Welcome to the Fall 2013 FLEX Program!

Participating in our award-winning Professional Development FLEX program is an effective way to enhance your professional growth and training development needs.

The Faculty Development Committee has designed a comprehensive fall FLEX program that focuses on Emergency Preparedness. Each afternoon of FLEX week will focus on evacuating from a different building on campus. Faculty will also have the opportunity to attend other workshops on this topic, including assisting students in distress, practicing how to shelter in place, and participating in a Q&A with the Incident Command Team on any topic related to emergency preparedness. It’s going to be a terrific week!

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

Lisa Hooper (Co-Chair)
Teresa Ciardi (Co-Chair)
Mehgen Andrade
Sandy Carroll
Phil Gussin
Lee Hilliard
Brandon Hilst
Heather MacLean
KC Manji
Christy Richter
Diane Sionko
Cindy Stephens

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

Sincerely,

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

How is success measured?

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

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

FLEX at College of the Canyons

The Faculty Development Committee is comprised of representatives from each division and the Professional Development Director. The committee meets monthly and is responsible for developing the FLEX schedules and activities based on the provisions of the law. (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 32-36 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 2013
FLEX Workshop
Schedule
Friday, August 16, 2013

#1F Save a Life! American Red Cross First Aid/CPR/AED Training
8:30am – 3:00pm
EPEK 103
FLEX credit – 6 hours
Presenter: Chad Peters
Strategic Goal: Institutional Effectiveness
*LIMITED TO 20 PARTICIPANTS

This new course combines CPR, AED training and First Aid into one 6-hour course, and teaches workplace responders and anyone who wants to be prepared to respond to emergencies and provide care until advanced medical care arrives. This training meets OSHA Guidelines for First Aid Programs and combines lecture, interactive video demonstrations featuring emergency scenarios that are likely to occur in a variety of environments and hands-on training to teach participants lifesaving skills.

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

Topics to be covered at this training session:

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

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

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

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

**Learning Outcomes**: Upon completion of this training, participants will be certified in American Red Cross First Aid, AED, and CPR.
Monday, August 19, 2013

#2F Welcome Back Breakfast Hosted by the Faculty Development Committee

Chairs
8:30 – 9:50am
Staff Dining Room
FLEX credit – 1.5 hours
Presenters: Teresa Ciardi and Lisa Hooper
Strategic Goal: Campus Climate
Welcome back! Join the presenters for a lively discussion of the top three things that make you feel welcome when you walk into a room full of strangers, and how to use these techniques make students feel at ease at the start of the new school year. A continental breakfast will be served.

Learning Outcomes: By the end of this session, participants will have learned a variety of activities they can use during the first week of class to make students feel welcomed.

#3F ISLO Discussion: Orientation to the LEAP Method
10:00 – 10:50am
HSLH 205
FLEX credit – 1 hour
Presenters: SLO Coordinators
Strategic Goal: Institutional Effectiveness
Learn about the LEAP (Liberal Education and America’s Promise) Method in assessing Institutional Student Learning Outcomes. LEAP embraces a 21st-Century Definition of Liberal Education and promotes:

- **Essential Learning Outcomes**—as a guiding vision and national benchmarks for college learning and liberal education in the 21st century
- **High-Impact Educational Practices**—that help students achieve essential learning outcomes
- **Authentic Assessments**—probing whether students can apply their learning to complex problems and real-world challenges
- **Inclusive Excellence**—to ensure that every student gets the benefits of an engaged and practical liberal education.

This is the third in a series of workshops on Institutional Learning Outcomes. There are changes in the works for how the Institutional Learning Outcomes are assessed. Come to this workshop to learn how COC will address those changes.

Learning Outcomes: By the end of this session, participants will know how to use the LEAP method to assess institutional student learning outcomes.
Monday, August 19, 2013

#4F Service Learning Made Easy
10:00 – 10:50am
HSLH 206
FLEX credit – 1 hour
Presenters: Anthony Michaelides and Kim Arredondo
Strategic Goal: Student Support
This workshop will provide a definition of Service-Learning, and provide an overview of our award-winning Program at COC. Learn the steps to participate, and how everyone involved (faculty, students, community members) can benefit.

Learning Outcomes: Upon completing this workshop, attendees will understand what Service Learning is, how to participate in the program, and what the benefits are.

#5F The Curriculum Process and Update
11:00am – 12:20pm
HSLH 230
FLEX credit – 1.5 hours
Presenter: Ann Lowe
Strategic Goal: Institutional Effectiveness
At this workshop, the curriculum process and how to create and modify courses will be explained. In addition, the newest community college curricular issues and their impact on the college will be reviewed.

Learning Outcomes: Upon completing this workshop, participants will be able to apply the principles of course creation and revision to their own courses, and evaluate how recent curricular issues will impact their courses and programs.
#6F The Pathway to Success with the TLC

11:00 – 11:50am
LTLC 146
FLEX credit – 1 hour
Presenter: Kim Haglund
Strategic Goal: Student Support
At this session, faculty will learn about the variety of services available and ways to utilize the TLC to augment classroom instruction and provide additional pathways to student success.

Learning Outcomes: Participants will learn how to incorporate tutoring sessions into classroom curriculum and develop strategies for referring students for TLC services.

#7F Physics is Fun!

11:00am – 12:20pm
Aliso Lab 112 & 113
FLEX credit – 1.5 hours
Presenter: David Michaels
Strategic Goal: Teaching & Learning
Come and see exciting demonstrations and hands-on activities from more than 50 new physics labs developed over the past two years. Learn about inquiry-based interactive learning labs, and see how the latest equipment is enhancing understanding in physics in safe lab environments.

Learning Outcomes: By the end of this workshop, participants will learn about new physics equipment, interactive learning labs, inquiry based activities, and potential collaboration projects with other departments.
#8F Emergency Preparedness – Evacuating from HASLEY HALL
1:30 – 3:20pm
HSLH 230
FLEX credit – 2 hours
Presenters: COC Incident Command Team
Strategic Goal: Institutional Effectiveness
At this session, participants will engage in a 45-minute discussion of what to do when asked to evacuate from Hasley Hall. The discussion will be followed by a message sent to the room ordering an evacuation. Role players in the room will challenge the faculty participants to practice what they learned during the discussion portion of the workshop and successfully evacuate the building. At the evacuation zone, a follow-up discussion will take place designed to maximize the learning experience.

Learning Outcomes: By the end of this session, faculty will have learned how to provide leadership to their students in the case of an on-campus emergency.

#9F Behavioral Intervention Team (BIT): Behavioral and Crisis Intervention, and Threat Assessment for Students in Distress
1:30 – 3:20pm
HSLH 233
FLEX credit – 2 hours
Presenters: COC B.I.T. (Behavioral Intervention Team) – Tammy Castor, Colleen Reeves, Michael Joslin
Strategic Goal: Student Support
Members of the District’s Behavioral Intervention Team (BIT) will address the following information as it relates to disruptive students, behavioral concerns, and students in distress:

- How the makeup of the student body has changed and how that impacts the campus community
- How to handle disruptive students, and how to discern between misconduct and distressed behavior
- Behavioral Intervention for students in distress before issues rise to a level of crisis, or student discipline
- Crisis Intervention as engaged in by BIT
- Threat Assessment as practiced by BIT
- The role of Campus Safety, Student Health & Wellness Center, and Dean of Students
- Discussion about addressing the needs of students who struggle with mental disorders
- Kognito, an online suicide intervention and prevention training program
Monday, August 19, 2013

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

- Understand better the role of BIT
- Recognize when a student is exhibiting signs of psychological distress
- Approach and discuss your concern with a student in distress
- Be aware of resources on campus to refer students in distress

#10F Emergency Preparedness – How to Shelter In Place – HASLEY HALL
1:30 – 3:20pm
HSLH 235
FLEX credit – 2 hours
Presenters: COC Incident Command Team
Strategic Goal: Institutional Effectiveness
At this session, participants will engage in a 30-minute discussion of what to do when asked to shelter in place in Hasley Hall. Participants will view two different videos that will teach them how to shelter in place and how to use the run-hide-fight strategy when encountering a shooter on campus. The discussion and videos will be followed by a message sent to the room ordering those inside to shelter. Role players in the room will challenge the faculty participants to put what they learned into practice during the lecture portion of the workshop to successfully shelter in place. The exercise will be followed by a de-brief discussion.

Learning Outcome: By the end of this session, faculty will have learned how to effectively use shelter in place techniques in a classroom and office setting.

#11F All Things Emergency!
1:30 – 3:20pm
HSLH 232
FLEX credit – 2 hours
Presenters: COC Incident Command Team
Strategic Goal: Institutional Effectiveness
This workshop will review the campus EOP (Emergency Operations Plan), as well as the incident command structure. We will discuss responses to a variety of emergency situations and on-campus crime. Participants will learn the basics of fire extinguisher operations and how to operate an AED. Additional campus resources related to emergencies will be reviewed. Your questions are welcomed and encouraged.

Learning Outcomes: By the end of this session, faculty will have an understanding of the campus’ EOP and incident command structure. Participants will also have learned how to successfully respond to a variety of emergency situations that may occur on campus.
#12F The Academic Program Review
4:00 – 5:20pm
HSLH 205
FLEX credit – 1.5 hours
Presenters: Paul Wickline, Barry Gribbons, Miriam Golbert, Cindy Grandgeorge, Minghui Zhang, and Daylene Meuschke
Strategic Goal: Institutional Effectiveness
The presenters will discuss changes to the online academic program review and budget request processes, and address questions you may have.

Learning Outcomes: By the end of this session, participants will be able to explain the changes to the program review process for the year 3 update and complete the program review process.
Tuesday, August 20, 2013

#13F Promoting a Positive Campus Climate
9:00 – 9:50am
HSLH 206
FLEX credit – 1 hour
Presenter: Vincent Devlahovich
Strategic Goal: Campus Climate
Participants will look at innovative Labor-Management Models that promote positive relationships among stakeholders that lead to cost-savings, positive climate, and collaboration.

Learning Outcome: By the end of this session, participants will be able to describe a model of labor-management partnership and some advantages it offers over traditional top-down management models.

#14F How Might MOOCs Impact California Community Colleges?
9:00 – 9:50am
HSLH 205
FLEX credit – 1 hour
Presenters: James Glapa-Grossklag and John Makevich
Strategic Goal: Teaching & Learning
This workshop will introduce participants to massive open online courses (MOOCs) and their growing impact in higher education. We will investigate the answers to the “who, what, where, when, why, how” questions centered around MOOCs, and discuss the many pros and cons of this innovative delivery format. Attendees will also have an opportunity to consider the effects of MOOCs on the current business model of the California Community Colleges.

Learning outcomes: Participants in this workshop will be able to:

- Define MOOC
- Identify the major MOOC organizations
- Describe how a MOOC operates
- Develop an understanding of the potential impacts of MOOCs in higher education
- Consider the potential ways that MOOCs and other similar influences may alter the current system of higher education
Tuesday, August 20, 2013

#15F Parents and Teachers as Allies: Understanding the Early Warning Signs of Mental Illnesses in Students

9:00 - 10:50am
HSLH 204
FLEX credit – 2 hours
Presenter: Patty Robinson

Strategic Goal: Student Support

The Parents and Teachers as Allies (PTAA) workshop is presented by NAMI (National Alliance on Mental Illness), San Fernando Valley. Parents and Teachers as Allies is an in-service mental health education program for school professionals. It is designed for faculty, staff, administrators, and school health professionals, and will focus on helping school professionals better understand the early warning signs of mental illnesses in students and how best to intervene so that those in need of mental health treatment are linked with services. It also examines how schools can best communicate mental health related concerns with families. The workshop is divided into several sections, including: Recognizing the Early Warning Signs of Mental Illnesses; Understanding the Family Response to Dealing with Mental Illness; and Living with Mental Illness from the Perspective of a Mental Health Consumer. This workshop will facilitate much dialog among mental health professionals and NAMI participants. PTAA is valuable for early intervention, reducing stigma and providing much-needed education. It can also help in identifying students who are at risk. Early detection and intervention are key factors when ensuring the safety of self and others. NAMI will assist in identifying ways to improve student success for those experiencing psychological disorders.

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

- Gain a better understanding of how the brain functions, as well as the kinds of medications that can assist someone suffering from a mental illness.

- Recognize signs of mental challenges in students and understand the kinds of resources available at the campus and community levels.
#16F Yes! You Can Draw!

10:00 – 11:50am  
MENH 201  
FLEX credit – 2 hours  
Presenter: Rebecca Edwards  
Strategic Goal: Teaching & Learning  
At this session, participants will learn how to see in order to draw from observation. The presenter encourages anyone who thinks they can’t draw to attend and learn that they can draw! Faculty who have difficulties drawing to demonstrate a concept in class for students on the white board are also encouraged to attend.

Learning Outcomes: By the end of this session, participants will be able to see differently and apply this knowledge to making more believable observational drawings.

#17F Outcomes and Assessment Best Practices Roundtable

11:00am – 12:20pm  
HSLH 230  
FLEX credit – 1.5 hours  
Presenters: Paul Wickline and Rebecca Eikey  
Strategic Goal: Institutional Effectiveness  
Workshop leaders and guests will share best practices concerning outcomes and assessment. Participants will have an opportunity to hear research concerning assessment practices ask questions of workshop panelists. Participants will leave the workshop with information they can take to their departments to improve assessment practices.

Learning Outcomes: By the end of this session, participants will be able to apply best practices to outcomes and assessment creating and implementation. Participants will also be able to apply best practices in collection and dissemination of outcomes and assessment data.
Tuesday, August 20, 2013

#18F Emergency Preparedness – Evacuating from ALISO HALL/ALISO LAB
1:30 – 3:20pm
Aliso Lab 217
FLEX credit – 2 hours
Presenters: COC Incident Command Team
Strategic Goal: Institutional Effectiveness
At this session, participants will engage in a 45-minute discussion of what to do when asked to evacuate from Aliso Lab and Aliso Hall. The discussion will be followed by a message sent to the room ordering an evacuation. Role players in the room will challenge the faculty participants to practice what they learned during the discussion portion of the workshop and successfully evacuate the building. At the evacuation zone, a follow-up discussion will take place designed to maximize the learning experience.

Learning Outcomes: By the end of this session, faculty will have learned how to provide leadership to their students in the case of an on-campus emergency.

#19F Behavioral Intervention Team (BIT): Behavioral and Crisis Intervention, and Threat Assessment for Students in Distress
1:30 – 3:20pm
Aliso Hall 104
FLEX credit – 2 hours
Presenters: COC B.I.T. (Behavioral Intervention Team) – Tammy Castor, Colleen Reeves, Michael Joslin
Strategic Goal: Student Support
Members of the District’s Behavioral Intervention Team (BIT) will address the following information as it relates to disruptive students, behavioral concerns, and students in distress:

- How the makeup of the student body has changed and how that impacts the campus community
- How to handle disruptive students, and how to discern between misconduct and distressed behavior
- Behavioral Intervention for students in distress before issues rise to a level of crisis, or student discipline
- Crisis Intervention as engaged in by BIT
- Threat Assessment as practiced by BIT
- The role of Campus Safety, Student Health & Wellness Center, and Dean of Students
Tuesday, August 20, 2013

- Discussion about addressing the needs of students who struggle with mental disorders
- Kognito, an online suicide intervention and prevention training program

**Learning Outcomes:** By the end of this session, participants will be able to:
- Understand better the role of BIT
- Recognize when a student is exhibiting signs of psychological distress
- Approach and discuss your concern with a student in distress
- Be aware of resources on campus to refer students in distress

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**#20F Emergency Preparedness – How to Shelter In Place – ALISO LAB/HALL**
1:30 – 3:20pm
Aliso Lab 218
FLEX credit – 2 hours
Presenters: COC Incident Command Team
Strategic Goal: Institutional Effectiveness

At this session, participants will engage in a 30-minute discussion of what to do when asked to shelter in place in Aliso Lab and Aliso Hall. Participants will view two different videos that will teach them how to shelter in place and how to use the run-hide-fight strategy when encountering a shooter on campus. The discussion and videos will be followed by a message sent to the room ordering those inside to shelter. Role players in the room will challenge the faculty participants to put what they learned into practice during the lecture portion of the workshop to successfully shelter in place. The exercise will be followed by a de-brief discussion.

**Learning Outcomes:** By the end of this session, faculty will have learned how to effectively use shelter in place techniques in a classroom and office setting.
Tuesday, August 20, 2013

#21F All Things Emergency!
1:30 – 3:20pm  
Aliso Hall 101  
FLEX credit – 2 hours  
Presenters: COC Incident Command Team  
Strategic Goal: Institutional Effectiveness  
This workshop will review the campus EOP (Emergency Operations Plan), as well as the incident command structure. We will discuss responses to a variety of emergency situations and on-campus crime. Participants will learn the basics of fire extinguisher operations and how to operate an AED. Additional campus resources related to emergencies will be reviewed. Your questions are welcomed and encouraged.

Learning Outcomes: By the end of this session, faculty will have an understanding of the campus’ EOP and incident command structure. Participants will also have learned how to successfully respond to a variety of emergency situations that may occur on campus.

#22F Meeting Accreditation Standards for Distance Education
4:00 – 5:20pm  
HSLH 230  
FLEX credit – 1.5 hours  
Presenters: Ann Lowe and John Makevich  
Strategic Goal: Institutional Effectiveness  
With accreditation approaching, it is important to consider the role of the distance learning addendum (DLA) in the curriculum approval process. As well, it is crucial that a course being taught online follows the direction given in the DLA, as well as the entire approved curriculum documentation for the course. In this workshop, participants will be provided an overview of the DLA and its importance as part of the approved curriculum for a given course. We will present an overview of some of the current aspects of distance education that are on the accreditation radar, including a delineation of the differences between distance education and correspondence education.

Learning Outcomes: Participants will be able to:

- Identify the role of distance education in the curriculum process
- Distinguish between distance and correspondence education
#23F What to Expect from the Accreditation Team Visit

9:00 – 9:50am
HSLH 206
FLEX credit – 1 hour
Presenters: James Glapa-Grossklaag and Ryan Theule

Strategic Goal: Institutional Effectiveness

Every six years, California Community Colleges engage in the accreditation process. In preparation for this, colleges write a self-study to evaluate themselves on educational quality and institutional effectiveness one year prior to a visit from an accreditation team. Then, an accreditation team made up of administrators, faculty and board of trustees members come to the college to conduct a site visit. They review documents and materials provided by the college that collectively constitute a “body of evidence” that the college should receive accreditation or have it renewed for another six years.

College of the Canyons will be writing its self-study in 2013/14 and will host a visit from an accreditation team in the fall of 2014. Come to this workshop to learn more about what to expect from the visit by the accreditation team from two COC administrators who have recently served on accreditation teams and have been a part of the site visit process.

**Learning Outcomes:** By the end of this session, participants will know how they can compile a “body of evidence” that will meet the requirements of the Accrediting Commission for Community and Junior Colleges (ACCJC) in preparation for the accreditation site visit.
Wednesday, August 21, 2013

#24F Curricunet Assessment Module Training
9:00 – 9:50am
HSLH 205
FLEX credit – 1 hour
Presenters: Paul Wickline, Ann Lowe, Nicole Faudree and Rebecca Eikey
Strategic Goal: Institutional Effectiveness
SLO Coordinators and committee members will unveil the new CurricUNET Assessment Module which will be available to faculty fall 2013. This module will replace the current SLO tables in the Program Review. Participants will learn how this tool will help them collect and store SLO data and run useful reports. Fall 2013 use of the assessment module is voluntary. By Fall 2014 all departments will utilize this too for storing SLO data.

Learning Outcomes: By the end of this session, participants will be able to complete both an assessment plan (phase 1) and an assessment report (phase 2) within the CurricUNET Assessment Module.
#25F Accountability 2.0: Using the Scorecard and Performance Indicators to Measure Institutional Effectiveness

9:00 – 10:20am
HSLH 204
FLEX credit – 1.5 hours
Presenter: Daylene Meuschke
Strategic Goal: Institutional Effectiveness

Now more than ever before, California Community Colleges are being asked to provide data and consider benchmarks to illustrate student progress and success. California Community Colleges have a revised accountability system called the Scorecard and new accreditation standards that require us to set performance targets for certain key metrics. For the past six years California Community Colleges have been required to reflect on data published in the Accountability Reporting for Community Colleges (ARCC). As of March 2013 we are now using the Scorecard to assess our progress on these metrics. Many of the same performance measures appear in the new Scorecard, but there are some changes to both the data (methodology and metrics) and functionality with the Data Mart that will help in evaluating student progress and success. In addition to the Scorecard, California Community Colleges were recently asked by ACCJC to establish performance targets for metrics such as course completion, success, persistence, degrees, certificates and transfers. The Performance Indicators committee, a sub-committee of the College Planning Team, developed college performance indicators based on those identified by ACCJC and two metrics from the Scorecard.

Join us in this session where we will discuss the Scorecard (affectionately called ARCC 2.0), its metrics, how it compares to ARCC 1.0, and what we are doing to respond to the data. In addition, we will discuss the College’s performance indicators and how they tie into the Scorecard. We will also facilitate a discussion on how we’re currently addressing the Performance Indicators and brainstorm how we can further these efforts.

Learning Outcomes: Participants will be able to:

- Locate the Scorecard and Identify the Scorecard metrics.
- Identify limitations of the Scorecard.
- Summarize one or two ways the college is responding to the data.
- Identify the College’s Performance Indicators.
- Identify ways in which departments can impact the College’s Performance Indicators.
Wednesday, August 21, 2013

#26F Admissions & Records Update
10:00 – 10:50am
HSLH 230
FLEX credit – 1 hour
Presenter: Jasmine Ruys
Strategic Goal: Institutional Effectiveness
The State of California has made many changes to laws that have affected students and therefore your classroom environment. In this session, we will cover all of the recent changes in law, from enrollment priorities, repeats, and why it is important to you.

Learning Outcomes: By the end of this session, participants will be able to identify the three reasons an instructor must drop students for no show or census drops, and identify changes to law regarding Admissions & Records policies and procedures.

#27F Overview of the New Customer Service Academy: Soft Skills Training
10:00 – 10:50am
HSLH 232
FLEX credit – 1 hour
Presenter: Bob Maxwell
Strategic Goal: Institutional Effectiveness
Employers are increasingly looking for "soft skills" when hiring new employees. These soft skills include the ability to communicate effectively, connect with customers and co-workers, be positive, work well with others, solve problems, adapt to change, act responsibly and ethically, manage time effectively, work under pressure, and handle conflict. The new Customer Service Academy is designed to help participants understand the importance of these soft skills and to learn how to model them through hands-on activities. Come to this workshop to hear Professor Bob Maxwell provide an overview of this new 10-part credit class series to learn more about the Customer Service Academy curriculum and how you and/or your students can benefit from this training. Each class is .5 units and those who complete all ten modules will receive a certificate from College of the Canyons and earn 5 units of college credit.

**Please note that since these modules are offered as credit classes, participants who want to attend will need to follow the regular college procedures for registering for credit classes.

Learning Outcomes: By the end of this session, participants will have learned about the 10 modules in the Customer Service Academy, and how to register for them.


**#61F Life as Art – Images from an Unseen World**

10:00 – 10:50am  
Art Gallery  
FLEX credit – 1 hour  
Presenters: Kelly Burke, Kelly Cude, and Larry Hurst  
Strategic Goal: Teaching & Learning  

On a typical day, few people contemplate the microscopic world around them. From the trillions of bacteria that cover every surface, to the reflective scales of a butterfly’s wing. Invisible to the naked eye this amazing world can only be seen through a microscope. Designed to alter people’s perspective of the world around them this collaborative project will expose viewers to the unexpected beauty that is intrinsic to life at the microscopic level.

**Learning Outcomes:** After attending this gallery presentation, participants will be able to discuss and describe life, and its beauty, at the microscopic level.

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**#28F-R Department Retreats**

11:00am – 1:00pm  
Please check with your Department Chair for the location of your department’s retreat.  
Flex credit: 2 hours  
Presenters: Department Chairs  
Strategic Goal: Institutional Effectiveness  

Department Chairs will set the agenda, location and format for the retreat. Adjunct faculty who attend and who are scheduled to teach during the fall 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.
Wednesday, August 21, 2013

#29F Emergency Preparedness – Evacuating from MENTRY HALL
1:30 – 3:20pm
MENH 351
FLEX credit – 2 hours
Presenters: COC Incident Command Team
Strategic Goal: Institutional Effectiveness
At this session, participants will engage in a 45-minute discussion of what to do when asked to evacuate from Mentry Hall. The discussion will be followed by a message sent to the room ordering an evacuation. Role players in the room will challenge the faculty participants to practice what they learned during the discussion portion of the workshop and successfully evacuate the building. At the evacuation zone, a follow-up discussion will take place designed to maximize the learning experience.

Learning Outcomes: By the end of this session, faculty will have learned how to provide leadership to their students in the case of an on-campus emergency.

#30F Behavioral Intervention Team (BIT): Behavioral and Crisis Intervention, and Threat Assessment for Students in Distress
1:30 – 3:20pm
MENH 349
FLEX credit – 2 hours
Presenters: COC B.I.T. (Behavioral Intervention Team) – Tammy Castor, Colleen Reeves, Michael Joslin
Strategic Goal: Student Support
Members of the District’s Behavioral Intervention Team (BIT) will address the following information as it relates to disruptive students, behavioral concerns, and students in distress:

- How the makeup of the student body has changed and how that impacts the campus community
- How to handle disruptive students, and how to discern between misconduct and distressed behavior
- Behavioral Intervention for students in distress before issues rise to a level of crisis, or student discipline
- Crisis Intervention as engaged in by BIT
- Threat Assessment as practiced by BIT
- The role of Campus Safety, Student Health & Wellness Center, and Dean of Students
Wednesday, August 21, 2013

- Discussion about addressing the needs of students who struggle with mental disorders
- Kognito, an online suicide intervention and prevention training program

Learning Outcomes: By the end of this session, participants will be able to:
- Understand better the role of BIT
- Recognize when a student is exhibiting signs of psychological distress
- Approach and discuss your concern with a student in distress
- Be aware of resources on campus to refer students in distress

#31F Emergency Preparedness – How to Shelter In Place – MENTRY HALL
1:30 – 3:20pm
MENH 353
FLEX credit – 2 hours
Presenters: COC Incident Command Team
Strategic Goal: Institutional Effectiveness
At this session, participants will engage in a 30-minute discussion of what to do when asked to shelter in place in Mentry Hall. Participants will view two different videos that will teach them how to shelter in place and how to use the run-hide-fight strategy when encountering a shooter on campus. The discussion and videos will be followed by a message sent to the room ordering those inside to shelter. Role players in the room will challenge the faculty participants to put what they learned into practice during the lecture portion of the workshop to successfully shelter in place. The exercise will be followed by a de-brief discussion.

Learning Outcomes: By the end of this session, faculty will have learned how to effectively use shelter in place techniques in a classroom and office setting.
#32F All Things Emergency!
1:30 – 3:20pm
MENH 305
FLEX credit – 2 hours
Presenters: COC Incident Command Team
Strategic Goal: Institutional Effectiveness
This workshop will review the campus EOP (Emergency Operations Plan), as well as the incident command structure. We will discuss responses to a variety of emergency situations and on-campus crime. Participants will learn the basics of fire extinguisher operations and how to operate an AED. Additional campus resources related to emergencies will be reviewed. Your questions are welcomed and encouraged.

Learning Outcomes: By the end of this session, faculty will have an understanding of the campus’ EOP and incident command structure. Participants will also have learned how to successfully respond to a variety of emergency situations that may occur on campus.

#33F The Rich History of Unionism in the United States
4:00 - 5:20pm
HSLH 230
FLEX credit - 1.5 hours
Presenters: Vincent Devlahovich & Jose Martin
Strategic Goal: Institutional Advancement
The accomplishments of organized labor and unionism in the U.S. in the 20th century created one of the strongest middle class in human history. This workshop will examine and illuminate the central role these accomplishments played in our cultural, social, political, and economic evolution as our country became the envy and empire of the modern world.

Learning Outcome: The attendees will be able to describe some of the key events that shaped the union movement in America.
Thursday, August 22, 2013

#34F Change is in the Air: Preparing for the Times Yet to Come!
9:00 – 11:20am
UCEN 258
FLEX credit – 2.5 hours
Presenter: Dr. Dianne Van Hook
Strategic Goal: Leadership

*Opportunity comes to those who are prepared. Prepare yourself for greater things! Be excited, be expectant and expand.* ~ Anonymous

When inevitable change, an unexpected situation, an opportunity or a bona fide crisis pops up, what is your first reaction? Are you calm and collected? Or do you panic and run for cover all the while hoping someone else will handle it for you? How you react to any given circumstance is up to you, but do you know that you are capable of handling nearly any situation that arises? You just need to be prepared. Preparation comes in many guises and includes the emotional, physical and mental realms. Do you know where you stand in each?

In this important session, we will discuss emotional, physical and mental preparedness through:

- Understanding ourselves and managing emotions and reactions in the heat of the moment with ever-changing variables
- Anticipating outcomes and which avenues will help you to manage and make the most of all situations
- Tapping into your personal resilience
- Identifying who you need to help you do so
- Exploring and employing new strategies for problem solving
- Exercising your individual ability to be flexible in new situations
- Learning from the challenges from the past and applying those lessons to opportunities in the future
- Practicing “calm” and thinking critically about the steps needed to move forward

This workshop promises to deliver new ideas and techniques to help you evaluate your readiness now to provide even more amazing learning opportunities for our students in the coming year. Additionally, this session will help you assess your current ability to meet crises and challenges head on while providing you with a new mindset and skill set to meet the unexpected and optimize the “self” you bring to your job every day.

**Learning Outcomes:** By the end of this session, participants will know how to be more prepared to deal with challenges, be more resilient, and adopt an attitude that will help them optimize their skills and talents every day.
Thursday, August 22, 2013

#35F Emergency Preparedness – Evacuating from BOYKIN HALL
1:30 – 3:20pm
BYKN 207
FLEX credit – 2 hours
Presenters: COC Incident Command Team
Strategic Goal: Institutional Effectiveness
At this session, participants will engage in a 45-minute discussion of what to do when asked to evacuate from Boykin Hall. The discussion will be followed by a message sent to the room ordering an evacuation. Role players in the room will challenge the faculty participants to practice what they learned during the discussion portion of the workshop and successfully evacuate the building. At the evacuation zone, a follow-up discussion will take place designed to maximize the learning experience.

Learning Outcomes: By the end of this session, faculty will have learned how to provide leadership to their students in the case of an on-campus emergency

#36F Behavioral Intervention Team (BIT): Behavioral and Crisis Intervention, and Threat Assessment for Students in Distress
1:30 – 3:20pm
Aliso Hall 104
FLEX credit – 2 hours
Presenters: COC B.I.T. (Behavioral Intervention Team) – Tammy Castor, Colleen Reeves, Michael Joslin
Strategic Goal: Student Support
Members of the District’s Behavioral Intervention Team (BIT) will address the following information as it relates to disruptive students, behavioral concerns, and students in distress:

- How the makeup of the student body has changed and how that impacts the campus community
- How to handle disruptive students, and how to discern between misconduct and distressed behavior
- Behavioral Intervention for students in distress before issues rise to a level of crisis, or student discipline
- Crisis Intervention as engaged in by BIT
- Threat Assessment as practiced by BIT
Thursday, August 22, 2013

- The role of Campus Safety, Student Health & Wellness Center, and Dean of Students
- Discussion about addressing the needs of students who struggle with mental disorders
- Kognito, an online suicide intervention and prevention training program

Learning Outcomes: By the end of this session, participants will be able to:
- Understand better the role of BIT
- Recognize when a student is exhibiting signs of psychological distress
- Approach and discuss your concern with a student in distress
- Be aware of resources on campus to refer students in distress

#37F Emergency Preparedness – How to Shelter In Place – BOYKIN HALL
1:30 – 3:20pm
BYKN 208
FLEX credit – 2 hours
Presenters: COC Incident Command Team
Strategic Goal: Institutional Effectiveness
At this session, participants will engage in a 30-minute discussion of what to do when asked to shelter in place in Boykin Hall. Participants will view two different videos that will teach them how to shelter in place and how to use the run-hide-fight strategy when encountering a shooter on campus. The discussion and videos will be followed by a message sent to the room ordering those inside to shelter. Role players in the room will challenge the faculty participants to put what they learned into practice during the lecture portion of the workshop to successfully shelter in place. The exercise will be followed by a de-brief discussion.

Learning Outcomes: By the end of this session, faculty will have learned how to effectively use shelter in place techniques in a classroom and office setting.
Thursday, August 22, 2013

#38F All Things Emergency!
1:30 – 3:20pm
Aliso Hall 101
FLEX credit – 2 hours
Presenters: COC Incident Command Team
Strategic Goal: Institutional Effectiveness
This workshop will review the campus EOP (Emergency Operations Plan), as well as the incident command structure. We will discuss responses to a variety of emergency situations and on-campus crime. Participants will learn the basics of fire extinguisher operations and how to operate an AED. Additional campus resources related to emergencies will be reviewed. Your questions are welcomed and encouraged.

Learning Outcomes: By the end of this session, faculty will have an understanding of the campus’ EOP and incident command structure. Participants will also have learned how to successfully respond to a variety of emergency situations that may occur on campus.

#39F A Conversation with the SCCCD Board of Trustees
4:00 – 5:20pm
UCEN 258
Flex credit: 1.5 hours
Presenters: Members of the SCCCD Board of Trustees
Strategic Goal: Campus Climate
The goal of this interactive FLEX session is to improve communication and better understand what's working well and what challenges you are experiencing, all in an effort to work together to move the college forward in the next year. At this session, staff will have an opportunity to let the board members know the innovative and exciting projects, initiatives, or community involvement you are a part of and would like to share. In addition, the Board members invite and welcome productive dialogue, comments, questions, concerns, challenges, ideas and solutions from the staff participants on any topic relevant to the College. 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 and improve communication.
Attend FLEX workshops
On campus during fall and spring FLEX weeks and throughout the year.

#40F 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, 2014. 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 (#41F) and 20 hours for Part 2 (#42F)
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.

#43F Attend the Online Library Resources Workshops
Ongoing – Watch for email announcements from Librarian Ron Karlin for dates and times.
FLEX credit - 1.5 hours

#44F Conduct Adjunct Evaluations
3 hours each/6 hours max per year
**#45F  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](http://www.canyons.edu/offices/pd/Forms/AppCreditFlex.asp).

**#46F  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](mailto:leslie.carr@canyons.edu). Please be sure to indicate the program or software you would like to receive tutoring on.

**#47F  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](mailto:leslie.carr@canyons.edu).
Prerequisite: Individuals must have completed a two-hour FrontPage workshop prior to meeting with Mr. Gunther.

**#48F  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 Leslie Carr in Professional Development at [leslie.carr@canyons.edu](mailto:leslie.carr@canyons.edu).*
# 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 Nicole Faudree at nicole.faudree@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.

# 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.

# Become a Mentor in the New Faculty Mentor Program

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

Newly hired fulltime faculty can have the benefit of having a “friend in the business” at COC. Mentors can help newcomers work on professional projects, develop curriculum or they can be simply a source of guidance and information, all in a non-evaluative manner. To sign up to be a mentor, please contact Leslie Carr at campus extension 3100 or at leslie.carr@canyons.edu.

# Become a Mentor in the Professional Development Mentor Program

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

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

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

The Professional Development Mentor Program is open to all full-time and adjunct faculty, classified and confidential staff and administrators.
**#52F  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.

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**#53F  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.

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**#54F  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.
#56F   IRB Training (Institutional Review Board Training)
FLEX credit – 6 hours basic/3 hours refresher

#57F   Kognito “At Risk” Online Training – Stressed Students
FLEX credit – 1 hour

#58F   Kognito “At Risk” Online Training – Veterans on Campus
FLEX credit – 1 hour

#60F   Non-COC Provider Training
FLEX credit – 20.5 hours max per year

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 Bel Caro and
Friendly Valley Adult Living communities. Have
fun and earn FLEX credit too!

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

Upon completion of all three requirements, you will be certified to teach online courses at College of the Canyons.

Requirement #1: Introduction to Online Teaching and Learning
Employees can take this course through @ONE. Information about the course and how to register is available online at http://www.onefortraining.org/online-courses.

Requirement #2: Blackboard I, II, III (6 hours)
This course is offered several times each semester. Please visit the “Professional Development for COC Employees” section at www.canyons.communityext.net to search for upcoming course dates and times.

Requirement #3: Section 508: Website Accessibility
This course is offered several times each semester. Please visit the “Professional Development for COC Employees” section at www.canyons.communityext.net to search for upcoming course dates and times.