Fall 2015
FLEX Schedule
Office of Professional Development

THE NEW R&R:
RESOURCEFULNESS AND RESILIENCY

Life doesn’t get easier or more forgiving, we get stronger and more resilient.

-Steve Maraboli
The New R&R: Resourcefulness and Resiliency

Welcome to the Fall 2015 Professional Development Program!

Participating in our award-winning Professional Development program is an effective way to enhance your professional growth and training development needs. It is also a way to interact with colleagues and learn from each other.

The Faculty Development Committee has organized a variety of workshops in an effort to entice all, with a focus on reflecting on your teaching and how we can best support our students.

I thank the members of the Faculty Development Committee for their passionate and dedicated work in developing the highest quality faculty professional development program possible.

Lisa Hooper (Co-Chair)  Brandon Hilst
Teresa Ciardi (Co-Chair)  Kevin Jenkins
Mehgen Andrade  Susan Ling
Sandy Carroll  Andralena Panczenko
Karen Crozer  Ruth Rassool
Phil Gussin  Diane Sionko
Lee Hilliard  Cindy Stephens

The Professional Development program provides valuable resources, information and learning opportunities to help you achieve your professional growth goals, enhance your passion for teaching, and change the world, one student at a time.

Sincerely,
Leslie Carr
Director, Professional Development
About the Professional Development Program...

How is success measured?

At College of the Canyons, success is measured using the twelve district-wide strategic goals of Teaching and Learning, Student Services, Cultural Diversity, Human Resources, Institutional Advancement, Institutional Effectiveness, Financial Stability, Technological Advancement, Physical Resources, Innovation, Campus Climate and Leadership. The Professional Development program aligns all offerings and activities with these established goals to ensure a meaningful and comprehensive program that is focused on achieving defined outcomes through the training of our most valuable resource, our employees.

College of the Canyons is committed to developing our employees to their fullest potential through the numerous training opportunities offered throughout the entire year as part of the Professional Development program. The importance of the Professional Development program and the District’s commitment is clearly defined in the College’s strategic plan, and is given full support by the Board of Trustees and Chancellor Dr. Dianne G. Van Hook. All faculty and staff are encouraged to develop an annual personal professional development plan, and engage in training that will assist them in meeting their professional development goals.

FLEX at College of the Canyons

The Faculty Development Committee is comprised of representatives from each division and the Professional Development Director. The committee meets monthly and is responsible for developing the FLEX schedules and activities based on the provisions of the law.

Faculty Obligation

Full time faculty members are obligated to complete 41 hours of FLEX activities per academic year. FLEX activities must not overlap with any accountable hours during the regular academic term or special assignments for which the faculty members are regularly compensated. Faculty members can meet their FLEX obligation by attending or participating in scheduled and/or unscheduled activities. Independent Projects can account for a maximum of 50% (20.5 hours) of the FLEX obligation.

Registration

Registration for FLEX and all other Professional Development workshops is done through the Lumens online registration system at www.canyons.communityext.net.
Frequently Asked Questions

What are FLEX days?
FLEX credit is the State’s way of ensuring that faculty are engaging in professional development activities equivalent to the amount of time they would be spending in class without a FLEX program. One hour of time spent on professional development equals one hour of FLEX credit. As allowed by Title V, FLEX days are set aside in the academic calendar for faculty to participate in professional development activities related to staff, student, and instructional improvement. At COC, full time faculty have an obligation of 41 FLEX hours per year. FLEX time is in lieu of instructional time. All faculty members are paid the 41 hours in advance assuming you will complete your obligation. Any hours that are not completed by the June 30th deadline will be docked from your October paycheck. Please note that docked hours are deducted from your annual STRS service credit.

What kind of activities are considered professional development activities?
The term professional development includes activities that increase knowledge in the discipline or which directly enhance teaching skills, but also activities that improve working relationships with students and staff in and out of the classroom as well as activities that enhance an individual’s physical and mental ability to perform his/her job. The Faculty Development Committee uses the following guidelines to evaluate activities for flex credit:

- The primary goal of the activity must be professional growth and achievement of the mission of the college, its vision, and the mission of professional development in staff improvement, student improvement, or instructional improvement.
- Accomplishment of the activity must be of sufficient benefit to justify the time spent.
- The activity must be designed to foster an analytical or reflective approach to professional development.
- You must not be compensated in any other way for this activity.
- The majority of the event must not be recreational or social.
- The activity must fall outside expected departmental and other contractual faculty duties.

How much FLEX credit do I earn if I facilitate a workshop?
Workshop facilitators for FLEX activities earn double FLEX credit. For example, if you facilitate a three hour workshop, you will receive six hours of FLEX credit.
If we didn’t have FLEX days, would we have more vacation days?
No. We would have additional service days.

When can I earn my FLEX credit?
You may earn FLEX credit during any time you are not scheduled to teach, hold office hours, or when you are participating in other contractual duties.

How do I receive FLEX credit?
Be sure to pre-register using the Lumens online registration system for workshops you plan to attend. You can access the Lumens system at www.canyons.communityext.net . Then, sign the sign-in sheet at each workshop you attend.

Can adjunct and non-credit faculty attend FLEX sessions?
Yes. Adjunct faculty are encouraged to attend any FLEX workshop or activity they like. Adjunct faculty who have a teaching assignment in the semester they attend a FLEX workshop, will receive up to 9 hours pay per semester (fall and spring) for attending FLEX workshops. The first 5 hours will be paid at the regular hourly rate and the remaining 4 hours will be paid at the non-instructional rate. Compensation for adjunct faculty is limited to FLEX workshops held on-campus at College of the Canyons. Non-credit faculty are eligible for up to 9 hours pay each semester (fall and spring) at their hourly rate for attending approved on-campus FLEX workshops and activities.

Can classified staff and administrators attend FLEX sessions?
Yes! Classified staff and administrators are encouraged to attend any FLEX workshop or activity offered. Classified staff should obtain their supervisor’s approval to attend FLEX workshops.
Online Instructor Certificate

If you are considering teaching online, there will be an opportunity for you to complete the requirements for the **Online Instructor Certificate** this summer. There are three components you need to complete to earn the certificate. Upon completion of all three components, you will be certified to teach online courses at College of the Canyons.

**Requirement #1: Introduction to Online Teaching and Learning (36 hours)**
Employees can take this course at **COC** or through **@ONE**.

**COC Course Description:**
Our face-to-face and online teaching environments continue to merge. Whether you plan to teach online or to simply integrate online tools into your current class, you need the technological and pedagogical skills to make it a success. Participants will explore the application of learning theories for online learners; differences between face-to-face and online learning; resources for online teaching and learning; online learning tools, as well as best practices for online learning.

**COC Course Info**
**ITL 106: Introduction to Online Teaching and Learning**
- 100% Online Course – **June 29 – August 2, 2015 OR August 31 – October 4, 2015**
- Instructor: Thea Alvarado
- Tuition: $120.00
- COC faculty may be eligible to receive FLEX credit (36 hours) or salary advancement credit (equivalent to 2 units).
- To register, please visit [www.canyons.communityext.net](http://www.canyons.communityext.net), or call Community Education at 661.362.3300. Please direct any questions about this course to Thea Alvarado at thea.alvarado@canyons.edu or Diane Stewart at diane.stewart@canyons.edu.

**@ONE Course Info**
Information about the @ONE course and how to register is available online at [http://www.onefortraining.org/online-courses](http://www.onefortraining.org/online-courses).
Requirement #2: Blackboard parts 1, 2, & 3 (6 hours)

Description

Blackboard Part 1 - Participants will learn the basics of using the Blackboard Learning System. They will learn how to request a new course, navigate the learning environment, and change basic settings of the course.

Blackboard Part 2 - In this workshop, participants will learn how to effectively work with discussion boards, groups, web links, and some basic Grade Center skills. They will also practice uploading a syllabus and course documents.

Blackboard Part 3 - Participants will learn how to effectively use e-mail, messages, and assessments in Blackboard. They will write some sample exam questions and discover how to develop a quiz from those questions. They will also be introduced to other Internet tools and products that can supplement the Blackboard experience.

Blackboard parts 1, 2 & 3 will be offered next on the following dates:

Monday, July 13, Tuesday, July 14 & Wednesday, July 15, 2015
#037F  Blackboard 1, 2, & 3
12:30pm – 2:30pm
HSLH 304
Presenter: Thea Alvarado
FLEX credit – 2 hours each day, 6 hours total
Strategic Goal: Technological Advancement

Friday, August 14, 2015
#039F  Blackboard 1, 2, & 3
8:30am - 3:00pm
HSLH 303
(There will be a 1/2 hour lunch break - please bring a sack lunch)
Presenter: Anne Marenco
FLEX credit – 6 hours
Strategic Goal: Technological Advancement
**Requirement #3: Section 508 Information Technology Compliance**

**Description**

Section 508 Information Technology Compliance

Find out how to ensure that your departmental purchasing, usage, and design of information technology is compliant under Section 508 of the Rehabilitation Act. Learn how to make your web pages, electronic content, and software compliant with this state and federal law, known as Section 508. Learn what the law requires, how accessibility guidelines affect your department, and how to make sure your use of information technology is compliant.

Section 508 Information Technology Compliance will be offered next on the following dates:

**Monday, July 27, 2015**

**#034F Section 508 Information Technology Compliance**

1:00 – 2:00pm  
BONH 106  
Presenter: Scott McAfee  
FLEX credit – 1 hour  
Strategic Goal: Technological Advancement

*To register for the Blackboard, Section 508, and ITL 106 classes, please visit www.canyons.communityext.net. The Blackboard and Section 508 classes can be found under “Professional Development for COC Employees Only.”

*The ITL 106 class can be found under “Careers & Certifications” and then “Institute for Teaching & Learning.”

To receive your certificate, please email Leslie Carr at leslie.carr@canyons.edu once you have completed all three requirements.
Fall 2015
FLEX
Workshop Schedule
Friday, August 14, 2015

#039F Blackboard 1,2,3
8:30am - 3:00pm
HSLH 303
(There will be a 1/2 hour lunch break - please bring a sack lunch)
Presenter: Anne Marenco
FLEX credit – 6 hours
Strategic Goal: Technological Advancement

**Blackboard Part 1** - Participants will learn the basics of using the Blackboard Learning System. They will learn how to request a new course, navigate the learning environment, and change basic settings of the course.

**Blackboard Part 2** - In this workshop, participants will learn how to effectively work with discussion boards, groups, web links, and some basic Grade Center skills. They will also practice uploading a syllabus and course documents.

**Blackboard Part 3** - Participants will learn how to effectively use e-mail, messages, and assessments in Blackboard. They will write some sample exam questions and discover how to develop a quiz from those questions. They will also be introduced to other Internet tools and products that can supplement the Blackboard experience.
#040F New Fulltime Faculty Orientation- Part 1 of 3
8:30am - 2:30pm
BONH 330
Presenters: Denee Pescarmona and Brent Riffel
FLEX credit – 6 hours
Strategic Goal: Human Resources
*A continental breakfast and lunch will be provided.
*The last hour of the orientation will be spent doing a campus tour.

As a new fulltime faculty member, you will encounter many new challenges and interesting opportunities in the coming year. To help you become more acclimated to our campus culture, you are invited to attend a New Faculty Orientation. The orientation is designed to help you feel comfortable in your new position, and provide you with basic information that will assist you as you navigate through your first year. The orientation program provides new faculty with the opportunity to meet other faculty and staff members in various departments on campus, and will help you become acquainted with the college.

Learning Outcomes: By the end of the orientation, participants will have learned about the various departments and services provided on campus and who to contact should they have questions about those departments and services.

Part 2: Monday, August 17 – 10:00am – 12:00pm
Part 3: Wednesday, August 19 – 2:00 – 3:30pm at the Canyon Country Campus
#041F Save a Life! American Red Cross First Aid/CPR/AED Training
8:30am – 3:00pm
EPEK 101
FLEX credit – 6 hours
Presenter: Chad Peters
Strategic Goal: Institutional Effectiveness
*LIMITED TO 20 PARTICIPANTS
This new course combines CPR, AED training and First Aid into one 6-hour course, and teaches workplace responders and anyone who wants to be prepared to respond to emergencies and provide care until advanced medical care arrives. This training meets OSHA Guidelines for First Aid Programs and combines lecture, interactive video demonstrations featuring emergency scenarios that are likely to occur in a variety of environments and hands-on training to teach participants lifesaving skills.

*A one-half hour lunch break will be taken – please bring a sack lunch and beverage.

Topics to be covered at this training session:

- **First Aid:** Participants learn to recognize and care for a variety of first aid emergencies, such as burns, cuts and scrapes, sudden illnesses, head, neck and back injuries, and heat and cold emergencies.

- **CPR Adult:** Participants learn how to perform CPR and care for breathing and cardiac emergencies in adults.

- **CPR Child and Infant:** Participants learn how to prevent, recognize and respond to cardiac and breathing emergencies in infants and children under 12.

- **AED:** Participants learn how to use automatic external defibrillators.

**Learning Outcomes:** Upon completion of this training, participants will be certified in American Red Cross First Aid, AED, and CPR.
Friday, August 14, 2015

#042F  Using VALUE Rubrics for Assessment
8:30 – 9:50am
HSLH 230
FLEX credit – 1.5 hours
Presenters: Rebecca Eikey and Andy McCutcheon
Strategic Goal: Institutional Effectiveness
Working with samples of student work, participants will use the VALUE Rubrics to assess student learning outcomes. The workshop will include a discussion on how to use or modify the VALUE rubrics for your own course assessments.

Learning Outcomes: Working with samples of student work, participants will use the VALUE Rubrics to assess student learning outcomes. The workshop will include a discussion on how to use or modify the VALUE rubrics for your own course assessments.
Welcome Back Breakfast
8:30 – 9:50am
STCN 132 (Staff Dining Room)
FLEX credit – 1.5 hours
Presenters: Lisa Hooper and Teresa Ciardi
Strategic Goal: Campus Climate
Faculty who have been with COC for 5 years or more will be paired with faculty who have been with COC for less than 5 years for round table discussions. We will ask attendees to volunteer examples of teaching techniques that worked, and examples of teaching techniques that were tried but did not work well. Each table will then be given the opportunity to share a "new discovery". All written examples will be compiled in an anonymous list and distributed to attendees so that it may serve as a resource.

A discussion of "teacher power" will follow the round table interaction. Participants will be asked to share ideas for methods that may be used to facilitate student success, methods we may use as faculty to "turn around" students who might otherwise fail.

Learning Outcomes: Participants will compare and contrast teaching strategies and discuss how these strategies may promote resourcefulness and resilience among our students. Participants will also discuss the topic of "teacher power" and develop tools to facilitate student success.

Beginning Microsoft Excel – Part 1 of 3
9:00 – 11:50am
HSLH 304
Presenters: Melanie Lipman and Victor Jadaon
FLEX credit – 3 hours
Strategic Goal: Technological Advancement
This 3-hour workshop is designed for those who desire to gain the necessary skills to create, edit, format, and print basic Microsoft Excel worksheets. Upon successful completion of this workshop, attendees will be able to: create a basic worksheet using Excel 2013; perform calculations in an Excel worksheet; modify and format an Excel worksheet; manage an Excel workbook; and print the contents of an Excel workbook.

Learning Outcomes: By the end of the workshop participants will be able to use the features of Microsoft Excel 2013.
#046F Enhancing Personal Resiliency through Leisure
9:00 – 9:50am  
HSLH 230  
FLEX credit – 1 hour  
Presenter: Rhonda Hyatt  
Strategic Goal: Teaching & Learning  
At this session, the presenter will provide some basic concepts of leisure, including the definition of leisure, leisure motivation, leisure boredom and leisure satisfaction. Explore the concept of leisure satisfaction and how to apply this knowledge when making leisure choices. Understand how leisure can help build and sustain resiliency as well as enhance one’s personal and professional quality of life through stress reduction, expression of positive emotions and creative endeavors.

Learning Outcomes: By the end of this session, participants will be able to understand the concept of leisure satisfaction and how to apply this knowledge when making leisure choices. Participants will also learn how leisure can help build and sustain resiliency as well as enhance one’s personal and professional quality of life.

#047F Student Equity in Distance and Accelerated Learning Formats
9:00 – 9:50am  
HSLH 232  
FLEX credit – 1 hour  
Presenters: James Glapa-Grossklag and Mindy Albee  
Strategic Goal: Teaching & Learning  
With hundreds of online, hybrid and accelerated sections a semester serving thousands of students, how well are we serving all student populations? What gaps have been identified and what steps can we all take to ensure that all of our students succeed in alternative delivery format classes?

Learning Outcomes: By the end of this session, participants will be able to identify steps that they can take to support the success of all our students in our various delivery formats.
Monday, August 17, 2015

#048F New Fulltime Faculty Orientation- Part 2 of 3
10:00 – 11:50am
HSLH 235
FLEX credit – 2 hours
Presenters: Denee Pescarmona and Brent Riffel
Strategic Goal: Human Resources
As a new fulltime faculty member, you will encounter many new challenges and interesting opportunities in the coming year. To help you become more acclimated to our campus culture, you are invited to attend a New Faculty Orientation. The orientation is designed to help you feel comfortable in your new position, and provide you with basic information that will assist you as you navigate through your first year. The orientation program provides new faculty with the opportunity to meet other faculty and staff members in various departments on campus, and will help you become acquainted with the college.

Learning Outcomes: By the end of the orientation, participants will have learned about the various departments and services provided on campus and who to contact should they have questions about those departments and services.

Part 3: Wednesday, August 19 – 2:00 – 3:30pm at the Canyon Country Campus

#049F Academic Program Review
10:00 – 10:50am
HSLH 233
FLEX credit – 1 hour
Presenters: Paul Wickline and Daylene Meuschke
Strategic Goal: Institutional Effectiveness
The presenters will discuss changes to the online program review template and budget request processes, and address questions you may have.

Learning Outcomes: By the end of this session, participants will be able to explain the changes to the program review process and complete the program review process.
### #050F  Club Advisor Retreat

**10:30 – 11:50am**  
**HSLH 203**  
FLEX credit – 1.5 hours  
Presenter: Teresa Ciardi  
Strategic Goal: Student Support  

This workshop is an informal planning meeting for current club advisors, and an opportunity for those who are interested in becoming involved with a club to learn the role that club advisors play in mentoring our students. Participants will learn about past club activities and future plans. Advisors will have the opportunity to discuss processes that work well and processes that have not worked well, and will devise a plan toward implementing changes to make inefficient processes easier for advisors.

**Learning Outcomes:** By the end of this session, participants will be able to:
- Analyze past club activities, as they discuss what worked well and what did not work well;
- Determine which club processes are in need of change and devise a plan to move toward implementing those changes.

### #160F Demystifying Community College Budgets

**11:00am – 1:00pm**  
**UCEN 258**  
FLEX credit – 2 hours  
Presenter: Sharlene Coleal  
Strategic Goal: Institutional Effectiveness  

Learn where the money comes from, where it goes and how your department budget fits into the bigger picture. A light lunch will be served.

### #051F Institutional Learning Outcomes

**11:00 – 11:50am**  
**HSLH 205**  
FLEX credit – 1 hour  
Presenters: Rebecca Eikey and Andy McCutcheon  
Strategic Goal: Student Support  

At this workshop, the new proposed Institutional Learning Outcomes and how their role in assessment is related to your classroom practices will be presented.

**Learning Outcomes:** By the end of this session, participants will be able to identify Institutional Learning Outcomes and understand their role in assessment.
#052F  Learn to Draw! Drawing and Composition for the Non-Artist
1:00 – 3:50pm
MENH 201
FLEX credit – 3 hours
Presenter: Rebecca Edwards
Strategic Goal: Teaching & Learning
This session is an introduction to the fundamentals of visual composition and problem solving skills in the visual arts. This will be a hands on, interactive studio activity.

Learning Outcomes: Participants will leave with the knowledge of why art creates such strong problem solving skills and understand the rules for creating visual compositions.

#053F  Best Practices for Online and Hybrid Courses
1:00 – 1:50pm
HSLH 233
FLEX credit – 1 hour
Presenters: James Glapa-Grossklag and Mindy Albee
Strategic Goal: Teaching & Learning
The Online Student Success Faculty Inquiry Group has been hard at work this summer! Please join us as the faculty inquiry group presents their review of published research and makes recommendations about how we can improve student success in our online and hybrid courses here at COC!

Learning Outcomes: By the end of this session, participants will be able to identify ways to promote student success in online classes.
#054F  What’s New in Grants at COC?
1:00 – 1:50pm
HSLH 203
FLEX credit – 1 hour
Presenter: Theresa Zuzevich
Strategic Goal: Institutional Advancement
Come see what is going on in Grants Development! Learn about upcoming grant opportunities, how to find funding and the grant process.

Learning Outcomes: By the end of this session, participants will leave with:
- Knowledge and awareness of the Grants Development Office and the grants process.
- Knowledge of what makes a grant application and where to find funding.

#055F  Nuts and Bolts of Assessment
1:00 – 1:50pm
HSLH 235
FLEX credit – 1 hour
Presenters: Rebecca Eikey and Andy McCutcheon
Strategic Goal: Institutional Effectiveness
The presenters will guide faculty through the assessment reporting process and related forms. This will include Q & A on how to use the CurricUNET Assessment Module (CAM) and related CAM forms for completing the assessment cycle.

Learning Outcomes: By the end of this session, participants will be able to use the assessment reporting process and the CurricUNET Assessment Module.
#056F   Three Keys to Bringing Joy Back Into Your August
2:00 – 2:50pm
HSLH 232
FLEX credit – 1 hour
Presenter: Irit Gat
Strategic Goal: Human Resources
Come and join Antelope Valley College Professor Irit Gat, PhD, for a playful hour of creating your new August attitude! Three key aspects will be the focus of this session - come prepared to have fun and learn some back-to-school tools in a new and innovative manner that you can use throughout the year!

**Learning Outcomes:** By the end of this session, participants will be able to use a variety of tools to promote a positive attitude and learning environment throughout the school year.

#057F   Introducing the NEW Center for Excellence in Teaching and Learning!
2:00 – 2:50pm
HSLH 205
FLEX credit – 1 hour
Presenters: Denee Pescarmona and Brent Riffel
Strategic Goal: Teaching & Learning
The Center for Excellence in Teaching and Learning (CETL) fosters ongoing development and improvement of teaching skills for all faculty, and encourages the spirit of inquiry and excellence in teaching and learning in a collaborative environment. This FLEX presentation will provide an overview the CETL mission, its plans for implementation, and the ways in which faculty can become involved in its offerings.

**Learning Outcomes:** By the end of this session, participants will be able to:
- Understand the ways in which faculty can learn about innovations in teaching practices and opportunities for collaboration
- Provide input for the development of workshops and classes to promote the improvement of teaching skills for both full and part time faculty
#058F  Non-Credit Curriculum
3:00 – 4:50pm
HSLH 203
FLEX credit – 2 hours
Presenter: Ann Lowe
Strategic Goal: Teaching & Learning
Due to AB 86, the college will be developing a broad range of non-credit courses and certificates. Faculty need to be informed of the proper process for developing that curriculum. Non-credit courses and certificates have a unique set of requirements. This workshop will outline those requirements and provide guidance in developing that type of curriculum.

Learning Outcomes: By the end of this session, participants will be able to analyze and apply the requirements to develop non-credit courses and certificates.

#059F  Student Equity Update
3:00 – 3:50pm
HSLH 235
FLEX credit – 1 hour
Presenter: Ryan Theule
Strategic Goal: Institutional Advancement; Cultural Diversity
College of the Canyons continues to implement a robust Student Equity Plan, according to requirements provided by the State Chancellor’s Office. This plan addresses increasing access, course completion, ESL and basic skills completion, degree & certificate completion, and transfer for student groups who may be disproportionately impacted. This workshop will review the content of the Student Equity Plan, discuss activities and objectives for this funding period, and describe additional opportunities to participate in this important initiative.

Learning Outcomes: By the end of this session, participants will be able to describe the content of the Student Equity Plan included specific activities and objectives planned at COC. Participants will also understand how to get involved with student equity activities and they will also have the opportunity to ask questions.
#060F  High Quality & Low Cost: OER (Open Educational Resources)
4:00 – 4:50pm
HSLH 232
FLEX credit – 1 hour
Presenter: James Glapa-Grossklag
Strategic Goal: Teaching & Learning
An increasingly proven way to lower student costs and support faculty innovation is to adopt Open Educational Resources (OER). In this session, participants will learn about the wide variety of ways colleges are implementing OER to benefit students as well as how and where they can find high-quality, peer-reviewed OER. In addition, participants will learn about the College’s plan to develop an OER-based degree. We will address the following questions: Why practice openness? What are proven ways to find quality OER? How can you participate in the OER-based degree?

Learning Outcomes: By the end of this session, participants will be able to:

- Describe why faculty and colleges use OER
- Identify where to locate OER
- Describe COC’s OER-based degree

#061F  What Do You Mean I Can’t Copy That?
4:00 – 4:50pm
BONH 310
FLEX credit – 1 hour
Presenters: John Green and Teresa Ciardi
Strategic Goal: Teaching & Learning
The goal of this workshop is to provide each side, those who use reprographics and those who work at reprographics, with the tools to make the process smoother for everyone, so that it may be an easy stress free experience.

Learning Outcomes: By the end of this session, participants will:

- Learn the key factors to consider when determining whether copying a document is an infringement of copyright, and the budgetary reasons for certain decisions reprographics makes;
- Determine document readiness.
#062F  LGBTQ Safe Zone Training
5:00 – 6:50pm
HSLH 235
FLEX credit – 2 hours
Presenters: Larry Schallert and SAFE Zone Trainers
Strategic Goal: Student Support
Safe Zone training is a nationally recognized, certified program that makes faculty aware of
issues pertaining to the LGBTQ community and our students. This workshop is designed to
elevate faculty understanding by challenging stereotypes/myths about the LGBTQ community
and fostering awareness of the specific issues that LGBTQ students face. In addition to faculty,
staff and local experts leading the training, a qualified College of the Canyons student will be
part of the training team in order to give the student’s perspective.

Learning Outcomes: The goal of Safe Zone training is to create a more welcoming campus
climate by educating faculty about the issues that affect LGBTQ students. Through a FLEX
workshop, faculty will become certified in a nationally recognized program. They can learn how
to be sensitive to LGBTQ issues; faculty can contribute to student success by creating a campus
open to and supportive of LGBTQ issues. Faculty can enrich themselves, their teaching, and
their students by challenging myths and providing accurate information about the LGBTQ
community and self-designating as someone safe to approach.

#063F  Engaging Students in the Classroom
5:00 – 6:20pm
HSLH 230
FLEX credit – 1.5 hours
Presenters: Joe Gerda, Karyl Kicenski, and Andy McCutcheon
Strategic Goal: Teaching & Learning
Participants will be introduced to a variety of techniques for actively engaging students in the
classroom by faculty in Math, Communications, and English. The workshop will consist of short
demonstrations and collaborative activities.

Learning Outcomes: By the end of this session, participants will be able to use several
communication techniques to actively engage students in the classroom.
Implementing Culturally Responsive Teaching with the Nature and Types of Knowledge
9:00 – 11:50am
UCEN 258
FLEX credit – 3 hours
Presenter: Dr. James Banks, Kerry and Linda Killinger Endowed Chair in Diversity Studies & Director, Center for Multicultural Education, University of Washington, Seattle
Strategic Goals: Cultural Diversity; Student Support
*A continental breakfast will be served.

During the 1990s and 2000s neoliberalism, assimilationism, and xenophobia resurfaced in response to worldwide immigration, the economic crisis, and religious fundamentalism in nations around the world. Assimilationists and multiculturalists have conflicting views of how knowledge is constructed and the type of knowledge that is essential for effective citizenship in multicultural societies. In this workshop, Professor Banks will analyze the knowledge claims of assimilationists and multiculturalists, present a typology of five types of knowledge, and maintain that students should learn each type in schools, colleges, universities, museums, and in other public sites. He will illustrate how the five types of knowledge can be used to implement culturally responsive teaching. The first part of the workshop will be a lecture; the second part will consist of an activity with the workshop participants.

Learning Outcome: By the end of this workshop, participants will be able to identify the five types of knowledge that can be used to implement culturally responsive teaching.

Suggested References for Further Reading on this Topic:

**#065** Beginning Microsoft Excel – Part 2 of 3

9:00 – 11:50am

HSLH 304

FLEX credit – 3 hours

Presenters: Melanie Lipman and Victor Jadaon

Strategic Goal: Institutional Effectiveness

This 3-hour workshop will cover topics such as add, divide, multiply, and subtract values by entering formulas into Excel 2013 worksheets. Other topics will include calculating with advanced formulas, an exploration of several of the most widely used functions available in Excel 2013, such as statistical, logical, financial, and date & time functions. Mail merge using Excel and Word will also be covered.

**Learning Outcomes:** By the end of the workshop participants will be able to use the features of Microsoft Excel 2013.

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**#066** Make the Most of College Marketing Resources

1:00 – 2:20pm

HSLH 233

FLEX credit – 1.5 hours

Presenter: Eric Harnish and Paul Wickline

Strategic Goal: Institutional Effectiveness

Join Academic Senate President Paul Wickline and Vice President of Public Information Eric Harnish for an engaging presentation that showcases how you can partner effectively with the Public Information Office to build your program's visibility. Highlights include creating marketing materials, utilizing free college resources, best practices for implementing social media, and more.

**Learning Outcomes:** By the end of the workshop participants will be able to use college marketing resources more effectively to market their programs and build awareness in the community of programs and services available at College of the Canyons.
#067F  Sexual Assault Response Training
1:00 – 2:20pm
HSLH 230
FLEX credit – 1.5 hours
Presenter: Larry Schallert
Strategic Goal: Student Support
Learn the latest regulations and your important role in preventing sexual assault on campus and how we can help our students be safe.

Learning Outcomes: By the end of this session, participants will know the latest regulations regarding sexual assault on college campuses and what their role is in preventing it and reporting it.

#068F  The Importance of Backward Design in Assessment
1:00 – 1:50pm
HSLH 235
FLEX credit – 1 hour
Presenters: Rebecca Eikey and Andy McCutcheon
Strategic Goal: Institutional Effectiveness
The importance of backward design in assessment will be explored using VALUE Rubrics as a model for assessment friendly assignments. Bring a course level SLO that you are interested in assessing in a more creative, authentic manner.

Learning Outcomes: By the end of this session, participants will be able to demonstrate the use of backward design in assessment to create an assignment using a course level SLO.

#069F  Making Educational Videos with Camtasia
1:00 – 1:50pm
LTLC 144
FLEX credit – 1 hour
Presenter: Adam Kempler
Strategic Goal: Technological Advancement
In this workshop, participants will view an 8-minute education video and learn about the 12 hours of preparation that went into its creation. Participants will learn about the hardware, the software, and the creation steps involved in making educational videos.

Learning Outcomes: By the end of this session, participants will be able to make an educational video using Camtasia software.
#070F  **Best Practices in Using Communication in the Classroom**
2:00 – 3:20pm  
HSLH 203  
FLEX credit – 1.5 hours  
Presenter: Karyl Kicenski  
Strategic Goal: Teaching & Learning  
This workshop is geared to give faculty insight into how communication practices used by instructors enable better classroom management and teaching satisfaction. Information about how particular communication techniques alter the classroom climate will be offered along with opportunities to practice these techniques.

**Learning Outcomes:** By the end of this session, participants will be able to:
- Utilize specific communicative behaviors in the classroom to negotiate power and authority;
- Recognize classroom relational dynamics and respond strategically to students to create positive learning environments.

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#071F  **Prerequisite Challenges**  
2:00 – 2:50pm  
HSLH 205  
FLEX credit – 1 hour  
Presenter: Ann Lowe  
Strategic Goal: Teaching & Learning  
The college recently modified its policy on course prerequisites. This workshop will explain how to interpret and apply this policy to courses and programs.

**Learning Outcomes:** By the end of this session, participants will be able to evaluate the impact of the new prerequisite policy on their courses and programs.
#075F Getting Involved in Campus Committees  
2:00 – 2:50 pm  
HSLH 204  
FLEX credit – 1 hour  
Presenters: Wendy Brill-Wynkoop and Paul Wickline  
Strategic Goal: Campus Climate  
Affecting positive change means that one must make the decision to become involved and work collaboratively with others. One way this is done is by participating on a campus committee. Committees represent an important feature of the regular internal governance system of College of the Canyons. Committees provide a forum for diverse ideas to be heard and opportunities for staff members to come together to study challenges in a more in-depth manner than they could do individually. Every staff member can contribute to the growth, development and innovation of the college through the collaboration, cross-departmental communication, and cooperation found by participating on a campus committee.

By becoming involved on a campus committee, you will:

- Broaden your horizons and give yourself a wider experience
- Meet new people and expand your network
- Enhance your skills
- Contribute your ideas to campus issues
- Collaborate with others to solve problems and help move the campus forward

Becoming involved on a campus committee is incredibly rewarding and provides numerous opportunities for personal growth and development and making a positive contribution to the college. If you would like to be part of shaping change and contributing to the work of the college, consider attending this session to learn how you can become involved on a campus committee.

Learning Outcomes: By the end of this session, participants will know:

- How committees are structured and how they work
- What committees there are on campus and what they do
- How they can become involved on a campus committee
Use of Reflection in Signature Assignments

2:30 – 3:50pm
HSLH 235
FLEX credit – 1.5 hours
Presenters: Rebecca Eikey and Andy McCutcheon
Strategic Goal: Teaching & Learning
This session will focus on Signature Assignments, their role in assessment and how the use of reflection in Signature Assignments makes the assessment more meaningful and authentic.

Learning Outcomes: By the end of this session, participants will be able to develop a Signature Assignment that incorporate Reflection prompts.

African’s Core Values and the Global Community

3:00 – 4:50pm
HSLH 302
FLEX credit – 2 hours
Presenter: Chinweze Chinwuba
Strategic Goal: Cultural Diversity
Participants will learn about African’s core cultural values, how they've been affected by contact with the West, present cultural challenges and the relevance of some of these values to the global community. In this time of much intercultural contact, students need to understand more about the values that inform the attitudes and behaviors of Africans that they may meet.

Learning Outcomes: By the end of this session, participants will be able to identify the values that matter to Africans, their cultural conflicts, and how some of these values are relevant to the present global issues.
#074F  Why Plan? What Are the Outcomes of Planning?
3:30 – 4:50pm
HSLH 205
FLEX credit – 1.5 hours
Presenter: Barry Gribbons
Strategic Goal: Institutional Effectiveness
During this workshop, we’ll share the newly drafted Strategic Plan for the college, talk about how various planning efforts connect, from master plans to strategic plans, to department plans and the budget. We’ll discuss some noteworthy practices in planning and some pitfalls to avoid. Most importantly, we’ll talk about why people need to plan and the impact that it has for our college, our students, and our community! Prizes will be given for great ideas shared at the meeting!

Learning Outcomes: By the end of this session, participants will be able to connect the District’s planning documents to department plans and budget. Participants will also understand the importance of planning and the impact it has on the College.
#076F Implementing ePortfolios in Your Courses
4:00 – 4:50pm
HSLH 203
FLEX credit – 1 hour
Presenters: Alexandra Dimakos and Jennifer Brezina
Strategic Goal: Teaching & Learning
Before the semester begins, learn how you can implement ePortfolios with your current coursework. ePortfolios are an excellent addition to your courses, as they build a sense of community in the classroom and also serve as a valuable assessment tool. After a basic introduction and viewing some sample ePortfolios, the discussion will center on how you can utilize this technology this semester!

Learning Outcomes: By the end of this session, participants will learn about the benefits of using ePortfolios in their classes. They will also have an opportunity to work with the group to take a current assignment and use an ePortfolio as the medium.

#077F I Didn’t Know That! A&R Mythbusters!
5:00 – 5:50pm
HSLH 230
FLEX credit – 1 hour
Presenter: Jasmine Ruys
Strategic Goal: Teaching & Learning
There are many rules, laws, policies, procedures that effect a faculty member in their classroom. This presentation will break down the rules and regulations that effect faculty. It will also give strategies to make it easy to stay within the rules, help students to remain in your class, and ensure happy students that make happy faculty. Don't let A&R get in your way. Let us show you the way to an easy start (and finish) of class.

Learning Outcomes: By the end of this session, participants will know what is required by law, policy, procedures, and regulation when it comes to managing their classroom roster.
#078F  Strengthening Social Awareness Through Civic Engagement
5:00 – 5:50pm
Canyons Hall 201
FLEX credit – 1 hour
Presenter: Patty Robinson
Strategic Goal: Teaching & Learning
Increasing rates of civil illiteracy and disinterest in civic engagement plague our nation’s schools. However, evidence shows that the more educated individuals are with regard to civic knowledge, the more likely they will become civically engaged and participate as civic actors throughout their lifetime. Learn how the College is working to involve faculty, staff, and students in civic life and by increasing their awareness of social issues and global concerns. Become part of the movement to impart civic knowledge, encourage community service, and infuse social responsibility into our daily lives.

**Learning Outcomes:** By the end of this session, participants will be able to:
- Discuss the need to foster civic identity among students, faculty, and staff;
- Propose ways to promote student success, retention, and completion through civic knowledge and civic engagement.

#092F Beginning Microsoft Excel – Part 3 of 3
9:00 – 11:50am
HSLH 304
Presenters: Melanie Lipman and Victor Jadaon
FLEX credit – 3 hours
Strategic Goal: Institutional Effectiveness
This 3-hour workshop covers more advanced features in Excel 2013. Topics will include creating embedded charts as well as creating charts as a new sheet, modifying charts, enhancing charts, and changing chart types that best represents the data. Finally, this workshop will cover creating PivotTable reports, PivotTable charts, and filtering data which can help to analyze numerical data.

**Learning Outcomes:** By the end of the workshop participants will be able to use the features of Microsoft Excel 2013.
Please join us for a special FLEX day at the Canyon Country Campus! A continental breakfast will be served from 8:30 – 9:30am in room 404. Lunch will be provided starting at 12:15pm in room 404. Enjoy the training opportunities offered at the Canyon Country Campus!

#079F  Resourcefulness and Resiliency: Classroom Strategies to Support Student Success
9:30 – 11:00am
CCC 405
FLEX credit – 1.5 hours
Presenter: Renee Marshall
Strategic Goal: Teaching & Learning; Student Support
Looking to enhance student success?
Let’s work together to help our students be the best they can be!
Faculty play an important role in students’ lives and student success. In this workshop, we will discuss the role faculty play in student development. We will look at best teaching practices to enhance student success and examine strategies that help your students reach their full potential. You will learn strategies to increase student resourcefulness on campus and in the community, examine resiliency, and look for ways to help students successfully navigate through academic and personal challenges.

Learning Outcomes: By the end of this session, participants will be able to identify and implement strategies to support student resourcefulness and resiliency.
#080F  Using the Think-Aloud Strategy to Enhance Student’s Reading Comprehension

9:30 – 11:00am  
CCC 403  
FLEX credit – 1.5 hours  
Presenter: Andy McCutcheon  
Strategic Goal: Teaching & Learning  
This workshop, intended for non-English instructors, presents a strategy to engage students in self-reflective analysis of how they process difficult content material. Instructors can help students, through the Think Aloud model and peer collaboration, to more effectively confront challenging, discipline-based readings and enhance their reading comprehension.

**Learning Outcomes:** By the end of this session, participants will be able to identify the benefits of this metacognitive reading exercise and apply the strategy in their classroom.

#081F  Using Interactive Journals to Enhance Student’s Reading Comprehension

11:15am – 12:15pm  
CCC 403  
FLEX credit – 1 hour  
Presenter: Andy McCutcheon  
Strategic Goal: Teaching & Learning  
This workshop, intended for non-English instructors, presents the benefits of having students complete journal entries in response to text readings. Unlike multiple choice quizzes, for which students may be tempted to avoid reading and guess at the answer, journal assignments force students to engage with and respond to the text. Grading rubrics allow for quick assessment of journals, and class discussions are more robust as students refer to their journal responses.

**Learning Outcomes:** By the end of this session, participants will be able to identify the benefits assigning a journal response exercise with text readings and use the strategy to assess text comprehension.
#082F  Managing the Millennials: The New Classroom
11:15am – 12:15pm
CCC 312
FLEX credit – 1 hour
Presenters: Victoria Leonard and Lisa Hooper
Strategic Goal: Teaching & Learning

Many instructors struggle with the same classroom management issues: students who are tuned out, those that are playing on their cell phones, not taking notes, talking, and a basic lack of engagement. Would greater engagement help eliminate the need for classroom management? Come to this workshop on classroom management and explore the possibilities to see where engagement and classroom management techniques can be looked at through a different lens.

Learning Outcomes: By the end of this session, participants will be able to identify techniques for managing a difficult classroom environment and utilize effective student engagement techniques.

Lunch!
12:15 – 1:00pm in room 404
Enjoy some social time with your colleagues and enjoy the beautiful scenery of the Canyon Country Campus.
Behavioral Intervention Team (B.I.T): Behavioral and Crisis Intervention, and Threat Assessment for Students in Distress

1:00 – 3:00pm

CCC 405

FLEX credit – 2 hours

Presenters: Tammy Castor and Larry Schallert

Strategic Goal: Student Support

Members of the District’s Behavioral Intervention Team (BIT) will address the following information as it relates to disruptive students, behavioral concerns, and students in distress:

- How the makeup of the student body has changed and how that impacts the campus community
- How to handle disruptive students, and how to discern between misconduct and distressed behavior
- Behavioral Intervention for students in distress before issues rise to a level of crisis, or student discipline
- The role of Campus Safety, Student Health & Wellness Center, and Dean of Students
- Discussion about addressing the needs of students who struggle with mental disorders
- Kognito, an online suicide intervention and prevention training program

Learning Outcomes: By the end of this session, participants will be able to:

- Understand better the role of BIT
- Recognize when a student is exhibiting signs of psychological distress
- Approach and discuss your concern with a student in distress
- Be aware of resources on campus to refer students in distress
**#084F What’s New at the Canyon Country Campus?**
1:00 – 2:00pm  
CCC 403  
FLEX credit – 1 hour  
Presenter: Ryan Theule  
Strategic Goal: Institutional Effectiveness  
This session will review the history of the Canyon Country Campus since 2007 as well as notable changes made this past year. This workshop will discuss current activities on campus, future plans, and the critical role the campus plays in District planning. By attending this session, you will learn about the growth in instructional programs and services to students, goals for the campus, projects included in the Education and Facilities master plan, and the similarities and unique differences among students at the Canyon Country Campus. You will also learn how the campus is impacting student access and success and how you can get more involved.

**Learning Outcomes:** By the end of this session, participants will have an increased understanding of the history and role of the Canyon Country Campus, its instructional resources and support services for students, improvements made, and future goals.

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**#085F New Fulltime Faculty Orientation - Part 3 of 3**
2:00 – 3:30pm  
CCC 312  
FLEX credit – 1.5 hours  
Presenters: Denee Pescarmona and Brent Riffel  
Strategic Goal: Human Resources  
*The last half hour of the orientation will be spent doing a campus tour.*

In the final segment of New Fulltime Faculty Orientation, you will become acclimated to the Canyon Country Campus and learn about the programs and services offered there.

**Learning Outcomes:** By the end of the orientation, participants will have learned about the various departments and services provided on campus and who to contact should they have questions about those departments and services.
CANYON COUNTRY CAMPUS
FLEX DAY

#086F  LGBTQ Safe Zone Training
3:30 – 5:30pm
CCC 312
FLEX credit – 2 hours
Presenters: Larry Schallert and SAFE Zone Trainers
Strategic Goal: Student Support
Safe Zone training is a nationally recognized, certified program that makes faculty aware of
issues pertaining to the LGBTQ community and our students. This workshop is designed to
elevate faculty understanding by challenging stereotypes/ myths about the LGBTQ community
and fostering awareness of the specific issues that LGBTQ students face. In addition to faculty,
staff and local experts leading the training, a qualified College of the Canyons student will be
part of the training team in order to give the student’s perspective.

Learning Outcomes: Through a FLEX workshop, faculty will become certified in a nationally
recognized program. They can learn how to be sensitive to LGBTQ issues; faculty can contribute
to student success by creating a campus open to and supportive of LGBTQ issues.

#043F  Mayan Cuisine and Cooking
4:00 – 8:00pm
iCUE – VALENCIA CAMPUS
FLEX credit – 4 hours
Presenter: Jia-Yi Cheng-Levine
Strategic Goal: Cultural Diversity
Hosted by the International Services and Programs (ISP), this workshop on Mayan Cuisine and
Cooking features expert/professor, Benjamin Nava Vargas, on Mayan Cuisine and Culture from
Universidad Tecnológica de la Riviera Maya. He will demonstrate how to prepare Mayan
cuisine and how different spices and wine interact with certain foods. The role food plays in
maintaining coherent ethnic cultures, such as the Mayans, will be discussed as well. Faculty
from the Culinary Arts and Wine Studies Department will co-host the workshop.

Learning Outcomes: By the end of this session, participants will:
- Gain a better understanding of the role food plays in maintaining a coherent Mayan
culture.
- Learn the basic techniques of cooking Mayan cuisine.
#087F  Resilient Leadership
9:00 – 11:50am
UCEN 258
Flex credit: 3 hours
Presenters: Chancellor Dr. Dianne Van Hook
Strategic Goal: Leadership

Resilience is often described as a personal quality that predisposes individuals to bounce back in the face of difficulties. Resilient leaders, however, do more than bounce back – they bounce forward and initiate action that responds to new and ever-changing realities; they are creative and flexible and look for opportunities as they move through their daily activities. For the academic leader, resilience in the educational setting is critical to empowering oneself, one’s department, one’s division, and shaping the future of the college. While development is an exciting journey of discovery, there are key behaviors, traits and motivators that contribute to the development of the resilient leader.

As members of the COC team, our successful outcomes are the result of what each person can bring to the table. In this interactive session, we will:

- Explore the characteristics of the resilient leader
- Challenge assumptions and current practice to determine how we can be different and/or stand out
- Discuss how you can lead and interact to create/enhance partnerships and resources
- Brainstorm what changes, developments, partnerships, opportunities, and resources exist for departments, divisions, and our college
- Explore and learn about techniques/strategies for shaping complex issues
- Look at the impact your resiliency has on your students and partners

**Learning Outcomes:**
Participants will learn the value of resilient leadership, the importance of utilizing on-campus resources for effective problem-solving, and creating new initiatives that will enhance an understanding as to how simplifying processes can develop an ability to make quick decisions and/or course corrections when needed.
Department Retreats
1:00 – 3:00pm
*Please check with your Department Chair for the location of your department’s retreat.*
Flex credit: 2 hours
Presenters: Department Chairs
Strategic Goal: Institutional Effectiveness
Department Chairs will set the agenda, location and format for the retreat. Adjunct faculty who attend and who are scheduled to teach during the fall 2015 semester are eligible to receive FLEX pay.
Learning Outcomes: Upon completion of the retreat, participants will be able to identify the key issues the department will be addressing during the upcoming academic year.

Attention Department Chairs: You can download your Department Retreat Roster online at: www.canyons.edu/offices/pd click on “forms” “Department Retreat Roster”

#089F What’s New at COC? A Conversation with the SCCCD Board of Trustees
3:30 – 4:50pm
HSLH 230
Flex credit: 1.5 hours
Presenters: Members of the SCCCD Board of Trustees
Strategic Goal: Campus Climate
The goal of this interactive FLEX session is to improve communication and better understand what’s working well and what challenges you are experiencing, all in an effort to work together to move the college forward in the next year. At this session, staff will have an opportunity to let the board members know the innovative and exciting projects, initiatives, or community involvement you are a part of and would like to share. In addition, the Board members invite and welcome productive dialogue, comments, questions, concerns, challenges, ideas and solutions from the staff participants on any topic relevant to the College. Dessert and beverages will be provided.

Learning Outcomes: By the end of this session, participants will have had an opportunity to engage in dialogue with the Board members in an effort to understand each other’s roles and improve communication.
**#090F Sexual Assault Response Training**

5:00 – 6:20pm  
HSLH 203  
FLEX credit – 1.5 hours  
Presenter: Larry Schallert  
Strategic Goal: Student Support  
Learn the latest regulations and your important role in preventing sexual assault on campus and how we can help our students be safe.

**Learning Outcomes:** By the end of this session, participants will know the latest regulations regarding sexual assault on college campuses and what their role is in preventing it and reporting it.

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**#091F Plan to Prevent Plagiarism**

5:00 – 5:50pm  
HSLH 235  
FLEX credit – 1 hour  
Presenter: Rebecca Kroll  
Strategic Goal: Student Support  
This workshop will introduce common forms of unintentional plagiarism vs. intentional plagiarism and provide insight into why students cheat. Participants will learn plagiarism prevention options, including adapting existing assignments, assessments, lessons and activities that prevent plagiarism by requiring specific research steps, teaching note-taking and other scholarly skills. The presenter will provide a list of resources, such as sets of classroom exercises and online training, on how to recognize and prevent plagiarism.

**Learning Outcomes:** By the end of the workshop participants will be able to describe the types of plagiarism common at COC and strategies and tools they can use to help prevent plagiarism.
How can you earn FLEX credit? There are many opportunities to do so throughout the year. The list of activities below describes the variety of options you have. Please register for these activities in the “On-Going FLEX Opportunities” section in the Lumens online registration system at www.canyons.communityext.net.

**Attend FLEX workshops**

*On campus during fall and spring FLEX weeks and throughout the year.*

**Do an Independent FLEX Project**

#001F – Fall 2015 Project
#002S – Spring 2016 Project

FLEX credit - up to 20.5 hours per year

An independent project proposal form must be submitted to the Professional Development office and approved prior to beginning the project, and by the submission deadline of the first Monday after spring break. To receive FLEX credit, a final project must be submitted by June 30, 2016. Proposal forms are available on the Professional Development website, located at: http://app.canyons.edu/offices/pd/FLEX/Forms/Application/

**Enroll in the Understanding the Needs of Older Adults Online Course**

FLEX credit – 20.5 hours for Part 1 (#003F) and 20.5 hours for Part 2 (#004F)

Instructor: Anne Marenco

This two-part 100% online course is designed to be a self-paced class for those interested in teaching classes in the College of the Canyons Older Adult Community Education Program. The time commitment for each part is 20.5 hours. The course focuses on the biological, psychological, and sociological challenges of aging. Please contact Leslie Carr at leslie.carr@canyons.edu to register.
#5F Attend the Online Library Resources Workshops
Ongoing – Watch for email announcements from Librarian Ron Karlin for dates and times.
FLEX credit - 1.5 hours

Conduct Adjunct Evaluations
#006F – Evaluation #1 (fall)
#007F – Evaluation #2 (fall)
3 hours each/6 hours max per year
Please email Leslie Carr at leslie.carr@canyons.edu with the name of the adjunct faculty that you evaluated.

Attend Conferences Outside of Scheduled Work Hours
#008F – Fall 2015 Conference
#009S – Spring 2016 Conference
FLEX credit - 20.5 hours max per year. Please complete a FLEX Application form online at http://app.canyons.edu/offices/PD/FLEX/Forms/Conference/

#010F Sign up for Individual Computer Tutoring
FLEX credit - 3 hours max per year
Scheduled tutoring sessions in your own work area, on your own computer are available. To schedule an appointment, please send an email to Leslie Carr at leslie.carr@canyons.edu . Please be sure to indicate the program or software in which you would like to receive tutoring.

#011F Sign up for Individual Web Page Tutoring (Sharepoint)
FLEX credit – 2 hours max per year
Staff members from Computer Support Services will be available by appointment for tutoring sessions throughout the year. They are available to assist individuals on specific topics related to web page development. When requesting a tutoring session, please indicate your desired topic. To make an appointment, please send an email to Leslie Carr at leslie.carr@canyons.edu .
Engage in Individual SLO Training

#012F – Fall 2015 Training
#013S – Spring 2016 Training
FLEX credit - 3 hours max per year

Members of the SLO committee are available to meet with you by appointment in order to meet your individual training needs regarding Student Learning Outcomes and Student Learning Outcomes assessment. To set up an appointment, please contact Rebecca Eikey at rebecca.eikey@canyons.edu and include the topic you would like to learn more about as well as your availability. Learning outcomes will vary by session. To receive FLEX credit, please report your training time via email to Leslie Carr at leslie.carr@canyons.edu.

#014F Participate in the FLEX Exchange Program
FLEX credit - 12 hours max per year

Full time faculty may choose to participate in the FLEX activities of regional community colleges (Antelope Valley, Moorpark, Ventura, Los Angeles Mission, etc.) for FLEX credit at COC. Please obtain an attendance verification form from the Professional Development office prior to attending.

#015F Become a Mentor in the New Faculty Mentor Program
FLEX credit - 8 hours sem/16 hours max per year

Newly hired fulltime faculty can have the benefit of having a “friend in the business” at COC. Mentors can help newcomers work on professional projects, develop curriculum or they can be simply a source of guidance and information, all in a non-evaluative manner.
To sign up to be a mentor, please contact Paul Wickline at paul.wickline@canyons.edu.
#016F Become a Mentor in the Professional Development Mentor Program

FLEX credit - 8 hours sem/16 hours max per year

The Office of Professional Development has designed a mentor program for those faculty and staff who aspire to a management or leadership position. It is also for those experienced managers who want to take the next step and move into a higher-level administrative position.

The purpose of the Professional Development Mentor Program is to provide opportunities for employees who have a desire to develop and enhance their career development opportunities, to be paired with a mentor who will guide, advise and motivate them to continue to improve their skills and knowledge and grow with the College into a management or leadership position.

The Professional Development Mentor Program is open to all full-time and adjunct faculty, classified and confidential staff and administrators. Applications are accepted prior to the start of the fall semester. Please contact Leslie Carr at leslie.carr@canyons.edu for the application and additional information.

#017F Become a Mentor in the Mentor Program for New Online Faculty

FLEX credit - 8 hours sem/16 hours max per year

The Mentor Program for New Online Faculty is designed to provide additional support to instructors during the first semester or two of online teaching. The program will pair new online instructors with instructors who are experienced with online teaching in order to provide feedback on course design and offer ongoing encouragement and advice. Mentors will earn 8 hours of FLEX credit per semester, with a maximum of 16 hours per academic year. New online instructors can request a mentor by contacting James Glapa-Grossklag at james.glapa-grossklag@canyons.edu. If you are an experienced online instructor and would like to become a mentor, please contact James Glapa-Grossklag at james.glapa-grossklag@canyons.edu.

#018F Become a Mentor in the Mentor Program for Noncredit Faculty

FLEX credit - 6 hours sem/12 hours max per year

The Mentor Program for Noncredit Faculty is designed to provide additional support to noncredit instructors who are interested in improving their teaching skills. The program will pair noncredit instructors with others who are experienced teachers in order to provide feedback on course design as well as ongoing encouragement and advice.

Please contact Leslie Carr via email at leslie.carr@canyons.edu for additional information.
#019F  Become a Mentor in the Mentor Program for Re-Entry Students

FLEX credit - 8 hours sem/16 hours max per year

The year-long Re-entry Mentor Program is designed to provide reentry students with an opportunity to build working relationships with faculty, staff, and administrators at College of the Canyons. Faculty mentors working in this program would be entitled to FLEX credit equivalent for the total number of hours spent in a mentor orientation session, directly with the mentee, and at the mentor award ceremony at the conclusion of the semester. A maximum of 8 FLEX hours will be given for participation in this mentoring opportunity. For more information on this program please contact Felicia Walker via email at felicia.walker@canyons.edu.

#020F  IRB Training (Institutional Review Board Training)

FLEX credit – 6 hours basic/3 hours refresher for IRB board members.
FLEX credit – 2 hours basic/1 hour refresher for faculty submitting requests to the IRB.

Please contact Dr. Daylene Meuschke at daylene.meuschke@canyons.edu for additional information.

#021F  Kognito “At Risk” Online Training – Stressed Students

FLEX credit – 1 hour

How DO I Help a Student I’m Worried About? At-Risk for Faculty & Staff is an online, interactive gatekeeper training simulation designed to prepare faculty and staff to: (1) recognize when a student is exhibiting signs of psychological distress, and (2) manage a conversation with the student with the goal of connecting them with the appropriate campus support service. The training was developed with input from leading mental health and education experts, and has been adopted by over 400 colleges and universities, assessed in a national study at 63 universities, and is also listed in SPRC/AFSP Best Practices Registry for suicide prevention resources.

To access the online training:
1. Go to: http://www.kognito.com/ccc
2. Create an account (or sign in using your previously created email address & password
3. Select at-risk for Faculty & Staff
4. Click “Launch”

Please email a copy of your certificate of completion to Chloe McGinley in Professional Development at chloe.mcginley@canyons.edu.
#022F  Kognito “At Risk” Online Training – Veterans on Campus

FLEX credit – 1 hour
Build Military Cultural Competency and Support Student Veterans. In Veterans on Campus, learners engage in simulated conversations with three virtual student veterans, helping each one resolve a challenge they are facing due to their transition. Users practice referring a service member who is being redeployed, managing a challenging class discussion about conflicts overseas, and approaching and referring a veteran who is exhibiting signs of post deployment stress. It was developed with input from leading education experts and veteran organizations and is listed in SPRC/AFSP Best Practices Registry.

To access the online training:
1. Go to: http://www.kognito.com/ccc
2. Create an account (or sign in using your previously created email address & password
3. Select Veterans on Campus for faculty & staff
4. Click “Launch”

Please email a copy of your certificate of completion to Chloe McGinley in Professional Development at chloe.mcginley@canyons.edu.

#023F  Kognito Online Training – LGBTQ on Campus for Faculty & Staff

FLEX credit – 1 hour
Create a Supportive Environment for LGBTQ Students. LGBTQ on Campus is an interactive role-play course designed to prepare and encourage campus educators and staff to promote a community of inclusion and support. In addition to sensitizing educators to the challenges faced by LGBTQ youth, this training aims to increase learners’ confidence and skill to effectively manage classroom discussions in which discriminatory language is used, conduct an effective, supportive conversation with a student who discloses an LGBTQ identity, and identify when a student may be distressed and connect them to support services.

To access the online training:
1. Go to: http://www.kognito.com/ccc
2. Create an account (or sign in using your previously created email address & password
3. Select LGBTQ faculty
4. Click “Launch”

Please email a copy of your certificate of completion to Chloe McGinley in Professional Development at chloe.mcginley@canyons.edu.
Non-COC Provider Training

#024F – Fall 2015 Training
#025S – Spring 2016 Training

FLEX credit – 20.5 hours max per year
Please complete a FLEX application form online at
http://app.canyons.edu/offices/PD/FLEX/Forms/NonCoc/

Collaboration

#026F – Fall 2015
#027S – Spring 2016

FLEX credit – 20.5 hours max per year
FLEX credit is given for faculty who collaborate with another on-campus department on a
project or initiative. Please contact Leslie Carr at leslie.carr@canyons.edu for additional
information.

Outreach

#028F – Fall 2015
#029S – Spring 2016

FLEX credit – 20.5 hours max per year
FLEX credit is given for faculty who engage in outreach activities on behalf of the Santa Clarita
Community College District. Please complete a FLEX application form online at
http://app.canyons.edu/offices/pd/FLEX/Forms/Outreach/.
COC FACULTY ARE INVITED
to share their wealth of knowledge with the local community!

Sign up to provide a presentation on a topic of your choice for the residents at the following Adult Living Communities:

- BEL CARO (WEDNESDAYS AT 4:00PM)
- SUMMER HILL (WEDNESDAYS AT 2:30PM)
- FRIENDLY VALLEY (FRIDAYS AT 1:00PM)

Have fun and earn FLEX credit too!

If you are interested in this opportunity, please contact Diane Stewart at diane.stewart@canyons.edu with your proposed topic(s)

Presentations at Local Adult Living Communities

#030F – Bel Caro - Wednesdays, 4:00pm
#031F – Friendly Valley - Fridays, 1:00pm
#032F – Summer Hill - Wednesdays, 2:30pm

4 hours of FLEX credit per presentation. Please contact Diane Stewart at diane.stewart@canyons.edu to participate.