Fall 2012 FLEX Schedule
August 17 – 23, 2012
Welcome to the fall 2012 FLEX Program!

Participating in our award-winning Professional Development FLEX program is an effective way to enhance your professional growth and training needs. Discovering and reaching your true potential is the ultimate goal, and College of the Canyons’ Professional Development FLEX program can help you do it!

The Faculty Development Committee has designed a comprehensive fall FLEX program that focuses on the theme **Rewards of Resiliency**. It is our hope that the workshop offerings enrich and enhance your teaching skills, and provide you with the opportunity to reflect on your teaching style, all in support of helping our students to be resilient, meet challenges head on and successfully achieve their educational goals.

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.

Mehgen Andrade
Jeff Baker
Stephen Branch
Sandy Carroll
Deanna Davis

Brandon Hilst
Christy Richter
Amy Shennum
Garett Tujague
Lisa Wallace

To quote Harriet Tubman, “Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world.” The FLEX program provides terrific 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. (Title 5, section 55730e).

Faculty Obligation

Based on the law (Title 5, section 55726b and 55728) each full time permanent faculty member is 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

A FLEX contract is required twice per year, once in the fall and once in the spring. FLEX hours can be completed throughout the year, from July 1 through June 30.
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.

**What options are available for satisfying the 41 hours of my FLEX obligation?**
Faculty may satisfy their obligation through a variety of methods. Please see pages 30 - 33 for more information.

**What if I need to make changes to my FLEX contract?**
Please notify the Professional Development Office of any changes to your FLEX contract by emailing Leslie Carr at leslie.carr@canyons.edu or by calling x3100.

**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 sign the sign-in sheet at each workshop you attend.

**Can adjunct 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 3 hours pay per semester for attending flex workshops. This is in addition to the 2 hours pay they receive for attending their department retreats each semester. Therefore, adjunct faculty can be compensated for up to 5 hours of flex per semester. Compensation for adjunct faculty is limited to FLEX workshops held on-campus at College of the Canyons.
Fall 2012
FLEX Workshop
Schedule
#6F American Red Cross CPR, AED & First Aid Training
8:30am - 3:00pm
EPEK 103
Flex credit: 6 hours
Presenter: Chad Peters
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.

- **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 Outcome:** Participants who successfully complete the training will receive certification from the American Red Cross in CPR, AED, and First Aid.
Monday, August 20, 2012

#1F On Course - Day 1 of 3
8:00am - 4:30pm
UCEN 258
Flex credit: 8.5 hours
Presenters: Eileen Zamora, Certified On Course Facilitator
Strategic Goal: Teaching & Learning

*LIMITED TO 50 PARTICIPANTS*

This three-day workshop provides learner-centered strategies that empower students to become active, responsible partners in their own education. Participants will leave with the practical and proven strategies they can implement immediately. Topics include but are not limited to Characteristics of Learner-Centered Education, Promoting Self-Responsibility, Promoting Self-Motivation, and Adding to Your learner-Centered Toolbox.

Learning Outcome: Faculty will be able to evaluate current teaching methodologies and integrate learner-centered strategies to enhance student success.

#2F Program Review and SLO TABLES
9:00 - 10:20am
HSLH 204
Flex credit: 1.5 hours
Presenters: Miriam Golbert, Dr. Barry Gribbons, Nicole Lucy, Paul Wickline
Strategic Goal: Institutional Advancement

Changes have been made to improve the online program review process. Join us for tips on completing your 2012-2013 program reviews. We will discuss the areas that need to be updated in year 2, review deadlines, and answer your questions. Changes have been made to improve the online program review process. Join us for an overview of these changes and tips on completing the 2012-2013 update for the annual program reviews. We will discuss the areas that need to be updated in year 2, review deadlines, and answer your questions about the program review process. SLO Coordinators will co-present to discuss completion of the SLO tables for 2012 - 2013.

Learning Outcomes: To successfully navigate and complete the areas of the program review required for the year 2 update, and improve quality of assessment results reflected in the SLO tables.
Monday, August 20, 2012

#7F Skilled Teacher Certificate Program: Module 8, Workshop 1: Best Practices of Assessment – Purposes and Types of Assessment
9:00 - 10:20am
HSLH 205
Flex Credit: 1.5 hours
Presenter: Deanna Davis
Strategic Goal: Teaching and Learning
This workshop focuses on the basic concepts and issues that provide a solid foundation for the understanding of assessment in teaching and learning. Participants will have an opportunity to reconsider their own assessment practices in relation to these concepts and issues. A short homework assignment (about 45 minutes of work) will be assigned at the end of the workshop.

Learning Outcomes:
By the end of this workshop, participants will be able to:
1. Analyze the possible purposes of assessment.
2. Delineate and examine the different types of assessment.
3. Compare and contrast grading and assessment.

#3F Microsoft Excel, Part 1 of 3
9:00am - 12:00pm
HSLH 304
Flex credit: 3 hours
Presenters: Melanie Lipman and Victor Jadaon
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 2010; 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 Outcome: Students will be able to create, edit, format, perform calculations, and print Excel workbooks using Excel 2010.
#8F Skilled Teacher Certificate Program: Module 6, Workshop 1: Teaching with Technology – Flipping the Classroom
11:00am - 12:20pm
HSLH 204
Flex Credit: 1.5 hours
Presenter: John Makevich
Strategic Goal: Teaching and Learning
This workshop will introduce participants to the practice of using video to deliver instruction within a hybrid (or blended) learning format. We will explore current research behind this strategy, examine some of the methods for planning an instructional video, and briefly introduce effective uses of the face-to-face component of the learning experience for students. In addition, participants will have an opportunity to utilize a storyboard to sketch out a rough draft for an instructional video concept to be used in their course(s).

Learning Outcomes: By the end of this workshop, participants will be able to:
- Identify key elements of instructional video that serve to engage the viewer.
- Consider the benefits and challenges of using instructional video as opposed to classroom delivery of instruction.
- Develop a plan for an instructional video using a storyboard.

#9F Defining Resilience
1:00 – 1:50pm
HSLH 205
Flex credit: 1 hour
Presenter: Deanna Davis
Strategic Goal: Institutional Effectiveness; Teaching and Learning
“Resilience” is the word used by many psychological experts to describe the ability some people have to thrive even in the midst of difficulties and challenges. This workshop will present key information about resilience and engage participants in discussions of ways they can build greater resilience in themselves and their students.

Learning Outcome: By the end of this session, participants will be able to compare and contrast ways to build resilience in themselves and their students.
#4F CurricUNET and SLO Assessment Module
1:00 - 2:20pm
HSLH 204
Flex credit: 1.5 hours
Presenters: Ann Lowe & SLO Coordinators
Strategic Goal: Technological Advancement; Institutional Effectiveness
College of the Canyons has changed its web-based curriculum system to CurricUNET. This workshop will orient participants to both its course/program functions as well as the SLO assessment module.

Learning Outcome: By the end of this workshop, participants will be able to use the curriculum and SLO functions of CurricUNET.

#34F Mental Health 101 for Faculty and Staff
1:00 – 2:20pm
HSLH 230
FLEX credit: 1.5 hours
Presenter: Panel
Strategic Goal: Student Support
This presentation introduces participants to risk factors and warning signs of mental health problems, builds understanding of their impact and briefly overviews common treatments. The potential risk factors and warning signs for a range of mental health problems, including: depression, anxiety/trauma, psychosis, eating disorders, substance use disorders, and self-injury are reviewed, the need for reduced stigma is discussed, and some actions are identified that can be taken to assess the situation, access resources, select and implement appropriate interventions, and to help the individual in crisis connect with appropriate professional care.

Learning Outcomes: By the end of this session, participants will be able to:
- Evaluate risk factors and warning signs of mental health problems
- Identify the appropriate resources available to help individuals dealing with mental health issues
Monday, August 20, 2012

#10F Using the Think-Aloud Strategy to Enhance Students' Reading Comprehension in Non-English Courses
2:30 – 3:50pm
HSLH 204
Flex credit: 1.5 hours
Presenters: Kim Gurnee, Mary Petersen, Svetlana Lynch, & Jennifer Hauss
Strategic Goal: Teaching and Learning
This workshop presents a metacognitive exercise to engage students in discipline-based readings and enhance their reading comprehension.

Learning Outcome: By the end of the workshop participants will be able to identify the benefits of this metacognitive reading exercise and apply the strategy in their classrooms.

#5F Curriculum Committee: Updates to the Curriculum Process
3:00 – 3:50pm
HSLH 205
Flex credit: 1 hour
Presenter: Ann Lowe
Strategic Goal: Institutional Advancement
Recent changes to Title V are changing many past curriculum practices. Come and see how the new repeatability and prerequisite guidelines will affect your courses and programs.

Learning Outcome: By the end of this presentation participants will be able to evaluate how recent changes in Title V will impact their courses and programs.
Monday, August 20, 2012

#11F Sustainability at COC
4:30 - 5:20pm
HSLH 205
Flex credit: 1 hour
Presenters: James Glapa-Grossklag, Jia-Yi Cheng-Levine, Bianca Philippi, Kim Gurnee, and other members of COC’s Sustainable Development Committee
Strategic Goal: Campus Climate
This workshop introduces you to a wide variety of new and continuing sustainability initiatives at College of the Canyons and invites your participation in projects that help to “green” our campus and community.

Learning Outcomes: Workshop participants will . . .
1. Gain a better understanding of how sustainability fits into strategic planning at the college.
2. Find ways to be involved in the sustainability movement on campus, including curriculum development, campus engagement, daily office operations, gardens, and the proposed Sustainability Center at COC.

#12F Blackboard 9.1
4:30 – 5:50pm
BONH-106
Flex Credit: 1.5 hours
Presenter: John Makevich
Strategic Goal: Technological Advancement
Blackboard 9.1 is here! College of the Canyons will be doing a limited pilot of the new version in the spring 2012 semester and expects to roll out the new version completely in the summer of 2012. This workshop is a MUST for current users of Blackboard to become familiar with the design and functionality of this new version. Our current version (version 8) of Blackboard will no longer be available beginning summer 2012, so now is the time to get acquainted with the new system!

Learning Outcomes: Participants will be able to locate Blackboard’s features in the new system and will be introduced to new functionality.
Tuesday, August 21, 2012

#13F On Course - Day 2 of 3
8:00am - 4:30pm
UCEN 258
Flex credit - 8.5 hours
Presenters: Eileen Zamora, Certified On Course Facilitator
Strategic Goal: Teaching and Learning
This three-day workshop provides learner-centered strategies that empower students to become active, responsible partners in their own education. Participants will leave with the practical and proven strategies they can implement immediately. Topics include but are not limited to Characteristics of Learner-Centered Education, Promoting Self-Responsibility, Promoting Self-Motivation, and Adding to Your learner-Centered Toolbox. This workshop is limited to 50 participants.

Learning Outcomes: Faculty will be able to evaluate current teaching methodologies and integrate learner-centered strategies to enhance student success.

#14F Tour of new Library and TLC Lab
9:00 – 9:50am
Meet at Library entrance
Flex credit: 1 hour
Presenters: Mojdeh Mahn and Ronald Karlin
Strategic Goal: Student Support
Come see the new addition to the Library and the new TLC Lab, and learn what services and resources will be provided for students.

Learning Outcomes: Participants will become familiar with the features of the new Library and TLC Lab, and learn what services and resources will be available for students.
Tuesday, August 21, 2012

#15F Microsoft Excel, Part 2 of 3
9:00am - 12:00pm
HSLH 304
Flex credit: 3 hours
Presenters: Melanie Lipman and Victor Jadaon
Strategic Goal: Technological Advancement
This 3-hour workshop will cover topics such as add, divide, multiply, and subtract values by entering formulas into Excel 2010 worksheets. Other topics will include calculating with advanced formulas, an exploration of several of the most widely used functions available in Excel 2010, such as statistical, logical, financial, and date & time functions.

Learning Outcome: Students will be able to create, edit, format, and print worksheets using advanced formulas and functions.

#16F Skilled Teacher Certificate Program: Module 8, Workshop 2: Best Practices of Assessment - Towards an Assessment Strategy
9:00 - 10:20am
HSLH 204
Flex Credit: 1.5 hours
Presenter: Deanna Davis
Strategic Goal: Teaching and Learning
This workshop guides participants in the application of the knowledge of different purposes and types of assessment (gained during the first workshop of Module 8) towards the creation of an individualized assessment strategy for their courses. A short homework assignment (about 45 minutes of work) will be assigned at the end of the workshop.

Learning Outcomes: By the end of this workshop, participants will be able to:
• Evaluate the relevance and effectiveness of different purposes and types of assessment to their discipline and their teaching goals.
• Create a draft of an individualized “assessment strategy” that could be used in most of their courses.
Tuesday, August 21, 2012

#17F Skilled Teacher Certificate Program: Module 6, Workshop 2: Teaching with Technology - The Classroom of the Future
11:00am - 12:20pm
HSLH 205
Flex Credit: 1.5 hours
Presenter: John Makevich
Strategic Goal: Teaching and Learning
This workshop, the second part of Module 6, will provide an introduction to some emerging technologies that will likely shape the way we teach our students for years to come. Participants will consider how and when technology is beneficial to student learning and will be encouraged to maintain an open mind to disruptive changes in education. We will engage in discussions about the impacts of technology in the classroom, at an institutional level, and even higher levels of organization (state, national, global). Those in attendance will be challenged to brainstorm and collectively build the classroom of the future.

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

- Evaluate potential benefits of emerging technologies for student learning.
- Examine some cause and effect relationships between advancing technology and disruptive changes in education.
- Envision the classroom space a generation ahead.

#19F Blackboard 9.1
1:00 - 2:20pm
BONH-106
Flex Credit: 1.5 hours
Presenter: John Makevich
Strategic Goal: Technological Advancement
Blackboard 9.1 is here! College of the Canyons will be doing a limited pilot of the new version in the spring 2012 semester and expects to roll out the new version completely in the summer of 2012. This workshop is a MUST for current users of Blackboard to become familiar with the design and functionality of this new version. Our current version (version 8) of Blackboard will no longer be available beginning summer 2012, so now is the time to get acquainted with the new system!

Learning Outcomes: Participants will be able to locate Blackboard’s features in the new system and will be introduced to new functionality.
Tuesday, August 21, 2012

#20F Using the Talk-to-Text Strategy to Enhance Students' Reading Comprehension in Non-English Courses
1:00 - 2:20pm
HSLH 204
Flex credit: 1.5 hours
Presenters: Kim Gurnee, Mary Petersen, Svetlana Lynch, & Jennifer Hauss
Strategic Goal: Student Support; Teaching and Learning
This workshop presents a metacognitive exercise to engage students in discipline-based readings and enhance their reading comprehension.

Learning Outcome: By the end of the workshop participants will be able to identify the benefits of this metacognitive reading exercise and apply the strategy in their classrooms.

#18F Humanities/ Fine Arts ISLO Loop Closing
1:30 – 2:50pm
HSLH 230
Flex credit: 1.5 hours
Presenters: Paul Wickline, Nicole Lucy, Jennifer Brezina
Strategic Goal: Institutional Advancement
Join us for a discussion of the results of the HFA Institution Student Learning Outcome assessment process. We will "close the loop: and discuss findings, identify themes across disciplines and divisions, determine a plan of action and consider changes to the assessment process of this ISLO.

Learning Outcomes: Participants will analyze the assessment results, consider an action plan, and examine possible changes to the process.
Tuesday, August 21, 2012

#21F Club Advisor Roundtable
1:30 - 2:20pm
HSLH 205
Flex credit: 1 hour
Presenter: Teresa Ciardi
Strategic Goal: Student Support
Roundtable discussion: Share good and bad experiences as a club adviser. Share what works and what doesn't. Share ideas and information.

Learning Outcomes: Advisers will have the opportunity to share what it has been like for them to be a Club Advisor, while participants will gain knowledge from each other which will facilitate better leadership of the club.

#22F Datatel Basics
3:00 - 4:20pm
BONH 106
Flex Credit: 1.5 hours
Presenter: Mike Brezina
Strategic Goal: Technological Advancement
Learn how to navigate your way around the Datel system. You'll learn how to log in, discover what a "mnemonic" is, and receive an overview of the various systems in Datatel that are used on campus. You'll also learn how to access your sick and vacation leave totals.

*If you don't already have a Datatel login and password, please go to this link
http://mis.canyons.edu to fill out an access request form.

Learning Outcomes: By the end of this session, participants will have learned how to log into the Datatel system, and navigate the basic applications.
Tuesday, August 21, 2012

#70F Chair’s Corner
3:00 – 3:50pm
MENH 342
Flex credit: 1 hour
Strategic Goal: Leadership
Presenters: Claudia Acosta and Miriam Golbert
This program will explore successful strategies used by chairs to meet the increasing challenges when “leading from the middle” while staying focused on carrying the goals of the department. It will provide a constructive and practical environment for becoming more effective in fulfilling the multiple and dynamic roles of chairs. Additionally, it will serve to foster communication and collaboration among peers by providing a resource network. The format will be informal and will include hands-on workshops, guest speakers, and roundtable discussions on valuable topics. The workshops are designed for new or experienced chairs and those that will become chairs in the future.

Learning Outcomes: By the end of this session participants will acquire knowledge on department chair’s best practices to maintain and improve effective communication among the college's stakeholders.

#23F Suicide Prevention and Intervention
3:00 - 4:20pm
HSLH 204
Flex credit: 1.5 hours
Strategic Goal: Student Support
Presenter: Panel of Expert Guest Presenters
This presentation outlines the common misperceptions associated with people who are contemplating suicide, risk factors involved in a suicidal situation, warning signs, and prevention tips. It will assist participants in developing a strategy for assessing a situation, responding to the needs of the suicidal person, and handling the crisis at hand. After the presentation, participants should feel more at ease with identifying potential suicidal individuals, communicating their concerns, and supporting the individual as they connect with appropriate professional care.

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

- Evaluate risk factors and warning signs of suicide
- Identify resources available to assist suicidal individuals
#24F Using Interactive Journals to Enhance Students' Reading Comprehension in Non-English Courses
3:00 - 4:20pm
HSLH 205
Flex credit: 1.5 hours
Presenters: Kim Gurnee, Mary Petersen, Svetlana Lynch, & Jennifer Hauss
Strategic Goal: Teaching and Learning
This workshop presents a metacognitive exercise to engage students in discipline-based readings and enhance their reading comprehension.

Learning Outcomes: By the end of the workshop participants will be able to identify the benefits of this metacognitive reading exercise and apply the strategy in their classrooms.
**Wednesday, August 22, 2012**

#25F  On Course - Day 3 of 3  
8:00am - 4:30pm  
UCEN 258  
Flex credit - 8.5 hours  
Presenters: Eileen Zamora, Certified On Course Facilitator  
Strategic Goal: Teaching and Learning  
This three-day workshop provides learner-centered strategies that empower students to become active, responsible partners in their own education. Participants will leave with the practical and proven strategies they can implement immediately. Topics include but are not limited to Characteristics of Learner-Centered Education, Promoting Self-Responsibility, Promoting Self-Motivation, and Adding to Your learner-Centered Toolbox. This workshop is limited to 50 participants.

**Learning Outcomes:** Faculty will be able to evaluate current teaching methodologies and integrate learner-centered strategies to enhance student success.

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#26F SB 1440 and C-ID - What does it all Mean?  
9:00 – 9:50am  
HSLH 204  
Flex credit: 1 hour  
Presenter: Ann Lowe  
Strategic Goal: Institutional Effectiveness  
Wondering if SB 1440 or the C-ID system will affect your department? Come to this workshop to learn how the new transfer degrees and the course identification numbering system will impact the future of education in the community college system.

**Learning Outcome:** By the end of this workshop participants will be able to analyze the impact SB 1440 and the C-ID system on their department's curriculum.
Wednesday, August 22, 2012

#27F Microsoft Excel, Part 3 of 3
9:00am - 12:00pm
HSLH 304
FLEX credit: 3 hours
Presenters: Melanie Lipman and Victor Jadaon
Strategic Goal: Technological Advancement
This 3-hour workshop covers more advanced features in Excel 2010. 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, Pivot table charts, and filtering data which can help to analyze numerical data.

Learning Outcome: Students will be able to create, edit, format, and print Pivot tables and reports.

#28F Skilled Teacher Certificate Program: Module 8, Workshop 3: Best Practices of Assessment - Special Problems in Assessment
9:00 - 10:20am
HSLH 205
Flex Credit: 1.5 hours
Presenter: Deanna Davis
Strategic Goal: Teaching and Learning
This workshop focuses on a few special problems in assessment: how to assess higher-order thinking and problem-solving skills, how to provide effective feedback in a timely and time-efficient manner, and how to decide if extra credit should be part of the instructor’s assessment strategy. Participants will evaluate how these issues might be relevant to their own assessment strategies.

Learning Outcomes: By the end of this workshop, participants will be able to:
- Evaluate ways to assess higher-order thinking and problem-solving skills.
- Compare and contrast ways to provide students with useful feedback as part of assessment.
- Debate the merits and demerits of including extra credit in an assessment strategy.
**Wednesday, August 22, 2012**

### #58F The Future of Institutional Level SLOs

10:00 - 11:20am  
HSLH 204  
Flex Credit: 1.5 hours  
Presenters: Nicole Lucy, Paul Wickline and Audrey Green  
Strategic Goal: Institutional Effectiveness  

Did you participate in the Institutional SLO process? If not, did you wonder what it was? It is time to look back at the results for the ISLO groups and determine what the future of ISLOs is. This session is part one of a two part program for the fall.

**Learning Outcomes:** To describe the results for the ISLO areas, and analyze the data and loop closing notes to determine effectiveness of current campus-wide assessment.

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### #30F Developing Cohesive Lab Groups

10:30 – 11:50am  
HSLH 230  
Flex credit: 1.5 hours  
Presenter: Teresa Ciardi  
Strategic goal: Teaching and Learning  

This session will be a roundtable discussion where participants will share ideas on how to create cohesive and effective lab groups, how to facilitate active participation, and how to deal with the student who does not seem to be able to integrate into any group.

**Learning Outcome:** Faculty will leave with a list of options for each of the above items of discussion.
**Wednesday, August 22, 2012**

**#29F Skilled Teacher Certificate Program: Module 7, Workshop 1: Student Engagement and Motivation - Greater Engagement Through Writing**

11:00am - 12:20pm  
HSLH 205  
Flex Credit: 1.5 hours  
Presenter: Brent Riffel  
Strategic Goal: Teaching and Learning  

Module 7 will provide participants with an overview of the concepts and theory surrounding student engagement and motivation, as well as what the latest research tells us about how to enhance critical thinking in the classroom. The first workshop focuses on specific ways to design writing assignments that will foster motivation and engagement, while adhering to learning outcomes, and maintaining the same grading workload. In workshop two, participants will explore specific student engagement techniques and active learning exercises designed to promote engaged, thoughtful discussion and class lectures.

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

- Analyze what the body of research on active learning and engagement suggests about how students become engaged in course materials and ideas.
- Evaluate possible applications of theories about critical thinking and student engagement to the improvement of their assignments and assessments.

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**#31F How to Evacuate Students During a Campus Emergency**

1:00 – 2:50pm  
HSLH 204  
Flex credit: 2 hours  
Presenters: Michael Wilding, John McElwain, and Tammy Castor  
Strategic Goal: Institutional Effectiveness  

Faculty who attend this session will learn what to do in a campus-wide emergency situation, such as a campus closure due to fire, power outages, a shooter on campus, or a major earthquake. Evacuation procedures from campus buildings and faculty offices will also be reviewed. **A drawing will be held at the end of this session for a backpack filled with emergency supplies!**

**Learning Outcomes:** Participants will be able to identify the evacuation routes to take and how to evacuate students from campus buildings in the event of a campus emergency.
Wednesday, August 22, 2012

#32F CurricuNET and SLO Assessment Module
3:30 – 4:50pm
HSLH 205
Flex credit: 1.5 hours
Presenters: Ann Lowe & SLO Coordinators
Strategic Goal: Institutional Advancement
Recent changes to Title V are changing many past curriculum practices. Come and see how the new repeatability and prerequisite guidelines will affect your courses and programs.

Learning Outcomes: By the end of this presentation participants will be able to evaluate how recent changes in Title V will impact their courses and programs.

#33F Program Review and SLO TABLES
3:30 – 4:50pm
HSLH 230
Flex credit: 1.5 hours
Presenters: Miriam Golbert, Barry Gribbons, Nicole Lucy, Paul Wickline
Strategic Goal: Institutional Advancement
Changes have been made to improve the online program review process. Join us for tips on completing your 2012-2013 program reviews. We will discuss the areas that need to be updated in year 2, review deadlines, and answer your questions. Changes have been made to improve the online program review process. Join us for an overview of these changes and tips on completing the 2012-2013 update for the annual program reviews. We will discuss the areas that need to be updated in year 2, review deadlines, and answer your questions about the program review process. SLO Coordinators will co-present to discuss completion of the SLO tables for 2012 - 2013.

Learning Outcomes: To successfully navigate and complete the areas of the program review required for the year 2 update, and improve quality of assessment results reflected in the SLO tables.
Wednesday, August 22, 2012

#35F Website Training
5:00 – 5:50pm
ALISO-321
Flex credit: 1 hour
Presenter: Ray Alfono
Strategic Goal: Technological Advancement
Ray Alfono, under the direction of Michael Gunther and Chad Estrella, have developed a student tracking form website. He will present a workshop for Nursing Faculty and department administrators on how to use the website.

Learning Outcomes: At the end of this workshop learners will be able to apply new knowledge to the use of a student tracking website. Attendees will try out this website and provide feedback for changes. Note: an additional one hour class will be provided to all Nursing department members to provide instructions on the final version.

#36F Blackboard 9.1
5:30 – 6:50pm
BONH-106
Flex Credit: 1.5 hours
Presenter: John Makevich
Strategic Goal: Technological Advancement
Blackboard 9.1 is here! College of the Canyons will be doing a limited pilot of the new version in the spring 2012 semester and expects to roll out the new version completely in the summer of 2012. This workshop is a MUST for current users of Blackboard to become familiar with the design and functionality of this new version. Our current version (version 8) of Blackboard will no longer be available beginning summer 2012, so now is the time to get acquainted with the new system!

Learning Outcomes: Participants will be able to locate Blackboard’s features in the new system and will be introduced to new functionality.
Thursday, August 23, 2012

#37F The Power of Resilience
9:00 - 11:30am
UCEN 258
Flex Credit: 2.5 hours
Presenter: Chancellor Dianne Van Hook
Strategic Goal: Leadership
Both psychological research and history tell us that some people can and do thrive in difficult or challenging situations. This phenomenon is known as resilience, that ineffable quality that allows some people to be knocked down by life and come back stronger than ever. Rather than letting failure overcome them and drain their resolve, they find a way to rise from the ashes. Psychologists have identified some of the factors that make someone resilient, among them a positive attitude, optimism, the ability to regulate emotions, and the ability to see failure as a form of helpful feedback. Even after a misfortune, blessed with such an outlook, resilient people are able to change course and soldier on.

Learning Outcomes: In this dynamic workshop, participants will:

- Review the internal characteristics shared by people who exhibit resilience and discuss personal examples;
- Brainstorm what institutions and communities can do to create an environment that fosters greater resilience in its people;
- Reaffirm how resilience can help a person rise above feelings of hopelessness and helplessness;
- Identify how to nurture or develop these characteristics in themselves;
- Develop personal plans to move forward.

RSVP early for this don’t-miss session!
Thursday, August 23, 2012

#38F Skilled Teacher Certificate Program: Module 7, Workshop 2: Student Engagement and Motivation - Greater Engagement During Discussion and Lecture
1:00 - 2:20pm
HSLH 204
Flex Credit: 1.5 hours
Presenter: Brent Riffel
Strategic Goal: Teaching and Learning
In Module 7’s workshop two, participants will explore specific student engagement techniques and active learning exercises designed to promote engaged, thoughtful discussion and class lectures.

Learning Outcomes: By the end of this workshop, participants will be able to:
- Apply theories about critical thinking and student engagement to the creation of meaningful, pedagogically sound classroom exercises and assessments.
- Develop their own strategies to promote student motivation active learning in lectures, discussion, and online forums.

#39F Inspiring Collaboration and Communication with the Board of Trustees
1:00 - 2:20pm
HSLH 205
Flex credit: 1.5 hours
Presenters: Members of the SCCCD Board of Trustees
Strategic Goal: Institutional Effectiveness
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, faculty 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 faculty participants on any topic relevant to the College. Light refreshments 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.
Thursday, August 23, 2012

#40F Department Retreats
3:00 - 5:00pm
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 semester will receive two hours 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.

#42F How to Evacuate Students During a Campus Emergency
5:30pm - 7:20pm
HSLH 205
Flex credit: 2 hours
Presenters: Michael Wilding, Tammy Castor, and John McElwain
Strategic Goal: Institutional Effectiveness
Faculty who attend this session will learn what to do in a campus-wide emergency situation, such as a campus closure due to fire, power outages, a shooter on campus, or a major earthquake. Evacuation procedures from campus buildings and faculty offices will also be reviewed. *A drawing will be held at the end of this session for a backpack filled with emergency supplies!*

Learning Outcomes: Participants will be able to identify the evacuation routes to take and how to evacuate students from campus buildings in the event of a campus emergency.
Ways to Earn FLEX Credit

VISIT OUR WEBSITE AT
WWW.CANYONS.EDU/OFFICES/PD

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

#43F Do an Independent FLEX 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. To receive FLEX credit, a final project must be submitted by June 30, 2011. Proposal forms are available on the Professional Development website, located at:
http://www.canyons.edu/offices/pd/Forms/AppCreditFlex.asp

Enroll in the Understanding the Needs of Older Adults Online Course
FLEX credit - 20 hours for Part 1 (#44F) and 20 hours for Part 2 (#45F)
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 hours. The course focuses on the biological, psychological, and sociological challenges of aging. To register, please send an email to Leslie Carr at leslie.carr@canyons.edu. This course is facilitated by Anne Marenco, Professor and Chair of Sociology. Twenty hours of FLEX credit will be given upon completion of each part.

#46F 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
3 hours each/6 hours max per year

Attend Conferences Outside Scheduled Work Hours
FLEX credit - 20.5 hours max per year. Please complete a FLEX Application Form at least 5 days prior to attending the conference. The form is located at http://www.canyons.edu/offices/pd/Forms/AppCreditFlex.asp

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 you would like to receive tutoring on.

Sign up for Individual Web Page Tutoring
FLEX credit – 2 hours max per year
Michael Gunther from Computer Support Services will be available by appointment for tutoring sessions throughout the year. He is 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. Prerequisite: Individuals must have completed a two-hour FrontPage workshop prior to meeting with Mr. Gunther.

Complete the Student Learning Outcomes Online Workshop
FLEX Credit - 1 hour
Strategic Goal: Teaching and Learning
Are you unclear as to the whats, hows, whens and whys of SLO’s? If so, this workshop will help you by providing a panoramic look at SLO’s. From the origins of SLO implementation in colleges to how to write strong SLO’s, this workshop will give you the details and the big picture of SLO’s. After completing this workshop, you will know the role of SLO’s in your courses and in the larger context of the college.
*To register for this online workshop, please email Sharon Johnston in Professional Development at sharon.johnston@canyons.edu.
#52F  Engage in Individual SLO 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 Jennifer Brezina at jennifer.brezina@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 Sharon Johnston at sharon.johnston@canyons.edu.

#53F  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.

#54F  Become a Mentor in the New Faculty Mentor Program

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

Newly hired full-time 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 Leslie Carr at campus extension 3100 or at leslie.carr@canyons.edu.

#55F  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.
#56F 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. Some participants may desire feedback and advice regarding general teaching strategies, while other participants may be interested in issues specific to noncredit teaching, such as managing multi-level classes, open entry/open exit classes, and off-campus teaching. The primary purposes of this program are to encourage reflection and discussion of noncredit pedagogy and to provide moral support for noncredit instructors.

Qualifications for Mentors
- Fulltime faculty members who have expertise in active learning, assessment techniques or working with nontraditional student populations
-- Completion of the one-hour Noncredit Faculty Mentor Training session

Please contact Jose Martin via email at jose.martin@canyons.edu for additional information.

#57F Become a Mentor in the Mentor Program for Re-Entry Students
FLEX credit - 8 hours sem/16 hours max per year

The semester-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 Debbie Rio via email at debbie.rio@canyons.edu.