FALL PROFESSIONAL DEVELOPMENT WEEK
August 11 – 17, 2017
Collegial Collaboration across Campus

Welcome to Fall 2017 Professional Development Week!

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 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.

- **Teresa Ciardi** (Co-Chair) – Physical Science
- **Mehgen Andrade** (Co-Chair) – Psychology
- **Nicole Faudree** (Co-Chair) – Paralegal Studies
- **Sandy Carroll** – Nursing
- **Chris Cota** – Physical Education
- **Brandon Hilst** – Math
- **Ted Iacenda** – Physical Education
- **Susan Ling** – Counseling
- **KC Manji** - Music
- **Galeen Roe** – Library
- **Gregory Shroud** – History/Adjunct Rep.
- **Diane Sionko** - Business
- **Cindy Stephens** – Early Childhood Education

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
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About the Professional Development Program

College of the Canyons is dedicated to improving the professional growth of its faculty, staff and administrators by offering a wide variety of professional development opportunities that support both the institution’s strategic goals and the personal professional development goals of its employees. Professional development opportunities are offered that promote technological advancement, institutional effectiveness, student support, and the development of model academic and professional programs, and that promote and support excellence in teaching and learning. These opportunities foster the development of leadership skills of all employees, and emphasize creating innovation and inspiration, and a sense of community among students and staff.

The expectation that all employees will engage in professional development is integrated into every job description. The district is committed to help employees meet their expectations through the development of College of the Canyon’s high-quality, comprehensive professional development program (which is recognized as a leader among professional development programs in the state). We are fortunate here at College of the Canyons to enjoy such a program and reap its benefits. We are also fortunate to have the dedicated support of Chancellor Dr. Dianne G. Van Hook and the Board of Trustees, who clearly understand the value and importance of professional growth to the development of the capabilities of individuals and the college, and who strongly encourage all employees to dare to dream and make it happen!

College of the Canyons’ award winning Professional Development program provides over six hundred training opportunities annually for all campus employees. The program is developed by four Professional Development committees -- faculty, classified, administrative, and coordinating committee. These committees are comprised of representatives from each campus division and meet regularly throughout the year to design a comprehensive professional development program for their constituent groups. Needs assessment surveys are given annually that provide employees with an opportunity to contribute feedback and ideas to the Professional Development program planning. Training opportunities offered through the Professional Development program are open to all employees.

Why do we have Professional Development days?

There are ten dedicated Professional Development days, also called “FLEX days,” offered each year. These days take place during the five days prior to the fall and spring semesters. Training opportunities during these ten days are offered on a variety of topics, including teaching and learning, student support, cultural diversity, technology, and leadership development. These FLEX days are part of the Flexible Calendar Program that was initiated by six California community colleges in 1976 as a pilot project authorized by Assembly Bill 2232. The six pilot colleges were El Camino, Grossmont, Consumnes River, Saddleback, San Jose City, and Evergreen Valley. These pilot colleges were allowed to reduce the number of required instructional days from 175 to a minimum of 160. The bill provisions allowed the colleges the
opportunity to replace up to fifteen days of regular instruction with alternative activities such as course and program development and revision, staff development activities, development of new instructional materials, and to other instruction-related activities. In the fall of 1980, El Camino College withdrew from the pilot program and was replaced by College of the Canyons.

Implementation of the Flexible Calendar Program at the pilot colleges involved reforming the instructional calendar to accommodate instruction-free days for faculty development activities. Legislation (AB 1149) was drafted in 1981 that allowed all colleges the option of adopting a Flexible Calendar Program.

In 1980, a committee called the Task Force 4-1-4 was established at College of the Canyons. The committee consisted of ten members: four faculty, two administrators, the EOPS counselor, the instructional media specialist, and one student. Today, this committee is called the Faculty Development Committee and consists of two representatives from each school, the Professional Development director, and a student representative. The number of FLEX days is negotiated by the COC Faculty Association. Faculty members voted to have 10 FLEX days at COC, which means that 10 days are deducted from the 176 instructional days and set aside for professional development.

Faculty obligation
Full time faculty members are required to complete 41 hours of professional development/FLEX activities per academic year. These 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 participating in workshops offered during the 10 Professional Development/FLEX days offered in fall and spring, or by participating in scheduled and/or unscheduled activities throughout the year, including doing an Independent Project, attending a conference, engaging in outreach or collaborating with another department or program on a project.

All fulltime faculty members are paid the 41 hours in advance assuming they will complete their obligation. Any hours that are not completed by the June 30th deadline will be docked from their July paycheck. Docked hours are deducted from their annual STRS service credit.

Adjunct faculty are encouraged and invited to attend any Professional Development/FLEX workshop or activity they like. Adjunct faculty who have a teaching assignment in the semester they attend a Professional Development/FLEX workshop, will receive up to 9 hours pay per semester (fall and spring). The first 5 hours will be paid at the regular instructional 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.
How is success measured?
At College of the Canyons, success is measured using the twelve district-wide strategic goals:

- Teaching and Learning
- Student Support
- Cultural Diversity
- Human Resources
- Institutional Advancement
- Institutional Effectiveness
- Financial Stability
- Technological Advancement
- Physical Resources
- Innovation
- Campus Climate
- 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.

Program support
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.

More information
Please visit the Professional Development website at www.canyons.edu/offices/pd for additional information about the training opportunities offered for employees.
Frequently Asked Questions

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 has developed policies and procedures to evaluate activities for Professional Development/FLEX credit. Click HERE to view these policies and procedures.

How much Professional Development/FLEX credit do I earn if I facilitate a workshop?
Workshop facilitators earn double credit. For example, if you facilitate a three hour workshop, you will receive six hours of Professional Development/FLEX credit.

How do I propose a workshop?
If you would like to propose a professional development workshop, please submit a workshop proposal through MyLearningPlan at www.mylearningplan.com. Workshop proposals are encouraged on any topic that would be of interest to COC employees and that correspond to at least one of the district’s strategic goals.

When can Professional Development/FLEX credit be earned?
You may earn Professional Development/FLEX credit during any time you are not scheduled to teach, hold office hours, or participating in other professional responsibilities or contractual duties.

How do I receive Professional Development/FLEX credit?
Be sure to pre-register using the MyLearningPlan online registration system for workshops you plan to attend. You can access the system at www.mylearningplan.com. Then, sign the sign-in sheet at each workshop you attend.

How do I register for a Professional Development/FLEX workshop?
Registration for all Professional Development/FLEX workshops and activities is done through the MyLearningPlan online registration system at www.mylearningplan.com.
Fall 2017
Professional Development
Week Schedule

How will you grow?
# Curriculum Committee Retreat
8:30am – 1:00pm
*Breakfast available from 8:00 – 8:30am
MENH 343
FLEX credit: 4.5 hours
Presenter: Lisa Hooper, Curriculum Committee Chair
Strategic Goal: Institutional Effectiveness
This retreat will allow Curriculum Committee members an opportunity to become updated on recent changes in Education Code and Title V, learn about revisions to the Program and Course Approval Handbook, while becoming knowledgeable on the basics of the new curriculum management system, eLumen.

Learning Outcomes: Participants will be aware of recent changes in Education Code and Title V as it relates to curriculum and learn to use the new curriculum management system, eLumen.

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#60F Open Educational Resources Pros & Cons – Faculty Roundtable
9:00am – 9:50am
HSLH 230
FLEX credit: 1 hour
Presenters: Brandon Hilst, Math Faculty; Anne Marenco, Sociology Faculty; and Robert Wonser, Sociology Faculty
Strategic Goal: Institutional Effectiveness; Student Support
This session will be a faculty driven discussion regarding the implementation and use of OER materials in the classroom from the viewpoint of early adopters both in favor of and skeptical of OER materials.

Learning Outcomes: Attendees will be able to state the pros and cons of using OER materials.
#61F From Adjunct to Full-Time
10:30 – 11:50am
HSLH 230
FLEX credit: 1.5 hours
Presenters: Wendy Brill-Wynkoop, Photography Faculty and COCFA President; and Warren Heaton, AFT
Strategic Goal: Human Resources
Calling all adjuncts who want to learn how to be the best candidate possible for full time faculty positions at College of the Canyons or elsewhere.

Learning Outcomes: By the end of this session, participants will be able to describe strategies that will help a candidate be more competitive in the hiring process.
#62F Save a Life!  American Red Cross First Aid/CPR/AED Training
8:30am – 3:00pm
EPEK 101
FLEX credit – 6 hours
Presenter: Chad Peters, Athletic Trainer
Strategic Goal: Human Resources
*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.
#63F Volleyball Team Building – All are Welcome!
1:00 – 2:50pm
WPEK 103 (Gym)
FLEX credit: 2 hours
Presenter: Lisa Hooper, Volleyball Coach
Strategic Goal: Campus Climate
Learn and practice basic volleyball skills in a fun, active environment!

Learning Outcomes: By the end of this session, participants will be able to identify the six primary volleyball skills, recognize basic volleyball strategies, and perform well enough to amaze your relatives at the family reunion!
#64F Welcome Back Breakfast
8:30 – 9:50am
iCUE Dining Room
FLEX credit: 1.5 hours
Presenter: Teresa Ciardi, Earth, Space and Environmental Sciences Faculty
Strategic Goal: Campus Climate
Come together with your fellow faculty and enjoy a meal and collaborative conversation. Enjoy the company of your colleagues as we kick-off the new academic year, sharing ideas and happenings, and discussing a unified theme that is encompassed in the many initiatives we are supporting at COC.

Learning Outcomes: Participants will experience a collaborative campus climate, and will answer the question, "What do Comprehensive Internationalization, Civic Engagement, Diversity, Equity, and Student Success all have in common?"

#70F New Fulltime Faculty Orientation – Part 1 of 2
8:30am – 2:50pm
BONH 330
FLEX credit: 6.5 hours
Presenters: Ron Dreiling, English Faculty, and Brent Riffel, History Faculty
Co-Coordinators of the Center for Excellence in Teaching and Learning
Strategic Goal: Human Resources
*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.
#65F Generations in the Classroom
10:00 – 11:50am
HSLH 230
FLEX credit: 2 hours
Presenter: Gregory Shrout, Adjunct History Faculty
Strategic Goal: Teaching & Learning; Student Support
For the first time in American History, there are four generations in the classroom at the same time. Faculty are challenged to keep all four groups engaged as they learn differently and have different expectations. Come to this session to learn more!

Learning Outcomes: In this session, you will learn how to engage these four diverse groups in active learning in the classroom.

#66F Get Student Focused with the 6 Phases of Appreciative Education
10:00 – 10:50am
HSLH 235
FLEX credit: 1 hour
Presenter: Kaitlynn Furlong, Coordinator, Distance and Accelerated Learning (Student Success Coach)
Strategic Goal: Teaching & Learning; Student Support
Institutions are searching for positive ways to increase student retention and success rates. The Appreciative Education framework harnesses the power of the organizational development theory of Appreciative Inquiry and the positive psychology literature to provide a framework for increasing educator and student success.

Appreciative Advising and Education is the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials. It is perhaps the best example of a fully student-centered approach to student development. The great news is that it works!

Learning Outcomes: Workshop participants will leave this workshop with an understanding of the theoretical framework of Appreciative Education, as well as the knowledge of the six phase framework and its application for our work with students.
#67F Evaluations: Lions, Tigers, and Bears = Oh My!
10:00 – 11:50am
HSLH 232
FLEX credit: 2 hours
Presenter: Nicole Faudree, Paralegal Studies Faculty
Strategic Goal: Human Resources
This session is important for all faculty and deans to attend to learn the latest on tenure-track, tenured, and adjunct evaluations. Timelines, requirements, and other key information will be shared and discussed.

Learning Outcomes: Participants will be able to describe the differences and similarities of the various faculty evaluations.

#68F What’s in Your Water? A Photo Safari
10:00 – 11:20am
ALLB 217
FLEX credit: 1.5 hours
Presenter: Kelly Burke, Biology/Physical Sciences Faculty, Kelly Cude, and Dilek Sanver-Wang - Biology/Physical Sciences Faculty
Strategic Goal: Teaching & Learning
Bring in your own water and wet soil samples—from your koi pond, garden, wet area around your sprinkler heads, your local wetland, etc. View samples we will have for you—Kelly B’s Winogradsky columns, Kelly C’s birdbath, Dilek S-W’s protist survey. Collect samples from around campus (we’ll give you tips). Then use hand-held Microscopes/your phone, and standard microscopes equipped with cameras/iPads to take images and videos of the unseen world of microbes. You will be able to keep and share any images you take. You will never look at water, or soil, the same. In a good way!

Learning Outcomes: Participants will be able to investigate and learn more about the microbes in our natural environments and to image a variety of organisms in the microbial groups.
#69F Wellness Activity: Healthy Eating on the Run

11:00 – 11:50am  
HSLH 203  
FLEX credit: 1 hour  
Presenter: Sheri Barke, Sports & Wellness Dietician  
Strategic Goal: Human Resources

In this session, explore practical strategies for eating well at home and on the run. Meal planning, grocery shopping, and quick and healthy meal and snack ideas will be discussed. Common misconceptions about carbs, sugars, gluten, fats, and protein in relation to health, weight management, and fitness will also be explored.

**Learning Outcomes:** By the end of this session, participants will be able to plan balanced meals and snacks, using quick and affordable real food ingredients. Participants will be able to identify the best food sources of carbohydrates, proteins, and fats for optimal health and performance and will be able to dispel popular myths about foods for fitness and weight management.
Monday, August 14, 2017

CANYON COUNTRY FLEX AFTERNOON
Please join us for a special professional development afternoon at the Canyon Country Campus. Lunch will be provided starting at noon in CCC 502.

#71F What is Comprehensive Internationalization?
1:00 – 1:50pm
CCC 500
FLEX credit: 1 hour
Presenters: Phil Gussin, Political Science Faculty; and Members of the Task Force Coordinating Team
Strategic Goal: Cultural Diversity
Discover what COC Global is doing to support internationalization at COC and join the effort!

Learning Outcomes: By the end of this session, participants will be able to describe what COC Global is doing to support internationalization at COC and how they can become involved.

#72F Curriculum Revision and Introduction to eLUMEN
1:00 – 2:50pm
CCC 304
FLEX credit: 2 hours
Presenter: Lisa Hooper, Curriculum Committee Chair
Strategic Goal: Institutional Effectiveness
This workshop will provide an opportunity for faculty to revise EXISTING curriculum while learning the basics of the new curriculum management system, eLUMEN.

Learning Outcomes: Participants will be competent navigating the most basics capabilities of the eLUMEN software in terms of curriculum revision.
#73F What’s New at the Canyon Country Campus?

1:00 – 1:50pm  
CCC 501  
FLEX credit – 1 hour  
Presenter: Ryan Theule, Vice President – Canyon Country Campus and Grants Development  
Strategic Goal: Institutional Effectiveness  
With its 10th year anniversary fast approaching, this session will provide an update on 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.
#74F Emergency Preparedness and Response

**MANDATORY TRAINING**

*The California Education Code (Section 71095) requires that all college employees receive training to assist in reacting to a natural disaster, hazardous condition, or terrorist activity on or around a community college campus. There will be additional training opportunities offered during the fall semester.*

2:00 – 3:50pm  
CCC 505  
FLEX credit – 2 hours

**Presenter:** COC Incident Command Team  
**Strategic Goal:** Institutional Effectiveness

This 2-hour, comprehensive training session provides essential information on how the District’s Emergency Preparedness and Response Plan functions and what your role is when a natural disaster, hazardous condition or terrorist activity occurs around our campuses. While many employees have attended sessions in the past, this “new” session includes all of the training required by the state of all employees but, more importantly, includes the latest information available regarding “best practices” to follow in dealing with the various hazards that may confront us, from active shooters to major earthquakes.

**Learning Outcomes:**

- Attendees will be familiar with the District’s Emergency Preparedness and Response protocols and procedures and understand their roles in responding to specific emergency situations.
- Attendees will know how and when to evacuate any space on campus when the need arises.
- Attendees will be able to evaluate different spaces and understand when and how to Shelter-in-Place if that becomes necessary.
- Attendees will understand when and how to contact the Behavioral Intervention Team.
- Attendees will be able to describe the Emergency Notification System; how it works, why and when.
#75F What’s New with Noncredit?
3:00 – 3:50pm
CCC 500
FLEX credit – 1 hour
Presenter: John Makevich, Interim Special Projects Director and Lisa Hooper, Athletics Faculty and Curriculum Committee Chair
Strategic Goal: Teaching & Learning
Noncredit courses are free to students, and can be so beneficial to those looking to gain new skills or continue to develop skills in a given discipline. Come to this workshop to learn more about the types of courses that make for excellent noncredit opportunities and support the college can provide in developing new courses. We will discuss the noncredit curriculum approval process, as well as student and instructional support for noncredit students. Participants will engage in discussion about noncredit courses and what types of opportunities would be effective within their disciplines.

Learning Outcomes: Participants will be introduced to the differences between noncredit and credit instruction, support available for developing new noncredit courses, and general information about how noncredit instruction works at College of the Canyons.
Tuesday, August 15, 2017

CANYON COUNTRY FLEX MORNING
Please join us for a special professional development morning at the Canyon Country Campus. A light breakfast will be provided starting at 8:00am in CCC 502.

#77F Food History and Food Security
8:30 – 10:20am
CCC 500
FLEX credit – 2 hours
Presenter: Gregory Shrout, Adjunct History Faculty
Strategic Goal: Teaching & Learning
Christopher Columbus linked the Old World and the New World. In the ten years between his first voyage in 1492 and his last in 1502, new forces totally changed the course of history. Millions of people moved from one continent to another. Governments and religions changed, language and culture were exported. But surprisingly, the most significant influence was not that of politics or religion, but the exchange of plants and animals between two worlds which ultimately changed the food we ate. Come to this session to learn about the evolution of food from Christopher Columbus’s time to present day. Food security!

Learning Outcomes: By the end of this session, participants will learn about the evolution of food from Christopher Columbus's time to present day.

#78F Beautiful Morning Walk at the Canyon Country Campus
9:00 – 9:50am
Meet at the Flag Pole in Quad 1
FLEX credit – 1 hour
Presenters: Teresa Ciardi, Earth, Space and Environmental Sciences Faculty and Anthony Michaelides, Acting Dean, Campus Services and Operations (Canyon Country Campus) and Career Center
Strategic Goal: Campus Climate
Wear comfortable shoes and join us for a healthy fitness walk around the beautiful Canyon Country Campus! Areas that we will visit include:
  - Quad 1: Student Services, Computer Lab/Assessment Center, Health Center, Outdoor Research Garden
  - Quad 6: Site of new Science Building
  - Quad 2: ECE, ASG Lab
  - Quad 3: Student Lounge, TLC, Library
  - Quad 5: Switchboard, Incident Command (507)

Learning Outcomes: By the end of this session, participants will be able to navigate easily around the Canyon Country Campus and know where key services are located.
Tuesday, August 15, 2017

CANYON COUNTRY FLEX MORNING

#79F Center for Excellence in Teaching and Learning (CETL) Highlights
9:00 – 9:50am
CCC 501
FLEX credit – 1 hour
Presenters: Brent Riffel and Ron Dreiling, Co-Coordinators of the Center for Excellence in Teaching and Learning (CETL)
Strategic Goal: Teaching & Learning
This session will provide an overview of the history and development of the Center for Excellence in Teaching and Learning, and describe the course offerings and training opportunities available to the COC campus community.

Learning Outcomes: Participants in this session will:

• Learn about the latest training opportunities that will be offered by the Center for Excellence in Teaching and Learning in the 2017-2018 academic year.

• Understand ways in which faculty can become involved in CETL courses, its committee, and other program activities.

#80F Canvas Open Lab
10:00 – 11:50am
CCC 304
FLEX credit – up to 2 hours
Presenter: Chloe McGinley, Coordinator, Distance Learning and Kaitlynn Furlong, Coordinator, Distance and Accelerated Learning (Student Success Coach)
Strategic Goal: Technological Advancement
At this open lab, you will have the opportunity to work on your fall Canvas course while receiving assistance from Canvas trainers, who will be available to answer your questions and assist you with transferring past semester course materials, navigate Canvas, and get your course ready to go! Participants will be encouraged to collaborate with colleagues on their Canvas courses. Please come with any needed course materials and your questions ready!

➢ Lab Prerequisite: Lab Participants must have already completed the Canvas training (4 hours of Canvas workshops or the self-paced Online Canvas course) and have a course in Canvas.

Learning Outcomes: Participants will be able to effectively navigate the features of Canvas and receive assistance to finalize their course in Canvas.
#81F New Fulltime Faculty Orientation – Part 2 of 2
10:00am – 1:50pm
CCC 503
FLEX credit – 4 hours
Presenters: Ron Dreiling, English Faculty, and Brent Riffel, History Faculty
Co-Coordinators of the Center for Excellence in Teaching and Learning
Strategic Goal: Human Resources
*Lunch will be provided.*

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.

#82F Protecting Journalists: A Global Perspective
11:00 – 11:50am
CCC
FLEX credit – 1 hour
Presenter: Phil Gussin, Political Science Faculty and Co-Chair of COC Global
Strategic Goal: Teaching & Learning

As Courtney Radsch of the Committee to Protect Journalists (CPJ) noted, "Murder is the ultimate form of censorship. It not only silences the journalist personally but has a chilling effect on the rest of the press.” In order to safeguard press freedom, those who target journalists for violence must not be permitted to do so with impunity. Unfortunately, according to the CPJ and the United Nations Educational, Scientific and Cultural Organization (UNESCO), killings of journalists rarely result in convictions. In this workshop, Dr. Phil Gussin, co-chair for COC Global, and members of the award-winning College of the Canyons Model United Nations team will discuss the challenges facing journalists on a global scale.

**Learning Outcomes:** Participants will be able to describe the dangers facing journalists who report on international events as well as possible ways in which the world can act collectively to protect them.
#83F Creating a “Call-In” Culture for Advancing Equity
1:00 – 3:50pm
UCEN 258
FLEX credit – 3 hours
Presenter: Dr. Veronica Neal, Director of Equity, Social Justice and Multicultural Education at De Anza College and professor at De Anza College and San Francisco State University
Strategic Goal: Cultural Diversity; Teaching & Learning; Student Support

In this session we will explore the importance of building authentic communities where we can explore the challenges and opportunities of our equity work by applying the tools of a “call-in” culture.

**Learning Outcomes:** By the end of this session, participants will be able to explain why we need to build trusting communities where authentic communication for equity can take place and identify opportunities for equity to thrive.
#84F Faculty, Staff and District: Fostering Positive Relationships
1:00 – 2:50pm  
HSLH 230  
FLEX credit – 2 hours  
Presenters: Wendy Brill-Wynkoop, COCFA President; Carlos Pinho, AFT Vice President of Grievance Resolution; Alex Moore, CSEA Labor Relations Representative; Karen Knecht, CSEA Labor Relations Representative; Lin Betancourt, CSEA Chapter 725 Member  
Strategic Goal: Campus Climate  
The vast majority of the time faculty, staff, and District representatives (i.e. administration) work positively together. However, sometimes things don't go as planned or as we had hoped. What can you do if something goes wrong? You may feel like you have no choices, but you DO have options and support. Come learn about filing a grievance and/or a complaint and who can help you. These things may sound scary and intimidating, but they are not - - they are empowering faculty to reaffirm the requirements of the COCFA, AFT, or CSEA contract and/or improve the working relationship with the administration.  

Learning Outcomes: By the end of this session, participants will be able to describe the differences between grievance and complaint.

#85F An Introduction to the Sustainability Committee
3:00 – 4:50pm  
STCN 138 (Sustainability Center)  
FLEX credit – 2 hours  
Presenters: Jia-Yi Cheng-Levine, Director, International Services & Programs; Amy Uy, Sustainability Center; Sara Caldwell, Adjunct Faculty, MEA; and Jason Oliver, Architecture Faculty  
Strategic Goal: Teaching & Learning  
Are you interested in environmental sustainability and want to make a difference at College of the Canyons? If so, come see what the Sustainable Development Committee (SDC) is all about. At this presentation, you'll learn about the SDC, its mission and current projects.  

Learning Outcomes: Attendees will learn about the Sustainable Development Committee, its history, mission, and current projects.
#86F Emergency Preparedness and Response

MANDATORY TRAINING

The California Education Code (Section 71095) requires that all college employees receive training to assist in reacting to a natural disaster, hazardous condition, or terrorist activity on or around a community college campus. There will be additional training opportunities offered during the fall semester.

3:00 – 4:50pm
HSLH 235
FLEX credit – 2 hours
Presenter: COC Incident Command Team

Strategic Goal: Institutional Effectiveness

This 2-hour, comprehensive training session provides essential information on how the District’s Emergency Preparedness and Response Plan functions and what your role is when a natural disaster, hazardous condition or terrorist activity occurs around our campuses. While many employees have attended sessions in the past, this “new” session includes all of the training required by the state of all employees but, more importantly, includes the latest information available regarding “best practices” to follow in dealing with the various hazards that may confront us, from active shooters to major earthquakes.

Learning Outcomes:

- Attendees will be familiar with the District’s Emergency Preparedness and Response protocols and procedures and understand their roles in responding to specific emergency situations.
- Attendees will know how and when to evacuate any space on campus when the need arises.
- Attendees will be able to evaluate different spaces and understand when and how to Shelter-in-Place if that becomes necessary.
- Attendees will understand when and how to contact the Behavioral Intervention Team.
- Attendees will be able to describe the Emergency Notification System; how it works, why and when.
#76F Understanding the Transgender Experience on Campus
4:30 – 5:50pm
MENH 343
FLEX credit – 1.5 hours
Presenter: Pamela Williams-Paez, Sociology Faculty + Student Panel
Strategic Goal: Cultural Diversity

*Dinner will be served.*

This workshop is part of the Equity Training Series and will address the experiences of transgender students in the college context. In this workshop we will give an overview of what transgenderism is, and what it is not. We will work to gain an understanding of the issue through the eyes of COC students who identify as transgender, in order to gain a better understanding of how to support our students at COC.

**Learning Outcomes:** Participants will examine key definitions surrounding sexuality and sexual identity, understand the concerns trans students face and how to support diverse student populations, and gain a better understanding of the issue by dispelling myths surrounding the trans experience.
#87F Coffee Around the World
8:00 – 8:50am
iCUE Dining Room
FLEX credit – 1 hour
Presenters: Teresa Ciardi, Phil Gussin, and Tim Honadel – COC Global Members
Strategic Goal: Cultural Diversity
Come to our International Coffee Hour and learn about the culture, economy, and science behind coffee around the world, from 1000AD to today. While we enjoy tasting coffees from a variety of countries together as a campus community, attendees will have the opportunity to learn about other cultures and the role coffee plays in those cultures, both economically and socially. The science involved in making coffee will also be presented.

**Learning Outcomes:** Participants will be able to describe the role coffee plays in different cultures, the international economy of coffee, and the science involved in making coffee.

#88F How to Deal with Confrontational Students
9:00 – 10:20am
HSLH 232
FLEX credit – 1.5 hours
Presenter: Larry Schallert, Assistant Director, Student Health & Wellness/Mental Health Program
Strategic Goal: Student Support
One of the scariest issues for faculty is dealing with confrontational students in the classroom. While confrontations do not occur every day in every classroom, most faculty will have to deal with a student who is acting belligerent and speaking in out in their classroom at some point during the school year. Come to this session to learn and share some ideas and tips to help diffuse the situation instead of allowing it to escalate even further. The presenter will also show you how to assess if there is a deeper underlying issue the student is dealing with and what campus resources are available to assist students who are in need of more in-depth evaluation and care.

**Learning Outcomes:** Participants will be able to effectively diffuse situations with disruptive students and know the resources available on campus to assist students further.
#100F Collaboration: Charting the Pathways to Change, Innovation, and Student Success

9:00 – 11:45am
UCEN 258
FLEX credit – 3 hours
Presenter: Dr. Dianne Van Hook, Chancellor
Strategic Goal: Leadership

Many new initiatives have recently been launched over the last three years at the State level in the California Community College system. The good news is that colleges have many opportunities to innovate, re-design, collaborate and become even better at shaping important changes that will support and inspire students, colleagues, and colleges. There has never been a better time to do that which has never been done before while scaling up to do even more of what we already do that matters most for our student success. The even better news is that the State is providing some funds for us to do so – whether it is Pathways, College Promise, Acceleration, Workforce Training, or coordination with our K-12 partners, there is money to fund the initiatives and collaborative efforts. How do we do so?

Through teamwork, planning, inspiring others, stepping out of our silos, and daring to dream about what has yet to be done, we can develop, through collaboration, pathways that will lead us to success.

What is the fuel in our engine? COLLABORATION – not just in theory and not based on history or assumptions or past practices that did not work – but here and now, in real time and real life, and with amazing real people!

The purpose of this session is to:

✓ Identify the steps in collaboration;
✓ Present and discuss collaborative initiatives that have resulted in amazing outcomes for students;
✓ Strategize about the development of additional partnerships that will propel us forward to enhance student success;
✓ Identify any barriers and strategies to remove them from our paths; and
✓ Create opportunities for us to do those next great things!

This session will feature exciting examples presented by faculty at College of the Canyons who have used collaboration to achieve their goals and get amazing results! Their stories, energy and lessons learned will inspire us all!
Learning Outcomes include how to:

- Lead change and Innovation at COC and in the State by collaborating, eliminating duplication, securing funding, and scaling up
- Inspire and include others
- Unlock creativity and magnify results
- Determine how you can expand your use of collaboration as a way to pursue department/division and college goals
- Identify the one thing you want to deploy this semester at COC

Come join us as we pinpoint how we will shape change and expand the impact and breadth of resources – for who? **Our students!**

#89F Assessment Best Practices Roundtable
9:00 – 11:50am
HSLH 230
FLEX credit – 3 hours
Presenter: Cindy Stephens, Early Childhood Education Faculty, and Kelly Burke, Biological/Physical Sciences Faculty
Strategic Goal: Institutional Effectiveness
This workshop is for faculty to discuss best practices in assessment. We will be learning from each other about assessment of Course Student Learning Outcomes and Program Student Learning Outcomes. Come prepared to share what you have learned from assessing your outcomes. We will also have opportunities to discuss the use of rubrics in assessing outcomes.

**Learning Outcomes:** By the end of this session, participants will gain knowledge in regards to assessment best practices to enhance teaching and learning.
**Wednesday, August 16, 2017**

#90F 3rd Annual Online & Hybrid Instructor Retreat  
12:00 – 5:00pm  
Valencia Campus Library – 2nd Floor  
FLEX credit – 5 hours  
Presenter: Brian Weston, Director, Distance and Accelerated Learning  
Strategic Goal: Technological Advancement; Teaching & Learning  
Get ready to travel through the amazing realm of distance learning, while exploring the latest online teaching trends & best practices. Attend this Retreat to:

- Receive hands-on Canvas & accessibility training while surveying amazing Canvas tools  
- Listen to online students relate their online education experiences  
- Discover new online teaching methods & strategies for increasing student engagement  
- Collaborate with fellow online & hybrid Instructors!

Whether you are teaching online/hybrid course for the first time, or have been an online Instructor, this is an event you will not want to miss! Morning refreshments and lunch will be served!

**Learning Outcomes:** By the end of this retreat, participants will be able to identify best practices for student success in online learning, locate online instructor resources and tools in Canvas, and apply accessibility and online teaching standards.

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#92F Understanding the Transgender Experience on Campus  
12:00 – 1:20pm  
UCEN 205  
FLEX credit – 1.5 hours  
Presenter: Pamela Williams-Paez, Sociology Faculty + Student Panel  
Strategic Goal: Cultural Diversity  
**Lunch will be served.**  
This workshop is part of the Equity Training Series and will address the experiences of transgender students in the college context. In this workshop we will give an overview of what transgenderism is, and what it is not. We will work to gain an understanding of the issue through the eyes of COC students who identify as transgender, in order to gain a better understanding of how to support our students at COC.

**Learning Outcomes:** Participants will examine key definitions surrounding sexuality and sexual identity, understand the concerns trans students face and how to support diverse student populations, and gain a better understanding of the issue by dispelling myths surrounding the trans experience.
#93F Speaking Freely or Shouting Fire
12:00 – 2:50pm
HSLH 203
FLEX credit: 3 hours
Presenter: Pilar Morin, Attorney, Liebert Cassidy Whitmore
Strategic Goal: Teaching & Learning
College campuses are flashpoints for First Amendment clashes. Protesters, employee complaints, academic freedom, invocations, religious clubs, school newspapers, Facebook, blogs, use of campus speech areas - what can a college regulate, and when? How does technology affect the right to regulate speech? Our attorneys have extensive experience in litigating First Amendment issues, as well as drafting policies and procedures that have helped colleges more effectively regulate these issues as they arise, and they are in a unique position to provide guidance and solutions to colleges regarding these challenging matters.

Learning Outcomes: Participants will be able to interpret and apply the First Amendment as it pertains to campus speech areas.

#94F Future Instructors in Training (FIT) Internship Program Mentor Workshop
2:00 – 2:50pm
HSLH 232
FLEX credit – 1 hour
Presenters: Rian Medlin, Director, Recruitment and Employee Services and Lisa Malley, Anthropology Faculty
Strategic Goal: Teaching & Learning
This workshop is for all current and potential mentors participating in the Future Instructors in Training (FIT) Internship Program. We will cover the expectations and rewards of being a FIT mentor.

Learning Outcome: By the end of this session, participants will know what is expected of FIT mentors and what they will receive as a result of their participation in the program as a mentor.
#95F What’s New with Noncredit?
2:00 – 2:50pm
HSLH 230
FLEX credit – 1 hour
Presenter: John Makevich, Interim Special Projects Director and Lisa Hooper, Athletics Faculty and Curriculum Committee Chair
Strategic Goal: Teaching & Learning
Noncredit courses are free to students, and can be so beneficial to those looking to gain new skills or continue to develop skills in a given discipline. Come to this workshop to learn more about the types of courses that make for excellent noncredit opportunities and support the college can provide in developing new courses. We will discuss the noncredit curriculum approval process, as well as student and instructional support for noncredit students. Participants will engage in discussion about noncredit courses and what types of opportunities would be effective within their disciplines.

Learning Outcomes: Participants will be introduced to the differences between noncredit and credit instruction, support available for developing new noncredit courses, and general information about how noncredit instruction works at College of the Canyons.

#96F COC's Chemical Hygiene Plan: Safety in the Lab
3:00 – 4:50pm
ALLB 326
FLEX credit – 2 hours
Presenter: Heidi McMahon, Chemistry Faculty and a Representative from Keenan & Associates
Strategic Goal: Teaching & Learning
As part of the Colleges most recent Chemical Hygiene Plan, all instructors teaching in areas where hazardous materials/safety is a concern must be provided with mandatory safety training. To that end, and to be compliant with this Plan, a representative from Keenan and Associates will present the Chemical Hygiene Plan, information on safely working with Hazardous materials, and explain the legal aspect/instructor liability for students working in the laboratory. Attending one of these FLEX sessions will meet the requirement of mandatory safety training.

Learning Outcomes: By the end of this session, participants will have a thorough knowledge and comprehension of our college’s most recent Chemical Hygiene Plan and will have received training on working with/around Hazardous Materials. They will understand the legal ramifications/instructor liability for working with students in these settings.
#97F We are a Campus that Reads
3:00 – 3:50pm
HSLH 235
FLEX credit – 1 hour
Presenter: Kelly Burke, Biology/Physical Sciences Faculty and Dilek Sanver-Wang, Biology/Physical Sciences Faculty
Strategic Goal: Teaching & Learning
Interested in improving discipline specific reading in your courses? Join us in a gathering of Reading Apprenticeship (RA) trained faculty! Find out who your COC RA colleague connections are. Learn about RA opportunities on campus and via WestEd, how you might increase engagement in “texts” in your courses, and connect with someone already trained in RA. Get the scoop on what works and how to get started. We will give an overview of RA, specific examples, and have time for networking and sharing.

Learning Outcome: By the end of this session, participants will meet and network with colleagues trained in RA, learn about RA opportunities, and discuss discipline specific reading strategies and challenges.
#98F Emergency Preparedness and Response  
**MANDATORY TRAINING**  
*The California Education Code (Section 71095)* requires that all college employees receive training to assist in reacting to a natural disaster, hazardous condition, or terrorist activity on or around a community college campus. There will be additional training opportunities offered during the fall semester.

**4:00 – 5:50pm**  
**HSLH 230**  
FLEX credit – 2 hours  
Presenter: COC Incident Command Team  
Strategic Goal: Institutional Effectiveness  
This 2-hour, comprehensive training session provides essential information on how the District’s Emergency Preparedness and Response Plan functions and what your role is when a natural disaster, hazardous condition or terrorist activity occurs around our campuses. While many employees have attended sessions in the past, this “new” session includes all of the training required by the state of all employees but, more importantly, includes the latest information available regarding “best practices” to follow in dealing with the various hazards that may confront us, from active shooters to major earthquakes.

**Learning Outcomes:**

- Attendees will be familiar with the District’s Emergency Preparedness and Response protocols and procedures and understand their roles in responding to specific emergency situations.
- Attendees will know how and when to evacuate any space on campus when the need arises.
- Attendees will be able to evaluate different spaces and understand when and how to Shelter-in-Place if that becomes necessary.
- Attendees will understand when and how to contact the Behavioral Intervention Team.
- Attendees will be able to describe the Emergency Notification System; how it works, why and when.
New Adjunct Faculty Orientation
6:00 – 7:30pm
MENH 343
*This session is not eligible for FLEX/Professional Development credit. **NEW adjunct faculty will be paid at the non-instructional rate to attend.

**Please contact Marina Barker in the Academic Affairs office at marina.barker@canyons.edu to RSVP.

Coordinator: Omar Torres, Associate Vice President, Academic Affairs
Strategic Goal: Human Resources
College of the Canyons is pleased to sponsor the Fall 2017 Adjunct/Noncredit Faculty Orientation for all new adjunct/noncredit faculty members. New adjunct faculty will learn more about their professional responsibilities, become more acquainted with both the Valencia and Canyon Country campuses, and gain a deeper understanding of available academic and student support services. Participants will have an opportunity to meet with various campus leaders and will be compensated at the non-instructional rate.

Learning Outcome: By the end of this session, new adjunct faculty will have a better understanding of District policies and procedures as well as become more familiar with available instructional and student support resources.
COCFA Negotiations Update & Discussion
9:00 – 9:50am
HSLH 230
This session is not eligible for FLEX/Professional Development credit.
Presenter: Garrett Hooper, Counselor
Strategic Goal: Human Resources
Come learn about the latest from negotiations including changes to total compensation, health and welfare, department chair evaluations, evaluation of online courses, cameras on campus, and much more! Come with your questions.

Learning Outcome: By the end of this session, participants will be able to describe the proposed changes to contract articles and appendices.

#101F Faculty Leadership by Faculty
10:00 – 11:50am
HSLH 232
FLEX credit – 2 hours
Presenters: Rebecca Eikey, Academic Senate President and Wendy Brill-Wynkoop, COCFA President
Strategic Goal: Leadership
This session will focus on faculty leadership, participatory governance, and the importance of the faculty voice in continuous improvement of the institution. Topics will include the importance of the faculty role in the Academic Senate (10+1 responsibilities) and opportunities for the empowerment of faculty to transform governance on campus. By understanding faculty leadership responsibilities on campus, faculty will be able to advocate for the needs of instruction and student success.

Learning Outcomes: By the end of this session, participants will be able to navigate legislation, regulations, and local requirements regardless of their leadership role on campus and to advocate for the needs of instruction and student success.
#102F Canvas Open Lab
11:00am – 12:50pm
BONH 106
FLEX credit – up to 2 hours
Presenter: Chloe McGinley, Coordinator, Distance Learning and Kaitlynn Furlong, Coordinator, Distance and Accelerated Learning (Student Success Coach)
Strategic Goal: Technological Advancement
At this open lab, you will have the opportunity to work on your fall Canvas course while receiving assistance from Canvas trainers, who will be available to answer your questions and assist you with transferring past semester course materials, navigate Canvas, and get your course ready to go! Participants will be encouraged to collaborate with colleagues on their Canvas courses. Please come with any needed course materials and your questions ready!

- **Lab Prerequisite:** Lab Participants must have already completed the Canvas training (4 hours of Canvas workshops or the self-paced Online Canvas course) and have a course in Canvas.

**Learning Outcomes:** Participants will be able to effectively navigate the features of Canvas and receive assistance to finalize their course in Canvas.

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#103F Experience How Online Tutoring Can Benefit Your Students
11:00 – 11:50am
HSLH 230
FLEX credit – 1 hour
Presenters: Erin Delaney, English Faculty and Jeremy Goodman, Assistant Director, TLC
Strategic Goal: Student Support; Technological Advancement
Do you have students with busy schedules preventing them from coming to campus to get extra help? This session will provide an overview of the TLC’s online tutoring services, as well as outline the benefits for students. Some of the online services TLC provides includes Tutor Chat, Paper Submissions, Workshops, Review Jams, and Canvas Support. Come and learn what you need to do so your students can get access to these resources!

**Learning Outcome:** Participants will become familiar with the extensive online tutoring resources available to students when they refer their course to the TLC for tutoring.
#91F How to Get Help with Your Event!
11:00 – 11:50am
HSLH 203
FLEX credit – 1 hour
Presenter: Wendy Trujillo, Director, Advertising and Social Media
Strategic Goal: Institutional Effectiveness
Are you in charge of or on a committee for a large scale event at COC? Do you have guest speakers, workshops or small scale events during the year that you would like marketing for and/or help with the logistics of (space reservations, table/chair set up, etc.)? Then this workshop is for you. Join the COC Public Information Office and COC Civic Center staff as we walk you through what options are available to make the most of your event, whether large or small.

Learning Outcomes: Participants will know who to contact for assistance with campus event set-up and marketing.

#106F Department Retreat
1:00 – 2:50pm
FLEX credit – 2 hours
Presenters: Department Chairs
Strategic Goal: Institutional Effectiveness
Please check with your Department Chair for the location of your department’s retreat.

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 2017 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.
#107F Reading Apprenticeship for STEM: There IS Time for Reading Strategies!
3:00 – 3:50pm
BYKH 201
FLEX credit – 1 hour
Presenter: Kelly Burke, Biology/Physical Sciences Faculty and Dilek Sanver-Wang, Biology/Physical Sciences Faculty
Strategic Goal: Teaching & Learning
Join us for a discussion and strategy session on improving student engagement in STEM texts. Reading Apprenticeship routines facilitate metacognition, giving students agency over their learning and increasing their independence in learning content. Students aren’t confident in reading our texts, journal articles, extracting meaning from diagrams, tackling graphs, and basic math problems. Are we apprenticing them effectively into our disciplines? We will present an overview and example of an arc of reading strategies over the length of a course. We will air our concerns of balancing content and active learning in the lecture and discuss solutions with an RA focus.

Learning Outcomes: By the end of this session, participants will learn about RA and discuss reading strategies that balance content delivery and active learning in the STEM lecture.

#108F CalPERS 457 SIP (Supplemental Income Program) Workshop
3:00 – 3:50pm
UCEN 258
FLEX credit – 1 hour
Presenter: Dauna Bohlken, CalPERS 457 Account Manager, Voya Institutional Plan Services
Strategic Goal: Human Resources
This presentation will cover what a 457 Deferred Compensation Plan is, pretax contributions, how it supplements your income in retirement and gives you the tax breaks now. Bring your CalPERS questions! All employees are welcome to attend.

Learning Outcomes: By the end of this session, participants will be able to define what a CalPERS 457 Deferred Compensation Plan is and how it can benefit them now and in retirement.
The Board of Trustees and the Pathways Initiative: Working Together for Student Success

4:00 – 5:20pm
HSLH 230
FLEX credit – 1.5 hours

Presenters: Members of the SCCCD Board of Trustees
Strategic Goal: Institutional Effectiveness

Opportunities are everywhere and it’s up to us to determine how we can make the most of them for the people that we serve: our students!

Boards of Trustees throughout the state of California have the responsibility to get behind the Pathways Initiative and to shape it as it relates to enabling their colleges to move forward while holding themselves and the college accountable for doing what it takes to empower students to succeed and help them move towards what is next for them in their lives.

Join the Board of Trustees to learn about the Board’s Role and expectations as follows:

- Assuring the academic quality, integrity, and effectiveness of the student learning programs and services.
- Regularly reviewing key indicators of student learning and achievement and institutional plans at multiple levels (program and institutional) for improving academic quality to ensure the college is accomplishing its goals for student success.
- Supporting the college’s efforts to improve accelerated learning.
- Evaluating, the effectiveness of the college district in achieving its stated mission.
- Considering plans for change in educational programs.

Supporting the college district to achieve the following goals as established in the Board of Governors Vision for Success by:

- Increasing at least 20% the number of CCC students annually who acquire associated degrees, credentials, or specific skill sets that prepare them for an in-demand job.
- Increasing by 35% the number of CCC students system-wide transferring annually to a UC or CSU.
- Decreasing the average number of units accumulated by CCC students earning associates degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units – the average among the quintile of colleges showing the strongest performance on this measure.
- Increasing the percent of existing CTE students who report being employed in their field of study, from the most recent statewide average of 60% to an improved rate of 69% - the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.
• Reducing equity gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of closing regional achievement gaps for good within 10 years.

There are seven core commitments the CCC system as a whole can make to achieve these ambitious goals:

• Focus relentlessly on student’s end goals.
• Always design and decide with the student in mind.
• Pair high expectations with high support.
• Foster the use of data, inquiry, and evidence.
• Take ownership of goals and performance.
• Enable action and thoughtful innovation.
• Lead the work of partnering across systems.

These are just a few of the ambitious goals that have been set for us to accomplish. Join us as we come together and make the most of the opportunities that we are given. As a team, we can reach these goals and create new opportunities for our students. It is our responsibility to take charge and to press forward in reaching these objectives and beyond.

Learning Outcomes: By the end of this session, participants will understand the role and responsibility of the Board of Trustees as it relates to the Pathways Initiative.
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.

Attend on-campus Professional Development workshops
Workshops and other training opportunities are offered during fall and spring FLEX weeks and throughout the year. Please be sure to sign the sign-in sheet at each session you attend in order to receive FLEX credit.

Do an Independent FLEX Project
#001F – Fall 2017 Project
#001S Spring 2018 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 - April 9, 2018. To receive FLEX credit, a final project must be submitted by June 30, 2018. Proposal forms are available through MyLearningPlan at www.mylearningplan.com.

Conduct Fulltime and Adjunct Faculty Evaluations
#002F – Fall 2017 Adjunct Evaluations
#002S - Spring 2018 Adjunct Evaluations
#054F – Fall 2017 Fulltime Faculty Evaluations
#054S – Spring 2018 Fulltime Faculty Evaluations
3 hours each evaluation /21 hours max per year
Please email Sarah Dettman at sarah.dettman@canyons.edu with the name of the faculty that you evaluated and the date the evaluation was completed.
Attend Conferences Outside of Scheduled Work Hours
#003F – Fall 2017 Conference
#003S Spring 2018 Conference
FLEX credit - 20.5 hours max per year. Please complete a FLEX Application form online at www.mylearningplan.com.

Sign up for Individual Computer Tutoring
#004F Fall 2017 Tutoring
#004S Spring 2018 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.

Sign up for Individual Web Page Tutoring (Sharepoint)
#005F Fall 2017 Tutoring
#005S Spring 2018 Tutoring
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
#006F – Fall 2017 Training
#006S Spring 2018 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.
Take the Canvas Self-Paced Online Course
#205F – Fall 2017 Course
#205S Spring 2018 Course
FLEX credit - 4 hours
This online, self-paced training provides an overview of Canvas, including layout and settings, how to build, organize and edit content, effective online communication tools, and Canvas assessment tools.

Prerequisite: Technology Baseline
Completing the self-paced course is equivalent to attending the two Canvas workshops in person, and is eligible for 4 hours FLEX credit. Please click on the following link to complete the application https://app2.canyons.edu/offices/css/forms/canvas/.

Become a Mentor in the New Faculty Mentor Program
#007F – Fall 2017
#007S - Spring 2018
FLEX credit - 8 hours semester/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 Rebecca Eikey at Rebecca.eikey@canyons.edu.
Become a Mentor in the Professional Development Mentor Program
#008F – Fall 2017
#008S - Spring 2018
FLEX credit - 8 hours semester/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 and spring semesters. Please contact Leslie Carr at leslie.carr@canyons.edu for the application and additional information.

Become a Mentor in the Mentor Program for Faculty Teaching Canvas
#009F – Fall 2017
#009S - Spring 2018
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 Brian Weston at brian.weston@canyons.edu. If you are an experienced online instructor and would like to become a mentor, please contact Brian Weston at brian.weston@canyons.edu.
Become a Mentor in the Mentor Program for Noncredit Faculty

#010F – Fall 2017
#010S Spring 2018
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.

Complete a Kognito “At Risk” Online Training

Stressed Students

#012F - Fall 2017
#012S - Spring 2018
1 hour FLEX credit

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.

Complete a Kognito “At Risk” Online Training

Veterans on Campus

#013F - Fall 2017
#013S - Spring 2018
1 hour FLEX credit

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.
Complete a Kognito Online Training
LGBTQ on Campus for Faculty & Staff
#014F - Fall 2017  
#014S - Spring 2018
1 hour FLEX credit
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 Kognito Online Trainings:
1. Go to: http://www.kognito.com/ccc
2. Create an account (or sign in using your previously created email address & password
3. Select the training you want to complete
4. Click “Launch”

Please email a copy of your certificate of completion to: sarah.dettman@canyons.edu

Participate in IRB Training
(Institutional Review Board Training)
#015F - Fall 2017  
#015S - Spring 2018
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.

The Santa Clarita Community College District Institutional Review Board is charged with protecting the rights and welfare of human research subjects for projects in which the District is engaged. Guided by the principles of The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research, the SCCCD IRB reviews all human research protocols in accordance with federal regulations, State laws, and local and District policies. The SCCCD IRB is comprised of members from various disciplines in the social/behavioral sciences, biological/physical sciences, nursing, institutional research office, and community/lay members (as needed) to assure a comprehensive review process. Through a collaborative partnership, the SCCCD IRB assists investigators in the protection of human subjects.

Please contact Dr. Daylene Meuschke at daylene.meuschke@canyons.edu for additional information.
Attend Non-COC Provider Training

#016F – Fall 2017
#016S - Spring 2018
FLEX credit – 20.5 hours max per year
Faculty and staff can earn FLEX credit for attending training provided by entities outside of the Professional Development program.
Please complete a FLEX application form online at www.mylearningplan.com.

Collaborate on a Project

#017F – Fall 2017
#017S - Spring 2018
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 complete a FLEX application form online at www.mylearningplan.com.

Engage in Outreach

#018F – Fall 2017
#018S - Spring 2018
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 www.mylearningplan.com.

Propose a Workshop
Faculty and staff are invited to propose a workshop to be presented as part of the Professional Development program offerings. If you would be interested in proposing a workshop, please complete the online proposal form at www.mylearningplan.com.
College of the Canyons is committed to providing the highest quality Professional Development program possible. Over six hundred training opportunities are available to faculty and staff annually on a variety of relevant topics. Every employee is encouraged to complete a personal Professional Development plan each year and engage in training that addresses the needs identified in that plan.

If you desire training on a topic that is not currently listed in the FLEX booklet or Professional Development program offerings, please contact Leslie Carr in the Professional Development office at leslie.carr@canyons.edu or at 661.362.3100. Every effort will be made to make the training available to you.

Please visit the Professional Development website at www.canyons.edu/offices/pd for additional information about the Professional Development Program.
Presentations at Local Adult Living Communities

**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)
- **FRIENDLY VALLEY** (FRIDAYS AT 1:00PM)

Have fun and **earn FLEX credit too!**

If you are interested in this opportunity, please contact Patty Robinson at patty.robinson@canyons.edu with your proposed topic(s)

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**Bel Caro** - **Wednesdays, 4:00pm**

- #020F (Fall 2017 presentations)
- #021S (Spring 2018 presentations)

**Friendly Valley** - **Fridays, 1:00pm**

- #021F (Fall 2017 presentations)
- #022S (Spring 2018 presentations)

4 hours of FLEX credit per 2-hour presentation.

Please contact Dr. Patty Robinson, Director, Civic Engagement at patty.robinson@canyons.edu to participate.
College of the Canyons
Online Instructor Certificate

Learn how to teach online!
Earn your Online Instructor Certificate!

These are the required training components to earn this certificate and the (approximate) training time:
1. Technology Baseline (1 hour) *(Currently in development)*
2. Canvas Training (4 hours)
3. Section 508 Information Technology Compliance training (1 hour)
4. Introduction to Online Instruction (IOI) course (36 hours)

Once you have completed all required training, e-mail Leslie Carr at leslie.carr@canyons.edu to request your Online Instructor Certificate.

Certificate Renewal: Instructors will refresh their Online Instructor Qualifications every three years by completing a self-paced online training (approx. two hours), which includes updates on technology, regulations, accreditation requirements, best practices, and resources.

See below for additional information and details for each component.
1. **Technology Baseline**

   This self-paced online training is being developed to ensure that new online instructors have a baseline of computer and network knowledge necessary for online instruction.

   - Prerequisite: none
   - FLEX credit – 1 hour
   - *(Currently in Development)*

2. **Canvas Training**

   This online, self-paced training provides an overview of Canvas, including layout and settings, how to build, organize and edit content, effective online communication tools, and Canvas assessment tools.

   - Prerequisite: Technology Baseline
   - FLEX credit – 4 hours
   - To enroll in this course, go to [https://app2.canyons.edu/offices/css/forms/canvas/](https://app2.canyons.edu/offices/css/forms/canvas/)

3. **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 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.

   - Prerequisite: Technology Baseline
   - FLEX credit - 1 hour

4. **Introduction to Online Instruction (IOI)**

   This five-week, 100% online course (taught in Canvas) is offered free at COC through the Center for Excellence in Teaching and Learning. Introduction to Online Instruction explores the application of learning theories for online learners; differences between face-to-face and online learning; resources for online teaching and learning; course management systems and online learning tools; and best practices for online learning. The class is designed so that participants will experience the components of an online course from both student and instructor perspectives.

   - Prerequisite: Canvas Training
   - FLEX credit – 36 hours*

   *Full-time faculty can accrue FLEX credit up to the number of hours the class meets (2 units = 36 hours, e.g.) OR apply 2 units toward salary advancement (see COCFA contract). Adjunct faculty can receive FLEX credit as well, though not to exceed the limit per semester as outlined in the adjunct faculty contract. For more information, please contact [CETL@Canyons.edu](mailto:CETL@Canyons.edu)


   **Alternative:** Complete the equivalent fee-based training “Introduction to Online Instruction” through @One at [http://www.onefortraining.org/online-courses](http://www.onefortraining.org/online-courses).

Introducing your one-stop resource for ONLINE Professional Development

The California Community Colleges system has officially launched the Professional Learning Network (PLN) – a one-stop site to effective practices, trainings, and other resources for faculty, staff, administrators, and trustees. This virtual support center is designed to enhance your ability to learn, connect, and share with your peers – any time and across the state.

The Professional Learning Network provides an opportunity for you to:

- Access a library of **hundreds of online trainings** and other materials
- Submit your own contributions to the library
- Set, track, and share your professional goals by creating your own personalized professional development plan
- Connect with your colleagues across campuses and program areas with a system-wide discussion board
- Simplify your travel and conference planning by viewing a system-wide calendar of events
- Search for speakers/presenters on a wide variety of topics

**You can access the Professional Learning Network at**

[http://prolearningnetwork.cccco.edu/](http://prolearningnetwork.cccco.edu/)

Click on the “Log In/Register” tab located on the upper right, enter your desired username and password. Then, you can access all of the features listed above! I also encourage you to go to the “MyPD” page to set up your profile, set and record professional development goals for yourself, view trainings you have taken, and access your saved resources. This truly is a one-stop professional development resource!

If you have any questions, please contact me at leslie.carr@canyons.edu or at campus extension 3100.

**To request FLEX credit for online trainings you complete through the PLN, please email your certificate of completion for each training you complete to sarah.dettman@canyons.edu.**

Fall 2017 Trainings - #22F       Spring 2018 Trainings - #23S
Dear campus community,

We are now providing unlimited access to Lynda.com for all employees. Lynda.com is an online library of courses on software tools and skills. To learn more, we suggest that you watch the introductory movie about the service, and watch How to use Lynda.com.

Here are just a few of the benefits to using Lynda.com:

✔ Courses include a wide variety of technology and disciplines
✔ Up-to-date content helps to keep your skills current
✔ New courses are added every week
✔ Access to instructors’ exercise files let you follow along as you watch tutorials
✔ Closed captioning and searchable, timecoded transcripts for increased comprehension
✔ Beginner to advanced courses to learn at your level
✔ Watch complete courses or individual tutorials as you need them

To create a Lynda.com profile, navigate to the Learn Academy of the Professional Learning Network. Next, login or register (if you are a first-time user) then click on the “Learn” tab at the top, and then click on the link for Lynda.com.

Please note that if you have been a previous user of Lynda.com and would like to transfer your previous training history, playlists, and bookmarks, you must select “yes” when asked, “Are you a current or former member of Lynda.com?” In selecting yes, it will prompt you to type in your old username and password.

If you have any questions regarding signing up for Lynda.com through the Professional Learning Network, please contact support@prolearningnetwork.com.

To request FLEX credit for online trainings you complete through Lynda.com, please email your certificate of completion for each training you complete to sarah.dettman@canyons.edu.

Fall 2017 Trainings - #104F                      Spring 2018 Trainings - #104S
MyLearningPlan is a NEW Professional Development Management System that will allow you to register for Professional Development training opportunities online, track your completed Professional Development hours, apply for Professional Development credit for attending conferences, external trainings, collaboration, etc., and view the full catalog of upcoming Professional Development offerings – 24/7!

Below are the step-by-step instructions for how to set up your account and register for Professional Development workshops and activities.

1. To sign-up for workshops, please go to www.mylearningplan.com. You will be prompted to sign in with your username & password. If this is your first time logging in, your username will be your COC e-mail address and your password will be changeme. Then click Login.

*If your username (COC email address) is not in the MyLearningPlan system, please contact Professional Development at Ext. 3100 (Leslie) or Ext. 5104 (Sarah).
2. The next screen will ask you to change your password. This password will only be seen by you (Professional Development will not have access to it) so we recommend choosing something easy for you to remember, such as your COC computer or Canvas password. Then click Save.

3. You will get a message that your password has been changed. Now, click on the purple tab that says Learning Plan to bring you to your home screen.

4. On your main home page, please look on the left side of the screen and click on District Catalog.
5. Here you will be able to view all the upcoming Professional Development opportunities. To search for a specific training, type the workshop number or key words from the title into the search bar (with the magnifying glass).

Tip: If you click the arrow under the magnifying glass that says All Events, you can change the displayed list to show only workshops in a specific category, or event, such as “FLEX Week”, or “Classified Development Day”:

6. When you see a workshop you want to register for, click on the workshop title to open up the full workshop description. Then, click on the Sign Up Now button.
7. Your next screen will be a confirmation that you are enrolled. From here you can click on Return to Main to go to the MLP home screen or Return to Catalog to continue browsing upcoming workshops. Please note that the Download Calendar File feature is not a function that is available at this time.

8. You can also view upcoming workshops using the Calendar feature. Click on the workshop title to view the full description and to register.

9. If you have registered for a workshop and would like to withdraw from it, log into MyLearningPlan. Click on the purple tab that says Learning Plan to bring you to your home screen.
10. Click on the Manage button to the left of the workshop you would like to withdraw from.

11. Scroll down to the Actions section at the bottom and click on the bar that says Drop.

12. Scroll down to the Reason for Drop section and select the bar that says Drop this Request (you do not need to include a reason for dropping if you don’t want to).
That’s it! If you need any assistance, please contact Leslie Carr at leslie.carr@canyons.edu or Ext. 3100 or Sarah Dettman at sarah.dettman@canyons.edu or Ext. 5104.

Instructions on using additional features of MyLearningPlan are available on the Professional Development website at http://www.canyons.edu/Offices/PD/Pages/How-to-Register-for-Workshops.aspx