)

**Sustainability in Our Community**
LCTS1213 5 PD HOURS
Sustainability is a high impact practice that affects our daily lives, engages our students, and can enrich any classroom curriculum to prepare students for success in a global community and workforce. Through the lens of the Three Pillars, participants will integrate sustainability into curricula, learn about sustainability efforts at Valencia, and visit a local area site that illustrates sustainability concepts, challenges, and practices in our community.

**Introduction to High Impact Practices**
LCTS1214 6 PD HOURS
This course introduces participants to the concepts of evidence-based, high impact practices and provides an opportunity to explore and share strategies for curriculum infusion.
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. This is an elective course in the Peace and Justice Practitioner Certification for 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 – Micro-teach Prep
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.
NOTE: This roundtable is for Year 1 tenure candidates only.

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 in the Active Learning Certification and in the Peace and Justice Practitioner Certification.

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 in the Active Learning Certification and in the Peace and Justice Practitioner Certification.
**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.

**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 Saundra McGuire’s *Teach Students How to Learn* 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 elective in the LifeMap Certification.

**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.  
NOTE: This is an elective in the Active Learning Certification and in the Peace and Justice Practitioner Certification.

**Asking the Right Questions**  
LCTS2223  2 PD HOURS  
Well-designed questions function as critical thinking prompts for students. This workshop will explore how to construct 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.  
NOTE: This is an elective in the Active Learning Certification and in the Peace and Justice Practitioner Certification.

**Interactive Lecture**  
LCTS2224  2 PD HOURS  
Research shows that students lose focus after 15 to 20 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 course is part of the TLA Core Seminar series and is open to all faculty and is an elective in the Active Learning Certification.

**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.
NOTE: This is an elective in the Active Learning Certification.

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.
NOTE: This is an elective course in the Peace and Justice Practitioner Certification for faculty.

Selected Topics
LCTS2910 VARIABLE PD HOURS
Courses on special topics concerning learning-centered teaching practice. Topics vary from year to year; course may be repeated for credit.

Digital Professor Cohort
LCTS3129 20 PD HOURS
This digital professor certification experience is designed to culminate in the certification of faculty as "Digital Professors." This designation will indicate the completion of 20 hours of professional development in the areas of pedagogy, student engagement, and technology in online teaching and learning in alignment with the Rubric for Online Competencies.

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 elective in the Digital Professor Certification.

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.

Designing and Delivering Your Mixed Mode Course
LCTS3221 10 PD HOURS
Mixed-mode courses require an intentional design to integrate and deliver online and face-to-face course components. Participants in this course will explore effective instructional practice, course structure, assessment plan, and physically distanced engagement strategies in order to deliver a quality mixed-mode course.
NOTE: This is an elective in the Digital Professor Certification.

Infusing Sustainability into Your Curriculum
LCTS3225 10 PD HOURS
In this course, participants will examine economic, environmental, and social 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 sustainable concepts relevant to students’ lives and academic work.

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 in the Digital Professor Certification.

Valencia College West Campus
Foundations of Active Learning
LCTS3290 10 PD HOURS
This is the first course in the Active Learning Certificate sequence. Throughout the course, participants will be introduced to the theories and principles of Active Learning, as well as gain an introduction to the Capstone portfolio assessment at the end of the certificate process. Specific emphasis will be placed on integrating and sharing active learning strategies into the classroom.
NOTE: This course is required for the Active Learning Certification. It is a prerequisite for LCTS3291 Impacting Active Learning Through Metacognition.

Impacting Active Learning through Metacognition
LCTS3291 10 PD HOURS
Metacognition, the awareness of one's own thought processes, can play a powerful role in what and how we learn. This course will discuss metacognitive awareness and how it can impact learning. Participants will examine how metacognitive strategies can be integrated into active learning activities to support student learning. Participants will also apply metacognitive principles to their own teaching practice.
NOTE: This is a required course in the Active Learning Certification. Available sections of this course will only be visible once participants successfully complete the following prerequisite course: Foundations of Active Learning (LCTS3290).

Active Learning Capstone
LCTS3292 10 PD HOURS
This capstone course includes showcasing a portfolio of work demonstrating the active learning program outcomes have been met. The portfolio's artifacts will include lesson plans incorporating active learning and metacognitive strategies, a variety of student feedback examples, and self-reflections.
NOTE: This is the final course in the Active Learning Certification. Available sections of this course will only be visible once participants successfully complete the following prerequisite courses: LCTS3290 Foundations of Active Learning; LCTS3291 Impacting Active Learning Through Metacognition; and least (6) additional PD hours.

Technology Enhanced Active Learning (TEAL I)
LCTS3293 2 PD HOURS
Through an immersive technology-enhanced experience, faculty will explore strategies and tools for implementing active learning with technology. Looking at active learning through the lens of Adult Learning Theory, Social Cognitive Theory and Constructivism, faculty will explore and evaluate specific educational technologies that align to these learning theories to their practice.
NOTE: This is an elective in the Active Learning Certification.
Technology Enhanced Active Learning (TEAL II)
LCTS3294 8 PD HOURS
Continuing the technology-enhanced active learning experience from TEAL I, participants will build on the concepts that they have begun mapping, constructing a lesson plan “recipe” with a technology that will correlate to an active learning activity for their course. In this hands-on mixed mode course, participants will have the opportunity to test their tech ideas in the “Test Kitchen” format before posting their lesson plan and active learning technology tools.
NOTE: This is an elective in the Active Learning Certification.

Introduction to SAGE
LCTS3315 6 PD HOURS
Participants will engage in an overview of the Study Abroad program, the student global distinction pathway and global competency skills. Additionally, participants will develop a global perspective as well as explore different models for internationalizing curriculum and high impact educational practices.
NOTE: This is a required course in the Study Abroad Program Leader Certification. Participants must successfully complete the following prerequisites prior to enrolling in this course: Introduction to SAGE (LCTS3315) and Stewardship as a Study Abroad Leader (INDV3356). This course is designed for full-time, non-temporary faculty interested in leading a study abroad program.

Designing a Study Abroad Proposal
LCTS3316 10 PD HOURS
Participants will create authentic learning experiences for studying abroad. Additionally, participants will develop a curriculum plan, destination logistics, budget, and recruitment strategies.
NOTE: This is a required course in the Study Abroad Program Leader Certification. Participants must successfully complete the following prerequisites prior to enrolling in this course: Introduction to SAGE (LCTS3315) and Stewardship as a Study Abroad Leader (INDV3356). This course is designed for full-time, non-temporary faculty interested in leading a study abroad program.

Mentored Implementation
LCTS5299 VARIABLE PD HOURS
Through this course, participants will be paired with a partner/mentor to infuse a concept or strategy into their practice.

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 tenants of active learning will also be covered.
NOTE: This is an elective in the Active Learning Certification.
Introduction to Creating Undergraduate Research Experiences  
LCTS6317 3 PD HOURS  
This course will give participants an overview of undergraduate research opportunities, a high impact practice, across all disciplines at Valencia College including the definition, research types and models, resources and logistics, and ethics. NOTE: This is an elective in the Active Learning Certification.

Creating an Embedded Undergraduate Research Experience  
LCTS6417 20 PD HOURS  
This course will give participants an opportunity to create an embedded undergraduate research (UR) experience unique to their course outcomes. Participants will become acquainted with the logistics of the embedded model and the IRB process at Valencia College, as well as complete CITI Training and create an UR experience for their classroom.

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 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 (SLS1570). 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 Service Learning  
LCTS7220 4 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: This course is designed for full-time, non-temporary faculty interested in teaching SLS2940 and SLS2940H Service Learning independent study courses.

Teaching in the Real-time Virtual Classroom  
LCTS7318 2 PD HOURS  
This course is designed to support faculty in teaching using a Real-Time Virtual (RTV) classroom. It includes information and support related to pedagogical, logistical, and technical aspects of teaching RTV.
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 elective in the LifeMap Certification.

**TLA Roundtable 7**
LFMP2120 1 PD HOURS
Candidates will learn about the elements of LifeMap and college success skills. Participants will explore how to facilitate student growth in their educational and career goals.
NOTE: This Roundtable is for Year 1 tenure candidates only.

**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 is open to all faculty.

**Maximizing Student Engagement Hours**
LFMP2350 4 PD Hours
This course gives faculty an opportunity to reflect on what’s working during their student engagement hours, to learn and share innovative strategies with one another, and to create an intentional plan for communicating opportunities for engagement with students.
NOTE: This course is intended for faculty who hold student engagement hours.

**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 elective in the 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 in the LifeMap Certification.

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 in the 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 elective in the LifeMap Certification.
**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 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 in the LifeMap Certification. Participants must successfully complete the following required prerequisites prior to enrolling in this course: Fundamentals of LifeMap (LFMP3339, previously LFMP3340 and LFMP3341), Infusing College Success Skills (LFMP3344) and a minimum of 4 hours of LifeMap electives coursework.

**LifeMap Early Alert and Intervention**  
LFMP3348 10 PD HOURS  
Faculty will learn about Valencia’s early alert approach, which focuses on student and faculty interactions. The course will improve student learning by developing faculty sensitivity to academic and non-academic needs within their classes. Faculty will learn various resources available to support their students’ needs. They will have the opportunity to develop early alert strategies to improve student learning. With increased awareness of student support resources and practice with human-led early alert strategies, faculty will be better equipped to develop responsive approaches to learning within their classes.  
NOTE: This is an elective in the LifeMap Certification.

**Recognizing and Supporting Students in Distress**  
LFMP3349 4 PD HOURS  
Students are faced with many challenges such as balancing academics, work and personal life. This course focuses on identifying warning signs of students experiencing emotional distress and understanding best practices for providing support and referrals. 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. These conversations may include student experiences related to self-harm, abuse, suicide, violence, post-traumatic stress and mental health.  
NOTE: This is an elective in the 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 elective in the LifeMap Certification.

**Student Mentoring Toolbox**  
**LFMP3380** 10 PD Hours  
This course is designed to equip faculty mentoring AA students with the knowledge, resources, and tools to guide those students as they navigate two of the biggest decision they face in their lives: their career path and educational path. The college recognizes the unique perspective and opportunities faculty have to mentor students, both inside and outside of the classroom. This course will provide foundational knowledge for you to engage with students as they navigate through these tough life decisions, and enable faculty to access and use the college's alert and referral tool.  
NOTE: This is a required course for consideration to serve as a faculty mentor for your discipline. Dean approval will be required to be appointed to the role.

**Mentored Implementation**  
**LFMP5299** VARIABLE PD HOURS  
Through this course, participants will be paired with a partner/mentor to infuse a concept or strategy into their practice.

**CARE+ Faculty Orientation & Onboarding**  
**LFMP5324** 6 PD HOURS  
This course is an onboarding for faculty who are new to the CARE+ program and will be working with a CARE Coach for the first time. Building from LFMP3348 (LifeMap Early Alert and Intervention), participants will learn about the history and operation of CARE+, revisit tools for supporting struggling students, and identify coaching strategies to incorporate into their LFMP3348 CARE plan.  
NOTE: This is an elective in the 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.  
*This course is designed for full-time, non-temporary faculty interested in teaching IDH2912: Honors Project course.  
NOTE: This course is required for faculty mentoring students in the Honors Undergraduate Research Track who do not meet the alternative credentialing.  
LCTS6317: Introduction to Creating Undergraduate Research Experiences is a recommended prerequisite.
New Student Experience Credentialing
LFMP7200 VARIABLE PD HOURS
This course will prepare faculty to teach the New Student Experience Course (SLS1122). Participants will learn about course curriculum, effective teaching and planning strategies, developmental advising and resources related to the course.
NOTE: This course is required for faculty teaching SLS1122. This is an elective in the LifeMap Certification.
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.

**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.

**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.

**Thinking Things Through: Critical Thinking Elements, Traits & Standards**
LOBP3230 15 PD HOURS
In this workshop, participants will actively investigate the question: “How do I teach and assess critical thinking in my discipline and course(s) in order to help students develop intellectual traits?” This course includes a three-hour face-to-face kickoff, independent work and a two-hour face-to-face wrap-up.

NOTE: This course is sponsored by the Teaching/Learning Academy and is open to all faculty; it will be of interest to faculty who are teaching in the General Education program. This is an elective in the LifeMap Certification.
**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.

**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.

**Equity-minded Assessment - Writing Equity-minded Learning Outcomes**
LOBP4242 4 PD HOURS
This equity-minded assessment course concentrates on the development of equity-minded learning outcomes and evaluation of existing learning outcomes for patterns of inequity across race and intersectionality. Through readings, reflection, specific examples, and peer review, participants will evaluate learning outcomes for hidden expectations and language that excludes or creates barriers for student achievement.

**Mentored Implementation**
LOBP5299 VARIABLE PD HOURS
Through this course, participants will be paired with a partner/mentor to infuse a concept or strategy into their practice.
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.

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

**PRFC1121** 4 PD HOURS

EC 101: A Great Place to Teach is designed to familiarize faculty with the myriad resources we have for both students and faculty on East Campus. This course will introduce faculty to the different services provided by the Academic Success Center, the Library, Student Services, the Center for Teaching/Learning Innovation, the faculty resource rooms on campus, as well as general resources regarding the student code of conduct. It will give faculty the opportunity to familiarize themselves with these resources and determine how they can utilize these services to create a learning-centered environment to engage students and facilitate their success.

NOTE: This course is designed for faculty teaching on East Campus and is limited to part-time and annually appointed faculty on East Campus.

**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 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.)

**Welcome to Teaching Downtown**

**PRFC1177** 2.5 PD HOURS

This course is designed to provide faculty new to Valencia’s Downtown Campus with an introduction to the culture, community, and teaching/learning expectations of the campus.

**Launching into the TLA**

**PRFC2120** 0 PD HOURS

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

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

**PRFC2161** 25 PD HOURS

This mixed-mode course provides TLA participants with an overview of the structure and components of the Individualized Learning Plan (ILP), familiarizes them with 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 course 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.  
NOTE: This course is limited to tenure candidates.

Creating an Evidence-based Portfolio  
PRFC2263  25 PD HOURS  
This mixed-mode course provides TLA participants with an overview and examination of the elements of a 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 course 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.

TLA Roundtable 6 - 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: This roundtable is for Year 1 tenure candidates.

TLA Roundtable Year-3  
PRFC2270  0 PD Hours  
This roundtable is for Year 3 tenure candidates only.

Creating an Evidence-based Portfolio Part II  
PRFC2271  12.5 PD Hours  
This online course for tenure candidates is a continuation of PRFC2263 Creating an Evidence-based Portfolio. It is designed to guide candidates in reflective writing of their evidence-based projects and the Essential Competencies, as well as focus on the development of FLO 2 and FLO 3. Candidates will be guided in the preparation of their portfolios.  
NOTE: This course is limited to 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.
New Faculty Institute
PRFC3161 0 PD HOURS
The New Faculty Institute (NFI) has been designed to provide you with supportive and informative start to your career as a Valencia educator. As a mixed-mode experience, you will get to complete a component of the learning online, a component face-to-face, and will complete this experience by scheduling a visit at your campus Center for Teaching/Learning Innovation.

Legal Issues and the Virtual Student
PRFC3244 2 PD HOURS
Participants will identify the implications of TEACH, Digital Millennium Act and copyright on digital rights management for virtual faculty and students and will 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 in the Digital Professor Certification.

Faculty Mentoring Faculty
PRFC3360 VARIABLE PD HOURS
Faculty Mentoring Faculty is a customized peer-to-peer course that pairs two faculty members for the purpose of improving student learning. Faculty in this course will analyze and develop their professional practice as well as give and receive peer feedback.

Learning to Be a Faculty Mentor
PRFC3369 VARIABLE PD HOURS
This course is designed to prepare faculty to become a mentor to other faculty through one of Valencia College’s mentoring programs. In this course, prospective mentors will learn about mentoring processes, resources and strategies for becoming a successful mentor.

Advanced Practice Workshop
PRFC4100 0 PD Hours
This workshop is for Year 4 tenure candidates only.

Mentored Implementation
PRFC5299 VARIABLE PD HOURS
Through this course, participants will be paired with a partner/mentor to infuse a concept or strategy into their practice.
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.

**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.

**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.

**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 course 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
Participants will review ways to integrate ethical research practices into their studies, discuss the steps followed in the Institutional Review Board (IRB) process to protect human subjects, and learn about the vulnerable populations who have been harmed by researchers, prompting the creation of the IRB. Participants will: discuss the principles of good practice for research in order to do no harm; describe the role of the IRB; and apply the Key Questions checklist to determine if they are exempt from IRB review.

Using Data to Improve Student Learning Outcomes with Tableau Reports
SOTL3376 2 PD Hours
An introduction to Tableau Reports for student success data will be shared. Ethical and pragmatic use of data will be discussed to improve student learning outcomes. Completion of the course gives faculty access to student success reports currently used by deans.
NOTE: Registration for this course closes 3 days before the start of each session.

Using SoTL to Investigate Evidence-based, High Impact Practices: Outlining a Proposal
SOTL4177 8 PD HOURS
This course will help participants explore the elements of the Scholarship of Teaching and Learning (SoTL) process through the lens of high impact practice infusion. Participants will brainstorm ideas, exchange feedback and develop an outline of a SoTL plan.
NOTE: This course is designed to support annually appointed, tenure-track, and tenured faculty members considering the HIP Plan.

Developing a Data-informed Action Plan
SOTL4242 8 PD HOURS
Action plans are developed for different scopes and effects across the College, but there are a few signature elements that are essential within the scholarship of teaching and learning. This workshop introduces the process of developing equity-minded actions while enhancing participants’ skills with producing each element of a data-informed action plan, from collaborative sense-making to defining measures of impact.
NOTE: This course is designed to support annually appointed, tenure-track and tenured faculty members completing the HIP Plan.
Using SoTL to Investigate Evidence-based, High Impact Practices: Analyzing Data and Reflecting on Results
SOTL4277 2 PD HOURS
This course will help participants explore the elements of the Scholarship of Teaching and Learning (SoTL) process such as methods of analyzing data as well as appropriate ways to display and reflect on results.
NOTE: This course is designed to support annually appointed, tenure-track and tenured faculty members completing the HIP Plan.

Mentored Implementation
SOTL5299 VARIABLE PD HOURS
Through this course, participants will be paired with a partner/mentor to infuse a concept or strategy into their practice.
LEARNING TECHNOLOGY & 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, mixed-mode 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.

**Canvas Essentials**  
LTAD1118 10 PD HOURS  
This course focuses on learning the major functions within the Canvas learning management system. Participants will explore these functions and will create the foundation for a well-designed and easy to navigate Canvas course.

**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.

**Introduction to Honorlock**  
LTAD3124 2 PD HOURS  
Participants will be introduced to Valencia’s new online proctoring solution, Honorlock. Familiarize yourself with Honorlock's features and variable settings, interpretation of exam results, and have the opportunity to experience Honorlock from a student perspective.  
NOTE: This is an elective in the Digital Professor Certification.

**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 elective in the Digital Professor Certification.

**Gamifying Your Course**  
LTAD3310 10 PD Hours  
This course will focus on gamification and the techniques and mechanisms used to apply game-mechanics in order to promote active learning and student engagement. Participants will explore current research on gamification theory, investigate a variety of gamification strategies (leaderboards, experience points, badging, avatars, etc.), and create a gamified artifact.
**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.
NOTE: This is an elective in the Digital Professor Certification.

**Mentored Implementation**
LTAD5299 VARIABLE PD HOURS
Through this course, participants will be paired with a partner/mentor to infuse a concept or strategy into their courses.
**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
- SOTL2272: Developing Effective Surveys
- SOTL3271: Principles of Good Research Practice

**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.

- INDV2254: The Art and Science of Learning and the Brain
- INDV2255: Multiple Perspectives
- LCTS2214: Problem-based Learning
- LOBP2230: Core Competencies: Think, Value, Communicative, Act (TVCA)
- LOBP3230: Thinking Things Through: Critical Thinking Theory and Practice
- LOBP3231: Critical Thinking: Intellectual Standards

**Equity-minded Practice Series**

Through the series, we will work toward a shared understanding of equity-mindedness in teaching, counseling and librarianship. Areas of Exploration and Series Outcomes. Categories of equity-minded practices to be explored are: inclusive learning environments; culturally responsive pedagogies and curricula; racialized patterns in the classroom; trauma-informed pedagogy; recognizing intersectionalities; and equity-minded assessment.

- ASMT4242: Transparent Assessment
- INDV3121: Introduction to Implicit Bias and Microaggressions in the Learning Environment
- INDV3126: LGBT+ Intersectionalities: Awareness & Allyship
- INDV3127: Linguistic Diversity and Antiracism
- INDV3151: Culturally Responsive Teaching and Learning
- INDV3215: Creating an Inclusive Syllabus
- INDV3252: Implicit Bias and Student Feedback on Instruction
- INDV3265: Preparing to be an Equity-minded Practitioner
- INDV4242: Creating Equity-minded Curricula
- LFMP1151: Reading Circle (topics vary from year to year)
- LOBP4242: Equity-minded Assessment: Writing Equity-minded Learning Outcomes
- PRFC1151: Reading Circle (topics vary from year to year)

**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.

- LCTS1213: Sustainability in our Community
- LCTS3213 Service Learning Across the Curriculum
- LCTS6313: City as Text: A Model for Active Learning
- LCTS7220: Introduction to Service Learning

**High Impact Practices**

These courses are designed to help you explore, design and implement high impact practices.

- LCTS1214: Introduction to High Impact Practices
- SOTL4177: Using SoTL to Investigate Evidence-based, High Impact Practices: Outlining a Proposal
- SOTL4277: Using SoTL to Investigate Evidence-based, High Impact Practices: Analyzing Data and Reflecting in Results Achievement

**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.

- ASMT3220: Implementing Rubrics for Program Assessment
- ASMT4242: Transparent Assessment
- LOBP2131: Learning Outcomes-based Practice
- LOBP3331: Program Outcomes Assessment: Developing Meaningful Assessment Plans
- LOBP4242: Equity-minded Assessment: Writing Equity-minded Learning Outcomes
ACTIVE LEARNING CERTIFICATION

The Active Learning Certification is designed to support part-time and full-time faculty in transforming students from passive listeners to active learners while improving learning and deepening understanding. As a result of the coursework, faculty will learn how to engage students more deeply in the learning process through meaningful lessons while promoting student reflection of understanding. At least 36 PD hours of both required and elective courses are needed to earn the certification.

To successfully achieve the certification, the faculty member must complete 3 required courses: Foundations of Active Learning (10 PD hrs), Impacting Active Learning through Metacognition (10 PD hrs) and Active Learning Capstone (10 PD hrs). At least 6 additional PD hours of elective courses must be taken. Visit our Active Learning Certification webpage for more details.

Required Courses
LCTS3290: Foundations of Active Learning
LCTS3291: Impacting Active Learning through Metacognition
LCTS3292: Active Learning Capstone

Electives
INDV1153: Making Learning Accessible
INDV2151: Inclusion and Diversity
INDV2255: Multiple Perspectives
LCTS2214: Problem-based Learning
LCTS2217: Project-based Learning
LCTS2222: Case-based Teaching
LCTS2223: Asking the Right Questions
LCTS2224: Actively Engaging Students in the Learning Process
LCTS3293: Technology Enhanced Active Learning (TEAL I)
LCTS3294: Technology Enhanced Active Learning (TEAL II)
LCTS6313: City as Text: A Model for Active Learning
ASSOCIATE FACULTY CERTIFICATION

Associate Faculty Certification is Valencia’s way of annually recognizing and rewarding part-time 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 and librarians
- 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

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

To earn the Associate Faculty Certificate, faculty and librarians will complete 60 hours of faculty development PD-awarding courses.
Required Course (30 Hours)
LCTS1110: Teaching in Our Learning College
(Previously LCTS1111)

Electives (30 Hours)
Successfully complete 30 hours of faculty development PD-awarding courses by taking any combination of courses within the Faculty Development Catalog.

Recommended Courses
ASMT2122: Classroom Assessment Techniques
ASMT2227: Understanding and Designing Rubrics
INDV1153: Making Learning Accessible
INDV3352: Exploring Strategies to Promote an Inclusive Learning Environment
INDV3354: Strategies for Student Success
LCTS2225: Flipped Classroom
LCTS3211: Strategies for Academic Integrity
LCTS3293: Technology Enhanced Active Learning (TEAL I)
LCTS3294: Technology Enhanced Active Learning (TEAL II)
LFMP3345: Learning Support Services for Your Campus
LOBP3230: Thinking Things Through: Critical Thinking Elements, Traits and Standards
LTAD3240: Multimedia Tool for All Courses

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 a minimum of 20 hours of faculty development PD-awarding courses through Valencia (from July 1 - June 15) and apply for the Associate Faculty renewal. The renewal process is not automatic.

*Renewal with external professional development

For each renewal cycle, up to 5 professional development hours from an external professional development activity (conference, workshop, course, etc) may be applied towards your Associate Faculty Certification Renewal.

For complete details, including instructions for application, visit the Associate Faculty Certification webpage.
DESTINATION PROGRAM

This annual professional development program brings Valencia colleagues together to explore teaching and learning innovations, challenges, and solutions. Each year’s program will feature multiple experiences that will be valuable for faculty who have participated in Destination and those who are new to the experience. Join us this summer to explore teaching and learning innovations, challenges and solutions with colleagues from diverse fields with varied experiences and interests. All Valencia faculty members, part-time and full-time, are encouraged to apply.

Destination occurs on five consecutive Friday afternoons of the summer term with select tracks having a fall component. To learn more about the current Destination, please visit the Faculty Development website.

Virtual Destination 2021; Equity-minded Practice Track Leaders
DIGITAL PROFESSOR CERTIFICATION

Planning to teach online or mixed-mode courses? Get certified as a “Digital Professor” by taking 20 hours in pedagogy and technology courses.

To successfully complete the Digital Professor Certification, the faculty member must complete the following certification requirements.

LCTS3129: Digital Professor Cohort = 20 professional development hours of pedagogy and technology courses

OR

16 hours of required pedagogy courses, at least 2 hours of pedagogy electives, and at least 2 hours of technology electives

NOTE: Participants should take Canvas Essentials (LTAD1118) prior to enrolling in Digital Professor courses.

Required Pedagogy Courses (16 Hours)

ASMT3326: Introduction to the ROC
ASMT3353: Authentic Learning and Online Assessment
INDV3158: Universal Design and Accessibility
INDV3248: Building Online Learning Communities
LCTS3242: Developing Interactive Web-based Courses
PRFC3244: Legal Issues and the Virtual Student

Pedagogy Electives (Minimum of 2 Hours)

LCTS3211: Strategies for Academic Integrity
LCTS3221: Designing and Delivering Your Mixed Mode Course
LFMP3115: Designing an Effective Online Student Orientation (previously LCTS3115)

Technology Electives (Minimum of 2 Hours)

LTAD3140: Introduction to Honorlock
LTAD3240: Multimedia Tools for All Courses
LTAD3387: Open Educational Resources

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 required courses and 4 hours of electives.

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 and faculty contact that contributes to students’ academic, personal and professional growth
- employ digital tools to aid student contact (e.g., Atlas, MyPortfolio, Canvas, 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

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

Required Courses (32 Hours)
LFMP3339: Fundamentals of LifeMap* (Previously LFMP3340 and LFMP3341)
LFMP3344: Infusing College Success Skills
LFMP3346: LifeMap Certificate Capstone*

(Prerequisites – LFMP3339, LFMP3344, and a minimum of 4 hours of electives below)

*The Required Courses must be taken in a specific sequence and have required prerequisites. For complete details, visit the LifeMap Certification webpage.

Electives (Minimum of 4 Hours)
INDV3259: LinC: Integrating a High Impact Practice (Previously INDV3257 and INDV3258)
LCTS1117: Using Metacognitive Strategies in Your Course
LCTS2221: Impacting Student Motivation
LFMP1151: Reading Circle (topics vary from year to year)
LFMP2350: Maximizing Student Engagement Hours
LFMP3345: Learning Support Services on Your Campus
LFMP3348: Early Alert and Intervention
LFMP3349: Recognizing and Supporting Students in Distress
LFMP3350: LifeMap Toolbox to Enhance Student Learning
LFMP5324: CARE+ Faculty Orientation & Onboarding
LOBP3230: Thinking Things Through: Critical Thinking Elements, Traits and Standards
SEED PROGRAM

SEED is a cohort-based monthly seminar model with the intention of creating gender fair, multi-culturally equitable and globally informed educational spaces and workplaces. SEED is a national project founded 27 years ago by Dr. Peggy McIntosh of Wellesley College and the application process to participate occurs through spring and/or summer terms. For more details, visit the Seeking Educational Equity and Diversity webpage.

Courses
INDV7313: SEED I Seminar Series
INDV7314: SEED II Seminar Series
PEACE AND JUSTICE PRACTITIONER CERTIFICATION

The Peace and Justice Practitioner Certification for faculty is designed to support faculty members as they develop and/or refine their practice of peace and justice pedagogy for deeper learning in an inclusive environment. The program supports all faculty members to integrate the PJI Principles and Commitments into their teaching practice.

Completion of the Peace and Justice Practitioner Certificate requires faculty to complete the three required courses and 12+ credits of elective faculty development courses. For complete details, visit the Peace and Justice Practitioner Certification webpage.

Required Courses

INDV7317: Peace and Justice Institute Retreat
INDV7318: Community of Scholars
INDV7319: Peace and Justice Practitioner Certificate Capstone

Electives

Inclusion and Diversity (3 courses required)

INDV2151: Inclusion and Diversity
INDV2255: Multiple Perspectives
INDV3121: Introduction to Implicit Bias and Microaggressions in the Learning Environment
INDV3151: Culturally Responsive Teaching and Learning
INDV7310: Working with Conflict
INDV7311: Creating a Safe Space for Dialogue
INDV7312: Mindfulness Tools for Educators
INDV7315: Authentic Conversations and Reflections on Privilege, Race, and Academic Achievement
INDV7316: How We Treat Each Other

Learning Center Teaching Practices (2 courses required)

LCTS2111: Cooperative Learning in the College Classroom
LCTS2214: Problem Based Learning
LCTS2217: Project Based Learning
LCTS2222: Case Based Teaching
LCTS2223: Asking the Right Questions
LCTS2227: Cultivating a Growth Mindset
LCTS7220: Introduction to Service Learning
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 21 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, non-temporary faculty member must complete all courses in a specific order. Completion of certification does not guarantee ability to lead Study Abroad programs.

Required Courses (21 Hours)

LCTS3315: Introduction to SAGE*
INDV3356: Stewardship as a Study Abroad Leader
INDV3316: Designing a Study Abroad Proposal

*Successful completion of PRFC3210: Role and Responsibilities is equivalent to completion of this course.
Faculty Development

valenciacollege.edu/faculty/development

Valencia College provides equal opportunity for employment and educational services to all individuals as it relates to admission to the College or to programs, any aid, benefit, or service to students or wages and other terms, conditions or privileges of employment, without regard to race, ethnicity, color, national origin, age, religion, disability, marital status, sex/gender, genetic information, sexual orientation, gender identity, pregnancy, and any other factor prohibited under applicable federal, state, and local civil rights laws, rules and regulations. Contact the Office of Organizational Development and Human Resources for information.