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Letter From…

The Chancellor

"You must do the things you think you cannot do."
– Eleanor Roosevelt

In these difficult economic times, those words by Eleanor Roosevelt resonate in a very relevant way.

As the times they are a changing, we all are being challenged to dig deep within ourselves, to remain competitive, to develop new skills and capabilities, so that we can continue to provide for our families and work toward a brighter tomorrow. When we are impacted by forces from outside of us that challenge us to do the right thing and change our structure, we have the chance to reinvent our college and ourselves. As a result, we can reach for new opportunities that we never thought we could attain while we were comfortable in our old structures.

At College of the Canyons, we have a history of planning exceptionally well and, as a result, the economic strife that has affected others has not affected us to the extent that other businesses and organizations have been impacted. Our planning efforts the last 40 years have not only been financial in nature, but have resulted involved positioning ourselves to remain responsive to changes in the community; to move quickly to provide relevant training in emerging industries and technologies; to identify opportunities through which we can aid our business, government, and local organization partners; and to step up and say, “Yes, we can do that!” to requests for assistance from wherever they may come.

Being prepared to respond and be a part of the economic solutions that are so important to our community, our state and our nation demands that all of us are poised with the knowledge, skills and abilities necessary to problem solve and implement programs in a current and unique way.
Through our nationally recognized and award-winning Professional Development Program, we have developed a cadre of skilled leaders who have made incredible things happen in the past. From quickly developing "clean room" programs, to delivering complex CATIA and other technological training programs, to streamlining processes and procedures to make our college run more efficiently and improve access to education and training by our community, we have consistently met the needs of our business partners.

But we can’t rest on our laurels. The world in which we live is changing at a mind-boggling pace. In order to keep up with change – and remain a few steps ahead of it -- we need to constantly hone our skills on a variety of important fronts and prepare ourselves to charge ahead.

Our fall schedule of Professional Development activities provides you with a range of exciting opportunities to continue to do just that. We all need to focus on how the strength of our college is a direct result of the capability of our individual staff members – our greatest human resource! I hope you will take full advantage of what is offered now so as to improve the College’s ability to be the best that we can be in our next 40 years and prepare ourselves for opportunities in the future.

According to Peter Drucker, “The best way to predict the future is to create it.” We have gotten to where we are today by being innovative, creative, flexible, responsive, bold and forward thinking. That is what we do very, very well at College of the Canyons. With the skills, insights, strategies and tactics that our Professional Development program provides our staff, our future will be very exciting, indeed!

Sincerely,

Dr. Dianne Van Hook
Chancellor
Welcome to the Fall Professional Development Program!

Participating in our award winning Professional Development program is an effective way to enhance your professional growth and reach your goals. Professional Development is a personal responsibility and you are encouraged to explore the numerous offerings provided in a variety of specialty areas throughout the year. The program offerings align with the district’s strategic goals in an effort to continue to move the college forward and reach institutional goals. In addition, discovering and reaching your true potential is the ultimate goal, and College of the Canyons’ Professional Development program can help you do it! The program provides a wide variety of training opportunities that are designed to expand your knowledge, increase and improve work place skills, and develop the leaders of tomorrow! I encourage you to take advantage of as many of these opportunities as you can.

Leslie Carr
Director, Professional Development

“Take a chance! All life is a chance. The man who goes farthest is generally the one who is willing to do and dare.”
– Dale Carnegie, Author

Please visit the Professional Development website at: http://www.canyons.edu/offices/pd

The Professional Development Mission Statement

The mission of the Santa Clarita Community College District’s Professional Development Program is to improve and sustain the professional growth of district employees through collegially planned learning opportunities that continue to support the institution’s strategic goals.
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. We encourage our Professional Development planning committees to dream big! The result is an award winning program that provides exceptional opportunities for professional and personal growth for all faculty, staff and administrators at College of the Canyons. 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 asset, our employees.

Fall Program

Professional Development Opportunities

#1 - Teaching and Learning
College of the Canyons will provide resources in a positive environment that support excellent teaching and student learning.

#2 - Student Support
College of the Canyons will provide student support services to facilitate student success and maximize student opportunity.

#3 - Cultural Diversity
College of the Canyons will promote diversity of the community, students and staff.

#4 - Human Resources
College of the Canyons will select and develop high-quality staff.
#5 - Institutional Advancement
College of the Canyons will generate support, resources, networks and information to enhance the College’s success.

#6 - Institutional Effectiveness
College of the Canyons will evaluate progress being made toward College goals on a continuous basis.

#7 - Financial Stability
College of the Canyons will develop financial resources to support and enhance College programs and services.

#8 - Technological Advancement
College of the Canyons will utilize state-of-the-art technologies to enhance programs, services, and operations.

#9 - Physical Resources
College of the Canyons will continue to develop and maintain a high-quality physical environment.

#10 - Innovation
College of the Canyons will dare to dream and make it happen!

#11 - Campus Climate
College of the Canyons will enhance and support a sense of community and cooperation on campus.

#12 - Leadership
College of the Canyons will assert its leadership to increase educational, economic, and cultural opportunities for the community including businesses, industry, arts groups, and community-based organizations in the region.

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 (see page 52), and engage in training that will assist them in meeting their professional development goals.
Welcome New Employees
Hired July – August 2009

Welcome the New Classified Employees

Everette Jackson
Facilities
Shelley Grayson
Financial Aid
Sharon Kramer
Human Resources

Welcome the New Faculty

Tina Rorick
Nursing
Rachel Houghton
Nursing
Professional Development Committees

There are many opportunities for faculty and staff to get involved on campus, including joining a Professional Development committee. The committees listed below are responsible for developing Professional Development programs for their employee groups. The purpose of the committees is to set goals, discuss ideas for workshops and presenters, and evaluate the program to ensure that what is offered meets the needs of the employees and supports the College’s strategic goals. The committees meet twice monthly. All fulltime employees of the College are welcome to join the development committee that represents their group.

If you are interested in joining a Professional Development committee, please contact Leslie Carr at campus extension 3100 or via email at leslie.carr@canyons.edu.

The Faculty Development Committee

The Faculty Development Committee consists of representatives from each division who meet monthly to develop the fall and spring FLEX schedules, and discuss faculty professional development issues.
This committee is chaired by English Professor Deanna Davis. The members of the Faculty Development Committee are:

- Deanna Davis (Humanities) – Chair
- Lisa Wallace (Humanities) – Vice Chair
- Kelly Burke (Mathematics and Sciences)
- Leslie Carr (Professional Development)
- Sandy Carroll (Allied Health)
- Fred D’Astoli (Humanities)
- Mehgen Delaney (Social Science and Business)
- Michael Dermody (Social Science and Business/Academic Senate)
- RobertDos Remedios (Physical Education and Athletics)
- James Glapa-Grossklag (Distance Learning)
- Julie Jacobson (Student Services - Adjunct)
- Heather MacLean (Humanities)
- Richard Martinez (Social Science and Business)
- Connie Perez (Student Services)
- Russell Richardson (Social Science and Business)
- Christy Richter (Student Services)
- Amy Shennum (Allied Health)
- Garett Tujague (Physical Education and Athletics)
- Debra Wallace (Allied Health – Adjunct)

The Classified Development Committee

The Classified Development Committee consists of representatives from several departments who meet to plan the annual Classified Development Day event as well as workshops for classified staff that are offered throughout the year. This committee is chaired by Lin Betancourt of the Campus Safety Office. The members of the Classified Development Committee are:

- Lin Betancourt (Campus Safety) – Chair
- Tammie Decker (Institutional Development) – Vice Chair
- Leslie Carr (Professional Development)
- Sharon Johnston (Professional Development)
- Beryl Lawrence (Community Extension)
- John Makevich (Distance Learning/Classified Senate)
- Debbie Sall (Admissions & Records)
- Fashia Skjelstad (Financial Aid)
- Phillip Trujillo (MIS)
- Faiqa Yazdani (MIS)

The Administrative Development Committee

The Administrative Development Committee consists of representatives from several divisions on campus who meet to plan the annual Administrative Retreat as well as workshops offered for administrators throughout the year. This committee is chaired by Allison Korse-Devlin. The members of the Administrative Development Committee are:

- Allison Korse-Devlin (Student Development) – Chair
- Jim Temple (Information Technology) – Vice Chair
- Beth Asmus (Special Programs)
- Leslie Carr (Professional Development)
- Susan Crowther (MESA)
- Michele Edmonson (Foundation)
- Diane Fiero (Human Resources)
- Donna Haywood (Budget Development)
- Michael Joslin (Student Services)
- Nick Pavik (Graphic Design)
- Jasmine Ruys (Admissions & Records)
- Diane Stewart (Early Childhood Education)
- Ryan Theule (Admissions & Records)
- Donna Voogt (Human Resources)
- Theresa Zuzevich (Grants Development)
“Continuous effort, not strength or intelligence, is the key to unlocking our potential.”
– Winston Churchill
AUGUST 2009

SUN  MON  TUE  WED  THU  FRI  SAT

11

[524x20]11

[118x626]SUN MON TUE WED THU FRI SAT

[59x582]AUGUST

[116x153]FALL FLEX WEEK

[527x554]1

[94x446]#42F Organizing Computer Files  2-3p

[260x419]#43F One Note 2-3p

[116x115]#146F EDU106 Begins
(8/24 – 10/19)

[404x419]#44F Media Editing for Online Courses
9-10:30a

[404x391]9-10:30a

[404x110]#68F Sect.508 1-2p

[404x76]#49F Datatel Basics 2 – 3:30p

[404x41]#136F Synergy 10a – 12p

[404x41]#45F Word – Pt 1 of 3 1:30 – 3:30p

[260x301]#46F Word – Pt 2 of 3 1:30 – 3:30p

[260x310]#47F Word – Pt 3 of 3 1:30 – 3:30p

[260x310]#22F CPR 9a – 1p

[260x302]#23F CPR Challenge 2:30 – 3:30p

[260x191]#48F Adv Podcasting & Vodcasting 1:30 – 3:30p

[404x310]#22F CPR 9a – 1p

[404x282]#23F CPR Challenge 2:30 – 3:30p

[189x310]#48F Adv Podcasting & Vodcasting 1:30 – 3:30p

[189x301]#46F Word – Pt 2 of 3 1:30 – 3:30p

[189x291]#47F Word – Pt 3 of 3 1:30 – 3:30p

[189x282]#49F Datatel Basics 2 – 3:30p

[189x272]#136F Synergy 10a – 12p

[189x301]#48F Adv Podcasting & Vodcasting 1:30 – 3:30p

[189x291]#47F Word – Pt 3 of 3 1:30 – 3:30p

[189x282]#49F Datatel Basics 2 – 3:30p

[189x272]#136F Synergy 10a – 12p

[189x262]#48F Adv Podcasting & Vodcasting 1:30 – 3:30p

[189x252]#47F Word – Pt 3 of 3 1:30 – 3:30p

[189x243]#49F Datatel Basics 2 – 3:30p

[189x234]#136F Synergy 10a – 12p

[189x224]#48F Adv Podcasting & Vodcasting 1:30 – 3:30p

[189x214]#47F Word – Pt 3 of 3 1:30 – 3:30p

[189x205]#49F Datatel Basics 2 – 3:30p

[189x196]#136F Synergy 10a – 12p

OPENING DAY

FALL FLEX WEEK

FALL SEMESTER BEGINS
<table>
<thead>
<tr>
<th>Week</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUN</strong></td>
<td>#102F Fun Things to Do in So. California 10 – 11a</td>
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<tr>
<td><strong>MON</strong></td>
<td><strong>#102F Fun Things to Do in So. California 10 – 11a</strong></td>
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<tr>
<td><strong>TUE</strong></td>
<td>#103F Photoshop – Pt. 2 of 3 9 – 10a</td>
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<tr>
<td><strong>WED</strong></td>
<td>#103F Photoshop – Pt. 2 of 3 9 – 10a</td>
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<tr>
<td><strong>THU</strong></td>
<td>#70F SLO Workshop 9:30a – 12p</td>
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<tr>
<td><strong>FRI</strong></td>
<td>#102F Fun Things to Do in So. California 10 – 11a</td>
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<tr>
<td><strong>SAT</strong></td>
<td><strong>#102F Fun Things to Do in So. California 10 – 11a</strong></td>
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<tr>
<td><strong>SUN</strong></td>
<td>#104F Photoshop – Pt. 3 of 3 9 – 10a</td>
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<tr>
<td><strong>MON</strong></td>
<td>#104F Photoshop – Pt. 3 of 3 9 – 10a</td>
</tr>
<tr>
<td><strong>TUE</strong></td>
<td>#71F SLO Workshop 9:30a – 12p</td>
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<tr>
<td><strong>WED</strong></td>
<td>#71F SLO Workshop 9:30a – 12p</td>
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<tr>
<td><strong>THU</strong></td>
<td>#105F Outlook Basics 10a – 12p @ CCC #139F Synergy 10a-12p</td>
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<tr>
<td><strong>FRI</strong></td>
<td>#105F Outlook Basics 10a – 12p</td>
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<tr>
<td><strong>SAT</strong></td>
<td><strong>#105F Outlook Basics 10a – 12p</strong></td>
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<tr>
<td><strong>SUN</strong></td>
<td>#106F Blackboard 1 #107F Blackboard 2 #108F Blackboard 3 8:30a – 3:30p</td>
</tr>
<tr>
<td><strong>MON</strong></td>
<td>#106F Blackboard 1 #107F Blackboard 2 #108F Blackboard 3 8:30a – 3:30p</td>
</tr>
<tr>
<td><strong>TUE</strong></td>
<td>#109F Photoshop – Pt. 3 of 3 9 – 10a #110F Finding/Using Educ. Resources 4:30 – 5:30p</td>
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<tr>
<td><strong>WED</strong></td>
<td>#109F Photoshop – Pt. 3 of 3 9 – 10a #110F Finding/Using Educ. Resources 4:30 – 5:30p</td>
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<tr>
<td><strong>THU</strong></td>
<td>#72F SLO Workshop 9:30a – 12p #112F iTunes 12 – 1p @ CCC</td>
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<tr>
<td><strong>FRI</strong></td>
<td>#72F SLO Workshop 9:30a – 12p #112F iTunes 12 – 1p @ CCC</td>
</tr>
<tr>
<td><strong>SAT</strong></td>
<td><strong>#72F SLO Workshop 9:30a – 12p #112F iTunes 12 – 1p @ CCC</strong></td>
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<tr>
<td><strong>SUN</strong></td>
<td>#113F CCCConfer 12 – 1:30p #134F Math Ideas 4 – 5p</td>
</tr>
<tr>
<td><strong>MON</strong></td>
<td>#113F CCCConfer 12 – 1:30p #134F Math Ideas 4 – 5p</td>
</tr>
<tr>
<td><strong>TUE</strong></td>
<td>#115F Conflict Resolution 2-3:30p #80F Coffee on the Side 2:45 – 4p</td>
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<tr>
<td><strong>WED</strong></td>
<td>#115F Conflict Resolution 2-3:30p #80F Coffee on the Side 2:45 – 4p</td>
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<tr>
<td><strong>THU</strong></td>
<td>#114F Virtual Worlds &amp; Second Life 12 – 1p</td>
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<tr>
<td><strong>FRI</strong></td>
<td>#114F Virtual Worlds &amp; Second Life 12 – 1p</td>
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<tr>
<td><strong>SAT</strong></td>
<td><strong>#114F Virtual Worlds &amp; Second Life 12 – 1p</strong></td>
</tr>
<tr>
<td><strong>SUN</strong></td>
<td>#117F How to Develop Surveys 10 – 11a #118F Intro to Online Repository 12 – 1p</td>
</tr>
<tr>
<td><strong>MON</strong></td>
<td>#117F How to Develop Surveys 10 – 11a #118F Intro to Online Repository 12 – 1p</td>
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<tr>
<td><strong>TUE</strong></td>
<td>#119F Illustrator 8:30 – 10a</td>
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<tr>
<td><strong>WED</strong></td>
<td>#119F Illustrator 8:30 – 10a</td>
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<tr>
<td><strong>THU</strong></td>
<td>#73F SLO Workshop 9:30a – 12p</td>
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<tr>
<td><strong>FRI</strong></td>
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<td><strong>SAT</strong></td>
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<tr>
<td><strong>SUN</strong></td>
<td>#140F Synergy 10a-12p</td>
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<tr>
<td><strong>MON</strong></td>
<td>#140F Synergy 10a-12p</td>
</tr>
<tr>
<td><strong>TUE</strong></td>
<td>#116F Distance Learning Drop-In 11:30a – 1:30p</td>
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<tr>
<td><strong>WED</strong></td>
<td>#116F Distance Learning Drop-In 11:30a – 1:30p</td>
</tr>
<tr>
<td><strong>THU</strong></td>
<td>#74F SLO Workshop 9:30a – 12p</td>
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<tr>
<td><strong>FRI</strong></td>
<td>#74F SLO Workshop 9:30a – 12p</td>
</tr>
<tr>
<td><strong>SAT</strong></td>
<td><strong>#74F SLO Workshop 9:30a – 12p</strong></td>
</tr>
</tbody>
</table>
#121F Native American Art & Basket Weaving
1:30 – 3:30p

#120F Contribute Academic Content to Online Repository
4:30 – 5:30p

#122F Blackboard 1
#123F Blackboard 2
#124F Blackboard 3
8:30a – 3:30p

#76F SLO Workshop
9:30a – 12p

#125F FrontPage
10a – 12p

#141F Synergy
10a – 12p

#126F Adv. Section 508
12 – 1:30p

#128F Finding/Using Educ. Resources
3:45 – 4:45pm @ CCC

#135F Math Ideas
4 – 5p

#77F SLO Workshop
9:30a – 12p

*Last day to register for December online Blackboard workshop series
ONLINE BLACKBOARD SERIES DEC 1 – 5

- **#129F Intro to Online Repository**: 4:30 – 5:30p
- **#130F Blackboard 2**
- **#131F Blackboard 3**
- **#143F Synergy**: 10a – 12p
#83F Student Learning Outcomes Online Workshop • FLEX credit - 1 hour
Strategic Goal: Teaching and Learning
Are you unclear as to the what’s, how’s, when’s and why’s of SLOs? If so, this workshop will help you by providing a panoramic look at SLOs. From the origins of SLO implementation in colleges to how to write strong SLOs, this workshop will give you the details and the big picture of SLOs. After completing this workshop, you will know the role of SLOs in your courses and in the larger context of the college.

*To register for this online workshop, please email Leslie Carr at leslie.carr@canyons.edu.

Tuesday, August 4, 2009
#42F How to Organize & Backup Your Computer Files
2:00-3:00pm
Y-107
FLEX credit - 1 hour
Instructor: Ron Pruitt
Strategic Goal: Technological Advancement
During this workshop you will learn how to efficiently organize your computer so that you can quickly locate documents, emails, photographs, etc. In addition, you will learn how to effectively backup your Windows XP or Vista computer to an external hard drive\usb travel device drive using Windows Backup Wizard.

Wednesday, August 5, 2009
#43F Office ’07 ONE NOTE
2:00-3:00pm
Y-107
FLEX credit - 1 hour
Instructor: Mike Gunther
Strategic Goal: Technological Advancement
Office OneNote 2007 is a digital notebook that provides people one place to gather their notes and information, powerful search to find what they are looking for quickly, and easy-to-use shared notebooks so that they can manage information overload and work together more effectively.

Thursday, August 6, 2009
#44F Basics of Media Editing for Online Courses
9:00-10:30am
Y-107
FLEX credit - 1.5 hours
Instructor: John Makevich
Strategic Goal: Technological Advancement
Though it is becoming easier to record digital media on the go, sometimes faculty want to perform some simple editing of the content. This workshop will provide participants with some of the tools and strategies for how to edit content, what types of content to edit, and to what extent the editing should be done in order to promote timely production of material. Users will be introduced to Windows Movie Maker and Audacity as ideal (and free) tools to be used for the editing process.

Tuesday, August 11, 2009
#45F Microsoft WORD ’07 - Part 1 of 3
1:30-3:30pm
Y-107
FLEX credit - 2 hours
Instructor: Cheryl Sawyer
Strategic Goal: Technological Advancement
Whether you create newsletters, articles, annual reports or update a blog, Microsoft Word 2007 enables you to create, edit and share content in a variety of formats. During this series of workshops you will learn:
• Themes - allows you to change the entire look of a document with just a few mouse clicks
• Building Blocks - gives you the opportunity to create reusable content
• Quick Styles - quick and easy way to enhance pictures that you have inserted into your document
Wednesday, August 12, 2009
#46F Microsoft WORD '07 - Part 2 of 3
1:30-3:30pm
Y-107
FLEX credit - 2 hours
Instructor: Cheryl Sawyer
Strategic Goal: Technological Advancement
Whether you create newsletters, articles, annual reports or update a blog, Microsoft Word 2007 enables you to create, edit and share content in a variety of formats. During this series of workshops you will learn:
• Themes - allows you to change the entire look of a document with just a few mouse clicks
• Building Blocks - gives you the opportunity to create reusable content
• Quick Styles - quick and easy way to enhance pictures that you have inserted into your document

Thursday, August 13, 2009
#47F Microsoft WORD '07 - Part 3 of 3
1:30-3:30pm
Y-107
FLEX credit - 2 hours
Instructor: Cheryl Sawyer
Strategic Goal: Technological Advancement
Whether you create newsletters, articles, annual reports or update a blog, Microsoft Word 2007 enables you to create, edit and share content in a variety of formats. During this series of workshops you will learn:
• Themes - allows you to change the entire look of a document with just a few mouse clicks
• Building Blocks - gives you the opportunity to create reusable content
• Quick Styles - quick and easy way to enhance pictures that you have inserted into your document

Friday, August 14, 2009
#22F American Red Cross CPR
9:00am – 1:00pm
EPEK 101
FLEX credit – 4 hours
Instructor: Chad Peters
*Limited to 20 participants
Strategic Goal: Human Resources
The American Red Cross CPR program is designed to give you the training you need to respond in an emergency situation with skills that can save a life. This hands-on skills training will prepare you to respond to breathing and cardiac emergencies in adults. Participants who pass the written and skills tests will receive an American Red Cross certificate good for one year.
*Please wear comfortable clothing and bring your own lunch or snack and beverage.

Friday, August 14, 2009
#23F American Red Cross CPR Review and Challenge Course
2:30 – 3:30pm
EPEK 101
FLEX credit – 1 hour
Instructor: Chad Peters
*PRE-REQUISITE: MUST HAVE CURRENT, VALID CPR CERTIFICATION
*Limited to 15 participants
Strategic Goal: Human Resources
This course is limited to those who are currently certified in CPR and would like to renew their certification. The course will consist of a brief review of the information and skills encompassed in the CPR Course, followed by a practical and written exam to verify the knowledge and skills were retained. The American Red Cross CPR certificate expires annually.
College of the Canyons is dedicated to improving the professional growth of its faculty, staff and administrators by offering a wide variety of professional development opportunities that support both the institution’s strategic goals and the personal professional development goals of its employees. Professional development opportunities are offered that promote technological advancement, institutional effectiveness, student support, the development of model academic and professional programs, promote and support excellence in teaching and learning, keep emphasizing the importance of creating a sense of community among students and staff and inspire, innovate and foster the development of leadership skills of all staff.

The expectation that all employees will engage in professional development is integrated into every job description. The district is committed to help employees meet their expectations through the development of high-quality, comprehensive professional development programs, (recognized as a leader among professional development programs in the state). We are fortunate here at College of the Canyons to enjoy such a program and reap its benefits.

At a time when many community colleges have either downsized or completely eliminated their professional development programs due to budget cuts, College of the Canyons has blazed the trail by fully funding its professional development program and maintaining a full ten days of FLEX activities each year. We are also fortunate to have the dedicated support of the Chancellor, Dr. Dianne G. Van Hook, and the Board of Trustees, who clearly understand the value and importance of professional growth to the development of the capabilities of individuals and the college, and strongly encourage all employees to dare to dream and make it happen!

For information regarding FLEX guidelines, Frequently Asked Questions, and on-going FLEX activities, please visit the Professional Development website at www.canyons.edu/offices/pd.
Fall 2009 FLEX Schedule

Monday, August 17, 2009
9:00 – 10:20am #3F The Conflicted Teacher: Ethical Tension in the Modern Classroom
10:00 – 11:50am #4F Expanding Access: The Case for Open Educational Resources
12:00 – 1:20pm #5F Clickers: An Interactive Technology For The Classroom
1:30 – 2:50pm #6F Promoting Academic Integrity in the Online Classroom
1:30 – 2:50pm #7F Memory, Learning, and How the Brain Works
3:00 – 3:50pm #8F Behavioral Intervention Team
3:00 – 4:20pm #9F Learning Styles and Our Classrooms

Tuesday, August 18, 2009
9:00 – 12:00pm #12F Beginning ACCESS – Part 1 of 3
9:00 – 10:20am #10F The Curriculum Revision Process
9:00 – 9:50am #11F Supplemental Instruction
10:30 – 11:20am #15F Finding Online Educational Resources for Your Course
1:30 – 2:50pm #24F CCCConfer/Advanced Section 508
1:30 – 2:50pm #51F Building Collegial Relationships
5:30 – 6:50pm #25F Admissions & Records 101

Wednesday, August 19, 2009
8:30am – 12:00pm #1F New Employee Orientation
9:00 – 10:15am #16F What Do Students Want and Need from a Teacher, and How Can We Provide It?
9:00am – 12:00pm #13F Beginning ACCESS – Part 2 of 3
10:30 – 11:45am #50F A Closer Look at COC Students
11:00 – 11:50am #18F Producing Online Academic Content for Your Course
1:00 – 1:50pm #17F Behavioral Intervention Team
1:30 – 3:30pm #48F Advanced Podcasting and Vodcasting
2:00 – 2:50pm #28F How to Prevent and Address Student Conduct Violations
2:45 – 4:00pm #78F Coffee on the Side
3:00 – 4:20pm #53F How to Create a Classroom Community
5:30 – 6:50pm #26F Admissions & Records 101

Thursday, August 20, 2009
9:00 – 11:30am #19F Leadership is an Attitude
9:00am – 12:00pm #14F Beginning ACCESS – Part 3 of 3
12:00 – 1:50pm #20F Q&A with the SCCCD Board of Trustees
1:00 – 1:50pm #29F Supplemental Instruction
2:00 – 2:50pm #30F Producing Online Academic Content for Your Course
3:00 – 5:00pm #21F Department Retreats
Fall 2009 FLEX Schedule

Monday, August 17, 2009
#3F The Conflicted Teacher: Ethical Tension in the Modern Classroom
9:00 – 10:20am
HSLH 135
FLEX credit – 1.5 hours
Presenters: Ron Dreiling and Chris Blakey
Strategic Goal: Teaching and Learning
Ethical issues arise when faculty find their educational ideals in conflict with non-classroom duties and other work-place realities. Come discuss with us the forces impacting faculty ethics. Help identify ethical dilemmas and explore strategies for addressing these concerns.

Monday, August 17, 2009
#4F Expanding Access: The Case for Open Educational Resources
10:30 – 11:50am
HSLH 204
FLEX credit – 1.5 hours
Presenters: James Glapa-Grossklag and John Makevich
Strategic Goal: Technological Advancement
New legal requirements and new technologies are changing the way faculty and students create and use content. Are you looking for options in choosing class material? Do you want to share your lecture notes, videos, and podcasts with others? Learn how the Online Educational Resources (OER) movement provides solutions, take a tour of our OER repository, and find out how you can get involved.

Monday, August 17, 2009
#5F Clickers: An Interactive Technology For The Classroom
12:00 – 1:20pm
HSLH 233
FLEX credit – 1.5 hours
Presenter: Bob Maxwell
Strategic Goal: Teaching and Learning
What are “Student Response Systems” and how can they improve learning in my class? How can I get my students more involved in my class? This workshop showcases the use of clickers in the classroom and details the way to increase student engagement, particularly that of developmental students, by using Student Response Systems. The presentation details how to begin using the clickers and offers suggestions for best practices in using Student Response Systems.

Monday, August 17, 2009
#6F Promoting Academic Integrity in the Online Classroom
1:30 – 2:50pm
HSLH 134
FLEX credit – 1.5 hours
Presenters: James Glapa-Grossklag and panel of experienced online instructors
Strategic Goal: Teaching and Learning
How can we promote academic integrity in online classes? Is it just a matter of detecting plagiarism? How do we design assessments that reduce the likelihood of cheating? Can we create an environment of academic honesty in our classes? A panel of experienced online instructors will share their experiences and insights. Time will allow for audience discussion as well.

Monday, August 17, 2009
#7F Memory, Learning, and How the Brain Works
1:30 – 2:50pm
HSLH 135
FLEX credit – 1.5 hours
Presenter: Edel Alonso
Strategic Goal: Teaching and Learning
Have you ever wondered how your brain manages to remember all the things it does? As a teacher, would you like to learn how to help students employ their brains and memories more effectively? Please join Dr. Edel Alonso, chair of the Counseling Department, as she presents her research on how the brain works to learn and remember information. This workshop will demonstrate for faculty how students can prepare for class and access different types of memory to help ensure academic success.

Monday, August 17, 2009
#8F Behavioral Intervention Team
3:00 – 3:50pm
ALLB 101
FLEX credit – 1 hour
Presenters: Beverly Kemmerling and Tammy Castor
Strategic Goal: Student Support
A student who once was engaged and attentive now shows up late, texts his friends during class and sometimes falls asleep during lecture. This change in behavior could be caused by: losing his job – losing his house – being on drugs- grieving a friend’s death- running out of his psych meds– or other life crisis. This workshop introduces the Behavioral Intervention Team and informs participants about a basic process to identify and address behavioral changes before they
become a threat to the campus. The Behavioral Intervention Team (BIT) at College of the Canyons is a small group of professionals dedicated to addressing concerns of faculty and staff about students with problem behaviors. BIT members will provide training on how to identify early problem behaviors and how best to intervene before he/she becomes a “problem student.” Both a referral and consultation service, with referrals made on-line or by telephone, BIT will address faculty/staff concerns and help plan and implement a strategy to promote student success and campus safety.

**Monday, August 17, 2009**

**#9F Learning Styles and Our Classrooms**  
3:00 – 4:20pm  
HSLH 204  
FLEX credit – 1.5 hours  
*Presenters: Brandy Janssen*  
Strategic Goal: Teaching and Learning  
Participants will become familiar with the dominant learning styles pioneered by Howard Gardner based on the theory of multiple intelligences. They will have opportunities to reflect on the instructional delivery of methods compatible with each learning style in order to appeal to a diverse student population.

**Tuesday, August 18, 2009**

**#10F The Curriculum Revision Process**  
9:00 – 10:20am  
HSLH 134  
FLEX credit – 1.5 hours  
*Presenter: Ann Lowe*  
Strategic Goal: Teaching and Learning  
Is it time to revise your course? Are you wondering what that really means? It’s simple once you know the guidelines! Come to this session to learn the key elements of a successful course revision. We will emphasize areas of special interest to faculty, including units, descriptions, SLO/objectives, content, assignments, and supplemental forms.

**Tuesday, August 18, 2009**

**#11F Supplemental Instruction**  
9:00 – 9:50am  
HSLH 135  
FLEX credit – 1 hour  
*Presenters: Jose Martin and Mary Petersen*  
Strategic Goal: Teaching and Learning  
What learning skills do your students need to do well in your classes? What additional content would you like to teach your students if only you had more time?

Would your students benefit from an instructor-lead workshop or a tutor working with you to support your classes? You are invited to attend this flex workshop which explains the Supplemental Instruction program and tutoring options that are available this fall. Learn how to provide students more time on task and increase their success in your courses.

**Tuesday, August 18, 2009**

**#12F Beginning Microsoft ACCESS**  
**Part 1 of 3**  
9:00am – 12:00pm  
HSLH 303  
FLEX credit – 3 hours  
*Presenters: Melanie Lipman and Victor Jadaon*  
Strategic Goal: Technological Advancement  
After this 3-day workshop, you will be able to create and maintain a database; create queries, forms and reports from a database; enhance the design of a table; integrate Access with the Web and with other programs; and define table relationships.

**Course Topics:**

- Introduction to Microsoft Access 2007
- Creating, naming, and saving a Database
- Creating and printing tables, forms, and reports
- Defining Table Relationships
- Querying a Database
- Using Action Queries
- Integrating Access with the Web and with Other Programs

**#13F Part 2 of 3: Wednesday, August 19**  
9:00am – 12:00pm  
FLEX credit – 3 hours  
HSLH 303

**#14F Part 3 of 3: Thursday, August 20**  
9:00am – 12:00pm  
FLEX credit – 3 hours  
HSLH 303
Tuesday, August 18, 2009
#15F Finding Online Educational Resources for your Course
10:30 – 11:20am
HSLH 135
FLEX credit – 1 hour
Presenter: John Makevich
Strategic Goal: Technological Advancement
This workshop will introduce the participant to the world of available online resources. We will examine and learn how to use open educational resource repositories such as Connexions, Merlot, OER Commons, and of course our own digital repository at COC. In addition, the participant will learn how to access content within IntelecomOnline, a database of video content to which we subscribe.

Tuesday, August 18, 2009
#24F Advanced Section 508/CCCConfer
1:30 – 2:50pm
Y-107
FLEX credit – 1.5 hours
Presenters: Scott McAfee and John Makevich
Strategic Goal: Technological Advancement
Prerequisites: CCCConfer and/or Section 508: Website Accessibility
This workshop will use the CCCConfer synchronous online learning environment to demonstrate some of the more specific challenges and opportunities that can arise while providing fully-accessible content to students. Basics of CCCConfer and accessibility issues will be reviewed and more advanced Section 508 questions will be answered.

Tuesday, August 18, 2009
#51F Building Collegial Relationships
1:30 – 2:50pm
HSLH 232
FLEX credit – 1.5 hours
Presenter: Jeanne Kuntz
Strategic Goal: Campus Climate
You are, no doubt, aware of the strong correlation between teacher well-being and a vibrant, productive classroom. However, in these difficult times, teachers often feel they are powerless to address their own needs. Our presenter, Jeanne Kuntz, has created Teacher Wellness Workshops to help teachers and school personnel incorporate wellness practices into their daily routine so they can make positive changes in manageable steps. As they create more balance in their own lives, teachers pass on these important life skills to their students. I address daily renewal (stress management), physical activity and healthy eating as antidotes to frustration and gateways to personal fulfillment.
Jeanne Kuntz is a Certified Wellness Coach who specializes in working with teachers. A retired teacher herself, Jeanne focuses on helping other educators put their health and wellbeing at the top of their priority list. By breaking down the process into manageable steps and focusing on what feels fun, she paves the way for individual breakthroughs, supported by a caring community. By the end of this session, you will learn how to:
• Reduce stress
• Maintain a positive attitude
• Become more energized by your ability to build collegial relationships and work together as a faculty team
• Move towards achieving and sustaining total well-being!

Tuesday, August 18, 2009
#25F Admissions & Records 101
5:30 – 6:50pm
CANYON COUNTRY CAMPUS – ROOM 301
FLEX credit – 1.5 hours
Presenters: Jasmine Ruys, Linda Rios, Ryan Theule
Strategic Goal: Institutional Effectiveness
This workshop will provide a guided tour of the services provided to faculty by the Admissions and Records department. Included in this session will be an overview of MyCanyons, the program that provides faculty the ability to turn in grades, drop students, email their rosters to themselves and so much more online.

Wednesday, August 19, 2009
#1F New Employee Orientation
8:30am – 12:00pm
Private Dining Room #1
FLEX credit – 3.5 hours
Coordinator: Leslie Carr
Strategic Goal: Human Resources
New Employee Orientation is designed to make new employees feel comfortable in their new position, and provide them with basic information that will assist them in their daily tasks. The orientation program provides new employees the opportunity to meet faculty and staff members in various departments on campus, and helps them become acquainted with the college.
The Chancellor’s New Employee Luncheon will take place immediately following the orientation in Private Dining Room #2 from 12:00 – 1:30pm. The luncheon is open to new employees only.

Wednesday, August 19, 2009
#16F What Do Students Want and Need from a Teacher, and How Can We Provide It?
9:00 - 10:15am
HSLH 233
FLEX credit – 1.5 hours
Presenter: Russell Richardson
Strategic Goal: Teaching and Learning
All teachers have expectations of their students. Conversely, students surely have expectations of us. What are these expectations and in what ways should they affect our teaching practices?

Wednesday, August 19, 2009
#50F A Closer Look at COC Students
10:30 – 11:45am
HSLH 233
FLEX credit – 1.5 hours
Presenters: Deanna Davis
Strategic Goal: Teaching and Learning
The Faculty Development Committee surveyed some students to get more information about their views of teachers and learning. The results of those surveys provide some specific feedback to us as we attempt to refine and strengthen our teaching practices to help all students learn and achieve their goals.

Wednesday, August 19, 2009
#13F Beginning Microsoft ACCESS
Part 2 of 3
9:00am – 12:00pm
FLEX credit – 3 hours
HSLH 303

Wednesday, August 19, 2009
#18F Producing Online Academic Content for your Course
11:00 – 11:50am
HSLH 204
FLEX credit -- 1 hour
Presenter: John Makevich
Strategic Goal: Technological Advancement
This workshop is intended for those who are interested in developing online academic materials to use with their courses, but feel limited in time and resources. We will engage in discussion to shape your vision of how the content will come together at the end and will develop strategies and resources to get the job done. This is intended as a planning session, and attendees are strongly encouraged to attend other media development and online repository workshops as a follow-up.

Wednesday, August 19, 2009
#17F Behavioral Intervention Team
1:00 – 1:50pm
HSLH 204
FLEX credit – 1 hour
Presenters: Beverly Kemmerling and Tammy Castor
Strategic Goal: Student Support
A student who once was engaged and attentive now shows up late, texts his friends during class and sometimes falls asleep during lecture. This change in behavior could be caused by: -losing his job – losing his house – being on drugs- grieving a friend’s death- running out of his psych meds–or other life crisis. This workshop introduces the Behavioral Intervention Team and informs participants about a basic process to identify and address behavioral changes before they become a threat to the campus. The Behavioral Intervention Team (BIT) at College of the Canyons is a small group of professionals dedicated to addressing concerns of faculty and staff about students with problem behaviors. BIT members will provide training on how to identify early problem behaviors and how best to intervene before he/she becomes a “problem student.” Both a referral and consultation service, with referrals made on-line or by telephone, BIT will address faculty/staff concerns and help plan and implement a strategy to promote student success and campus safety.

Wednesday, August 19, 2009
#48F Advanced Podcasting and Vodcasting
1:30 – 3:30pm
Y-107
FLEX credit - 2 hours
Instructor: John Makevich
Strategic Goal: Technological Advancement
This workshop is a continuation of the topics introduced in the Introduction to Podcasting and Vodcasting workshop. Participants will produce a podcast/vodcast series of content. As well, they will implement some of the methods for delivery of this content, including but not limited to the development of script code to link the material to iTunes. This session will also be somewhat customized to work around the specific needs of the faculty in attendance.
Wednesday, August 19, 2009

#28F How to Prevent and Address Student Conduct Violations
2:00 – 2:50pm
HSLH 204
FLEX credit – 1 hour
Presenter: Michael Joslin
Strategic Goal: Student Support
This presentation will address the issue of violations of the Student Conduct Code and how we as educators can take a proactive role with regard to preventing violations from occurring in the first place. The process for handling alleged violations of student conduct will be covered, as will frequently asked questions about the process.

Wednesday, August 19, 2009

#78F Coffee on the Side
2:45-4:00pm
LIBR-206
FLEX credit - 1.5 hours
Presenter: Rick Howe
Strategic Goal: Campus Climate
It is important to find ways to stay connected and to support each other as a learning community here at COC. The Coffee on the Side series will help to facilitate this much needed community building while allowing us to share ideas and improve our teaching. The Coffee on the Side seminar series provides an arena for interdisciplinary discussions and the exchange of ideas. After a formal thirty minute presentation on the topic by the guest presenter, discussion is opened to all participants.

Wednesday, August 19, 2009

#53F How to Create a Classroom Community
3:00 – 4:20pm
HSLH 232
FLEX credit – 1.5 hours
Presenters: Bianca Philippi and Vincent Devlahovich
Strategic Goal: Teaching and Learning
Creating a classroom community means far more than simply putting students together in groups and expecting them to work together. A classroom community that focuses on the learner, creates a safe place for learning, encourages the exchange and sharing of ideas, and fosters cooperation among the students is the ideal atmosphere that supports the efficient and effective delivery of curriculum content to students.

At this session, the presenters will discuss how to create a classroom community that effectively engages students and promotes active learning by:

• Defining the role of the classroom (the actual room)
• Discussing how to develop a learning community whether you teach in person or online
• Sharing concrete strategies and techniques faculty can use in the classroom, and discuss how it applies to all disciplines
• Engaging in discussion and sharing of what’s currently working and not working in the classroom
• Looking at our students from a multi-generational perspective, and discuss how to best serve each of those generations in the classroom

Wednesday, August 19, 2009

#26F Admissions & Records 101
5:30 – 6:50pm
PDR #2
FLEX credit – 1.5 hours
Presenters: Jasmine Ruys, Linda Rios, Ryan Theule
Strategic Goal: Institutional Effectiveness
This workshop will provide a guided tour of the services provided to faculty by the Admissions and Records department. Included in this session will be an overview of MyCanyons, the program that provides faculty the ability to turn in grades, drop students, email their rosters to themselves and so much more online.

Thursday, August 20, 2009

#19F Leadership is an Attitude – If you want to do something, you’ll find a way.
9:00 – 11:30am
HSLH 235
FLEX credit – 2.5 hours
Presenter: Dianne Van Hook
Strategic Goal: Leadership
The opportunity to jump into a new leadership position can create a lot of questions. You may already know what those questions are, but there are others you may not have thought of. Join Chancellor Dr. Dianne Van Hook for an example-filled and enlightening workshop that will help you navigate the challenges of leadership opportunities and make the most of them while avoiding common mistakes. Learn:

• How to choose what to join or lead
• How to say no to all the requests
• Where does your leadership style fit in?
• How can we all avoid duplication of effort?
• How you lead by following – sustaining what works
- Top 5 things that make a successful leader
- What are the five critical mistakes you can avoid?
- COC Stories – What people didn't know when they started and how they learned
- How to get on-the-job training right here at COC

**Thursday, August 20, 2009**

#14F Beginning Microsoft ACCESS
Part 3 of 3
9:00am – 12:00pm
FLEX credit – 3 hours
HSLH 303

**Thursday, August 20, 2009**

#20F Q&A with the Board of Trustees
12:00 – 1:50pm
ALLB 113
FLEX credit – 2 hours
*Strategic Goal: Campus Climate*
Bring your lunch and chat with members of the SCCC Board of Trustees. Your questions and comments are encouraged and welcomed. Beverages and dessert will be provided.

**Thursday, August 20, 2009**

#29F Supplemental Instruction
1:00 – 1:50pm
HSLH 135
FLEX credit – 1 hour
*Presenters: Jose Martin and Mary Petersen*
*Strategic Goal: Teaching and Learning*
What learning skills do your students need to do well in your classes? What additional content would you like to teach your students if only you had more time? Would your students benefit from an instructor-lead workshop or a tutor working with you to support your classes? You are invited to attend this flex workshop which explains the Supplemental Instruction program and tutoring options that are available this fall. Learn how to provide students more time on task and increase their success in your courses.

**Thursday, August 20, 2009**

#30F Producing Online Academic Content for your Course
2:00 – 2:50pm
HSLH 204
FLEX credit – 1 hour
*Presenter: John Makevich*
*Strategic Goal: Technological Advancement*
This workshop is intended for those who are interested in developing online academic materials to use with their courses, but feel limited in time and resources. We will engage in discussion to shape your vision of how the content will come together at the end and will develop strategies and resources to get the job done. This is intended as a planning session, and attendees are strongly encouraged to attend other media development and online repository workshops as a follow-up.

**Thursday, August 20, 2009**

#21F Department Retreats
3:00 – 5:00pm
Please contact your Department Chair for the location
FLEX credit – 2 hours
*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.*
August 24 – October 19, 2009

#146F EDU 106: Introduction to Online Teaching and Learning – 100% ONLINE course
FLEX credit – 36 hours or 2 units in Salary Advancement credit

Instructors: Kelly Burke and James Glapa-Grossklag
Strategic Goal: Technological Advancement/Teaching and Learning
In this course, we will explore the application of learning theories for online learners; characteristics of online learners; differences between face-to-face and online learning; resources for online teaching and learning; best practices of effective online communication; the nature of online assessments; and how to make online content accessible to all users, in compliance with Section 508. The course is designed so that you will experience the various components of an online course from both student and instructor perspectives. In short, the course will assist everyone in their quest to provide students with an outstanding online learning experience.
Although you will become adept at using common online teaching tools, our course is not about technology, but rather about pedagogy, not about the newest technological tools, but rather about teaching strategies. You will use a variety of Blackboard features; however, this class will not train you to build your own course within Blackboard. To learn how to build your online class within Blackboard, we encourage you to participate in the college’s technology training workshops.

For more information about the course, you may visit the website for the Institute of Teaching and Learning at www.canyons.edu/ITL, and click on the course name. For additional information, please contact Ron Dreiling at ron.dreiling@canyons.edu.

Friday, August 28, 2009

#136F Synergy #1
10:00am – 12:00pm
LIBR 206
FLEX credit – 2 hours

Presenters: Fred D’Astoli and Christina Chung
Strategic Goal: Human Resources
The SYNERGY program for new faculty was launched in 2008-09. The new faculty that participated engaged in a year-long set of experiences and training sessions, conducted in a learning community setting, orienting them to the college and the community. SYNERGY addressed the unique needs of new faculty as they launched their academic careers at College of the Canyons. What we discovered was that the “veterans” among us—the mentors and facilitators who have been at COC for a while—were surprised at how much we learned! So, this year’s Synergy program will not only be geared towards new faculty but also faculty members who are in the process of achieving tenure. Of course, those “seasoned” faculty who would simply like to learn more about COC are also invited to attend.

Friday, August 28, 2009

#68F Section 508 Website Accessibility
1:00-2:00pm
Y-107
FLEX credit – 1 hour

Presenter: Scott McAfee
Strategic Goal: Technological Advancement
Find out how to ensure that all students are able to benefit from online education. Learn how to make your web pages compliant with the federal law, known as Section 508. Learn what the law requires, how accessibility guidelines help our students succeed and how to make sure your web pages are compliant.

Friday, August 28, 2009

#49F Datatel Basics
2:00-3:30pm
Y-107
FLEX credit - 1.5 hours

Instructor: Mike Brezina
Strategic Goal: Technological Advancement
Learn how to navigate your way around the Datatel 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. Your questions are welcomed.

*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. You will need to obtain the appropriate signatures and then return it to the MIS department at least three days prior to the workshop.
Tuesdays, September 8 – November 17, 2009

#66F Community College Education
3:00 – 6:30pm (No class October 6 and 13)
FLEX credit – 36 hours or Salary Advancement Credit (2 units)

Instructors: Dianne Van Hook and Diane Stewart

Strategic Goal: Institutional Effectiveness
Community College Education is a survey of the development and impact of the community college in the United States including an examination of the history, organization, programs, population served and social role of the largest institution of higher education in the world. The course will focus primarily on the California Community Colleges. Participants will also gain an understanding of their own role within this system. When scheduling allows, the class will include knowledgeable guest speakers and field trips to enhance the learning experience.

*Please contact Ron Dreiling at ron.dreiling@canyons.edu to obtain registration information.

Wednesday, September 9, 2009

#84F How to Run an Effective Meeting
11:00am – 12:00pm
ALLB 113
FLEX credit – 1 hour

Presenters: Daylene Meuschke and Jasmine Ruys

Strategic Goal: Institutional Effectiveness
Are your meetings going off track, taking too much time, or not accomplishing the items you want to see done? Or, do you want some tricks-of-the-trade to make your meetings more effective? Then this is the workshop for you. We will discuss some strategies to help you make your meetings effective and enable you to accomplish your goals.

Wednesday, September 9, 2009

#85F Introduction to oer.canyons Online Repository
4:30-5:30pm
Room Y-107
FLEX credit - 1 hour

Presenter: John Makevich

Strategic Goal: Technological Advancement
Come learn how to use the new Open Educational Resources Repository at College of the Canyons! Participants will receive an introduction to the repository and what it has to offer both faculty and students. They will be trained on how to access content both through Blackboard and outside of Blackboard and how to contribute content to the shared repository within Blackboard.

Friday, September 11, 2009

Blackboard Series

CANYON COUNTRY CAMPUS – Room 304
FLEX credit - 2 hours for each workshop/6 hours total

Presenter: John Makevich

Strategic Goal: Technological Advancement

#86F Part 1 – 8:30 - 10:30am
Participants will learn the basics of using the Blackboard Learning System. They will learn how to request a new course, navigate the learning environment, and integrate pre-existing course materials into their new Blackboard course(s).

#87F Part 2 – 10:30am - 12:30pm
In this workshop, participants will learn how to effectively work with discussion boards, groups, the Digital Drop Box, web links, and some basic gradebook skills. They will also practice uploading a syllabus and course documents.
Participants will learn how to effectively use assessments in Blackboard. They will discover how to create question pools for assessments and develop a quiz from those questions. More advanced tools and features of the system will be studied, as well as an introduction to tools that can enhance Blackboard.

Friday, September 11, 2009

#137F Synergy #2
10:00am – 12:00pm
PDR #2
FLEX credit – 2 hours

Presenters: Fred D’Astoli and Christina Chung

The SYNERGY program for new faculty was launched in 2008-09. The new faculty that participated engaged in a year-long set of experiences and training sessions, conducted in a learning community setting, orienting them to the college and the community. SYNERGY addressed the unique needs of new faculty as they launched their academic careers at College of the Canyons. What we discovered was that the “veterans” among us—the mentors and facilitators who have been at COC for a while—were surprised at how much we learned! So, this year’s Synergy program will not only be geared towards new faculty but also faculty members who are in the process of achieving tenure. Of course, those “seasoned” faculty who would simply like to learn more about COC are also invited to attend.

Tuesday, September 15, 2009

#89F Advanced Section 508: Accessibility in Online Courses
12:00 - 1:30pm
Room Y-107
FLEX credit – 1.5 hours

Presenter: Scott McAfee and John Makevich

This workshop is intended to be a follow-up to the introductory Section 508 workshop, but can be attended by all. Participants will be exposed to online content and will examine the accessibility of the content while engaging in critical discussion of methodology. The material may come from Blackboard, CCCConfer, and a variety of other online tools.

Tuesday, September 15, 2009

#133F Math Ideas
4:00 – 5:00pm
Room: TBA
FLEX credit – 1 hour

Presenter: James Gilmore

These seminars are informal and open to all faculty and staff interested in exploring anything related to mathematics, including teaching techniques, current developments or the history of mathematics. For additional information, or if you would like to present or moderate a discussion, or if you have an idea for a topic, please contact James Gilmore at james.gilmore@canyons.edu.

Wednesday, September 16, 2009

#90F Management Skills 101
10:00am – 12:00pm
ALLB 113
FLEX credit – 2 hours

Presenters: Donna Voogt, Jasmine Ruys, Jim Temple

This workshop will provide you with information on the key skills you will need to be a successful manager. This session will cover supervising employees, effectively communicating your expectations for work performance, and professional behavior in the office (ie: cell phone use and texting on the job, appropriate dress, having a positive attitude, and customer service). The presenters will also address the importance of keeping your administrator in the loop regarding the day-to-day activities of the office, and determining when and how to notify your administrator of employee performance and/or discipline issues. The workshop will conclude with tools you can use to manage projects, set goals and evaluate your progress.

Wednesday, September 16, 2009

#79F Coffee on the Side
2:45-4:00pm
LIBR-206
FLEX credit - 1.5 hours

Presenter: Andrew Jones-Cathcart

It is important to find ways to stay connected and to support each other as a learning community here at COC. The Coffee on the Side series will help to facilitate this much needed community building while allowing us to share ideas and
improve our teaching. The Coffee on the Side seminar series provides an arena for interdisciplinary discussions and the exchange of ideas. After a formal thirty minute presentation on the topic by the guest presenter, discussion is opened to all participants.

**Thursday, September 17, 2009**

**#91F MyCanyons**  
2:00 – 3:00pm  
Room Y-107  
FLEX credit – 1 hour  
**Presenter: Phillip Trujillo**  
Strategic Goal: Technological Advancement  
Need to check your vacation or sick leave balance, get an up to date class roster, register for a class, or apply for Financial Aid? See how you can use My Canyons to do this from the comfort of your own home. My Canyons is not just for student registration. Come learn what My Canyons offers you.

**Friday, September 18, 2009**

**#92F Beginning Web Design Using FrontPage**  
9:00 – 11:00am  
Room Y-107  
FLEX credit – 2 hours  
**Presenter: Michael Gunther**  
Strategic Goal: Technological Advancement  
Learn the basics of FrontPage to easily create a web site. This workshop is geared for individuals with no prior experience in constructing web sites. Learn the secrets that allow you to quickly and easily build a web site from scratch. Topics include:

- Planning your web site  
- Navigating FrontPage 2003  
- Using dynamic web templates

**Friday, September 18, 2009**

**#93F Introduction to Podcasting and Vodcasting**  
12:00-1:30pm  
Room Y-107  
FLEX credit – 1.5 hours  
**Presenter: John Makevich**  
Strategic Goal: Technological Advancement  
Participants will learn how to create a podcast (audio) or vodcast (video) with limited editing. Strategies for effective recording and content design will be introduced in order to best promote quick upload of media content to Blackboard, a website, or even iTunes. The attendees will also have an opportunity to see some simple recording tools demonstrated.

**Tuesday, September 22, 2009**

**#94F Contribute Your Academic Content to the oer.canyons Online Repository**  
12:00-1:00pm  
Room Y-107  
FLEX credit - 1 hour  
**Presenter: John Makevich**  
Strategic Goal: Technological Advancement  
Many of you have academic content you have created for your classes. You might have handouts, images, videos, or other helpful items that are worth sharing with colleagues and other students. Bring your flash drive with content you would like to contribute to our oer.canyons repository and together we will upload it all. Earn FLEX credit just for contributing to this useful sharing system!

**Wednesday, September 23, 2009**

**#95F How to Create Online Forms**  
8:30 – 10:00am  
HSLH 305  
FLEX credit – 1.5 hours  
**Presenter: Peter Hernandez**  
Strategic Goal: Technological Advancement  
In this workshop you will learn how to use Adobe Acrobat Pro to create PDF forms for online download. Hands on examples will be used to demonstrate how to take existing forms and convert them into interactive digital forms.

**Thursday, September 24, 2009**

**#69F Advanced Section 508/CCCConfer (Online)**  
1:00-2:00pm  
FLEX credit – 1 hour  
**Presenter: Scott McAfee**  
Strategic Goal: Technological Advancement  
Find out how to ensure that all students are able to benefit from online education. Learn how to make your web pages compliant with the federal law, known as Section 508. Learn what the law requires, how accessibility guidelines help our students succeed and how to make sure your web pages are compliant.
Thursday, September 24, 2009
#97F Employee Recognition and Motivation
1:30 – 2:30pm
HSLH 305
FLEX credit – 1 hour
Presenter: Beth Asmus
Strategic Goal: Human Resources
What creates motivated, contributing people? How do you maintain high employee morale? Come to this session to discover a variety of strategies (and share some of your own) that contribute to employee motivation, positive employee morale, rewards and recognition. Also discussed will be how to develop and implement a reward and recognition system (if you don’t already have one), and learn how it can contribute to employee motivation, positive morale and retention.

Friday, September 25, 2009
#138F Synergy #3
10:00am – 12:00pm
PDR #2
FLEX credit – 2 hours
Presenters: Fred D’Astoli and Christina Chung
Strategic Goal: Human Resources
The SYNERGY program for new faculty was launched in 2008-09. The new faculty that participated engaged in a year-long set of experiences and training sessions, conducted in a learning community setting, orienting them to the college and the community. SYNERGY addressed the unique needs of new faculty as they launched their academic careers at College of the Canyons. What we discovered was that the “veterans” among us—the mentors and facilitators who have been at COC for a while—were surprised at how much we learned! So, this year’s Synergy program will not only be geared towards new faculty but also faculty members who are in the process of achieving tenure. Of course, those “seasoned” faculty who would simply like to learn more about COC are also invited to attend.

Friday, September 25, 2009
#98F Distance Learning Drop-In
11:30am-1:30pm
Room Y-107
FLEX credit provided for time attended
Presenter: John Makevich
Strategic Goal: Technological Advancement
Starting an online, hybrid or web-enhanced class? Stuck with issues on one you already teach? Stop by the distance learning open lab for help with design and implementation questions on Blackboard, CCCConfer and other distance learning tools.

Wednesday, September 30, 2009
#99F Adobe Photoshop – Part 1 of 3
9:00-10:00am
HSLH 305
FLEX credit - 1 hour
Presenter: Peter Hernandez
Strategic Goal: Technological Advancement
This workshop will introduce the fundamental workings of Photoshop. Topics covered are basic photo manipulation, image correction and image effects. Participants will receive hands on training using examples that are aimed at improving your skill level no matter how little experience you have with image editing.

Wednesday, September 30, 2009
#100F Giving Effective Feedback
2:00 – 3:30pm
HSLH 233
FLEX credit – 1.5 hours
Presenters: Victoria Leonard and Karyl Kicenski
Strategic Goal: Human Resources
We have all heard that “it’s not what you say, it’s HOW you say it.” In reality, it is WHAT you say AND HOW you say it! This workshop will focus on both verbal and nonverbal aspects of communication when giving feedback. Participants will identify effective and ineffective feedback and utilize effective feedback in all interpersonal situations.

Wednesday, September 30, 2009
#96F Books & Ideas – The Brief Wondrous Life of Oscar Wao by Junot Diaz
2:30 – 4:30pm
LIBR 206
FLEX credit – 2 hours
Presenter: Pierre Etienne
Strategic Goal: Teaching and Learning
Books & Ideas is a professional development activity which provides a forum for the College community to discuss books and other media such as films. The titles chosen will be announced early in the semester, providing sufficient time for faculty, staff, students and community members to read or view the selections. The person who selected the title will give a brief critique and then lead a discussion.
Friday, October 2, 2009
#70F SLO Workshop
9:30am-12pm
PDR #2
FLEX credit - 2.5 hours
*Presenters: SLO Committee*
Strategic Goal: Teaching and Learning
The Student Learning Outcomes (SLO) committee members will be available to provide training for your department on any aspect of SLO’s – writing course and program SLO’s, or assessing course and program SLO’s. To register your department for one of the training sessions, please send an email to Lea Templer at lea.templer@canyons.edu.

Friday, October 2, 2009
#101F How to Achieve a Work/Life Balance and Be Well
10:00am – 12:00pm
HSLH 230
FLEX credit – 2 hours
*Presenter: Jeanne Kuntz*
Strategic Goal: Human Resources
Jeanne Kuntz is a Certified Wellness Coach who specializes in working with those who are feeling stressed, overwhelmed and depleted of mental, physical and emotional energy. Jeanne focuses on helping others put their health and wellbeing at the top of their priority list. By breaking down the process into manageable steps and focusing on what feels fun, she paves the way for individual breakthroughs, supported by a caring community. By the end of this session, you will learn how to:
- Reduce stress
- Maintain a positive attitude
- Become more energized in your daily tasks and in your relationships with your colleagues
- Move towards achieving and sustaining total well-being!

Monday, October 5, 2009
#102F Fun Things to Do in Southern California for Little or No Cost
10:00 – 11:00am
ALLB 113
FLEX credit – 1 hour
*Presenter: Lisa Wallace*
Strategic Goal: Campus Climate
Think there’s nothing to do in Southern California without dropping hundreds of dollars at an amusement park or spending $12 per movie ticket? What if you knew that the Los Angeles County Museum of Art offers free jazz and chamber music concerts? Or that you can see vintage cars for free at places like the Nethercutt Collection or on Brand Avenue during Cruise Night? If you preferred, you could look at rare manuscripts or stroll through the extensive gardens of the Huntington Library on their monthly free admission day. Like touring architecturally-significant homes? Twice a year, during “Museums of the Arroyos,” you can travel by shuttle to several in the Pasadena area which open their doors for free. If the thought of finding lots of fun, interesting activities to do in Southern California for little or no cost intrigues you, then come to this workshop to hear--and share—a wide variety of favorite ideas.
Wednesday, October 7, 2009
#103F Adobe Photoshop – Part 2 of 3
9:00-10:00am
HSLH 305
FLEX credit - 1 hour
Instructor: Peter Hernandez
Strategic Goal: Technological Advancement
This workshop will continue on from part 1, introducing the fundamental workings of Photoshop. Topics covered are basic photo manipulation, image correction and image effects. Participants will receive hands on training using examples that are aimed at improving your skill level no matter how little experience you have with image editing.

Friday, October 9, 2009
#71F SLO Workshop
9:30am-12pm
PDR #2
FLEX credit - 2.5 hours
Presenters: SLO Committee
Strategic Goal: Teaching and Learning
The Student Learning Outcomes (SLO) committee members will be available to provide training for your department on any aspect of SLO’s – writing course and program SLO’s, or assessing course and program SLO’s. To register your department for one of the training sessions, please send an email to Lea Templer at lea.templer@canyons.edu.

Friday, October 9, 2009
#105F Outlook Basics
10:00am – 12:00pm
CANYON COUNTRY CAMPUS – Room 304
FLEX credit – 2 hours
Presenter: Be Phan
Strategic Goal: Technological Advancement
Participants will learn how to use the basic features of Outlook, including:
• Email
• Calendaring
• Meeting requests
• The task tool
• Reminders

Friday, October 9, 2009
#139F Synergy #4
10:00am – 12:00pm
LIBR 206
FLEX credit – 2 hours
Presenters: Fred D’Astoli and Christina Chung
Strategic Goal: Human Resources
The SYNERGY program for new faculty was launched in 2008-09. The new faculty that participated engaged in a year-long set of experiences and training sessions, conducted in a learning community setting, orienting them to the college and the community. SYNERGY addressed the unique needs of new faculty as they launched their academic careers at College of the Canyons. What we discovered was that the “veterans” among us—the mentors and facilitators who have been at COC for a while—were surprised at how much we learned! So, this year’s Synergy program will not only be geared towards new faculty but also faculty members who are in the process of achieving tenure. Of course, those “seasoned” faculty who would simply like to learn more about COC are also invited to attend.

Saturday, October 10, 2009
Blackboard Series
Room Y-107
FLEX credit - 2 hours for each workshop/6 hours total
Instructor: John Makevich
Strategic Goal: Technological Advancement

#106F Part 1 – 8:30 - 10:30am
Participants will learn the basics of using the Blackboard Learning System. They will learn how to request a new course, navigate the learning environment, and integrate pre-existing course materials into their new Blackboard course(s).

#107F Part 2 – 10:30am - 12:30pm
In this workshop, participants will learn how to effectively work with discussion boards, groups, the Digital Drop Box, web links, and some basic gradebook skills. They will also practice uploading a syllabus and course documents.
Wednesday, October 14, 2009
#108F Part 3 – 1:30 - 3:30pm
Participants will learn how to effectively use assessments in Blackboard. They will discover how to create question pools for assessments and develop a quiz from those questions. More advanced tools and features of the system will be studied, as well as an introduction to tools that can enhance Blackboard.

Wednesday, October 14, 2009
#109F Adobe Photoshop – Part 3 of 3
9:00-10:00am
HSLH 305
FLEX credit - 1 hour
Instructor: Peter Hernandez
Strategic Goal: Technological Advancement
Topics that will be covered are basic photo manipulation, image correction and image effects. You will receive hands on training using examples that are aimed at improving your skill level no matter how little experience you have with image editing.

Wednesday, October 14
#110F Finding and Using Educational Resources for Online Courses
4:30-5:30pm
Room Y-107
FLEX credit - 1 hour
Instructor: John Makevich
Strategic Goal: Technological Advancement
Come to this workshop to identify some sources of online academic content that you can use for your online course, or even to supplement a traditional class. We will introduce the participants briefly to our own oer.canyons repository, but also expose them to other repositories and useful methods for searching for academic content.

Friday, October 16, 2009
#112F Introduction to iTunes
12:00-1:00pm
CANYON COUNTRY CAMPUS – Room 304
FLEX credit – 1 hour
Instructor: John Makevich
Strategic Goal: Technological Advancement
iTunes is a widely-used tool for the access of media content on both PCs and Macs. This workshop will introduce the participants to the basics of iTunes, including how to subscribe to podcasts, how to download music (or other content), and how to discover content that might be useful for the education of students. The intent of this workshop is to provide the participant with basic familiarity with the application and to expand discussion of the use of podcasts in an educational setting.

Friday, October 16, 2009
#113F CCCConfer
12:00-1:30pm
Room Y-107
FLEX credit – 1.5 hours
Instructor: John Makevich
Strategic Goal: Technological Advancement
Participants will learn how to use CCCConfer, a live web conferencing program. CCCConfer allows you to deliver lectures, engage in discussion, and have one-on-one sessions with students. Additional features include full audio, whiteboarding, polling questions, and live text chat. Sessions can be archived for students to participate at a later date.

Friday, October 16, 2009
#134F Math Ideas
4:00 – 5:00pm
Room: TBA
FLEX credit – 1 hour
Presenter: James Gilmore
Strategic Goal: Teaching & Learning
These seminars are informal and open to all faculty and staff interested in exploring anything related to mathematics, including teaching techniques, current developments or the history of mathematics. For additional information, or if you would like to present or moderate a discussion, or if you have an idea for a topic, please contact James Gilmore at james.gilmore@canyons.edu.
Wednesday, October 21, 2009
#115F Conflict Resolution
2:00 – 3:30pm
HSLH 233
FLEX credit – 1.5 hours
Presenter: Victoria Leonard
Strategic Goal: Human Resources
Conflict is inevitable, but it doesn’t have to get out of hand. This workshop will help participants understand how conflict occurs, why it escalates, and how to handle it appropriately. Participants will be able to develop effective strategies for avoiding, minimizing, and resolving conflict.

Wednesday, October 21, 2009
#80F Coffee on the Side
2:45-4:00pm
LIBR-206
FLEX credit - 1.5 hours
Presenter: Sab Matsumoto
Strategic Goal: Campus Climate
It is important to find ways to stay connected and to support each other as a learning community here at COC. The Coffee on the Side series will help to facilitate this much needed community building while allowing us to share ideas and improve our teaching. The Coffee on the Side seminar series provides an arena for interdisciplinary discussions and the exchange of ideas. After a formal thirty minute presentation on the topic by the guest presenter, discussion is opened to all participants.

Thursday, October 22, 2009
#114F Discussion: Where Are We Now With Virtual Worlds and Second Life?
12:00-1:00pm
LIBR 206
FLEX credit – 1 hour
Facilitators: Scott McAfee and John Makevich
Strategic Goal: Technological Advancement
Virtual worlds are likely the first step in bringing a 3D experience to education. Such experiences provide tremendous opportunity for interactive learning, but do also face challenges. Participants and facilitators will engage in discussion of the many ways that platforms like Second Life can be used in education and the methods by which such environments are seeking to become more accessible and more compatible with current technology.

Friday, October 23, 2009
#73F SLO Workshop
9:30am-12pm
PDR #2
FLEX credit - 2.5 hours
Presenters: SLO Committee
Strategic Goal: Teaching and Learning
The Student Learning Outcomes (SLO) committee members will be available to provide training for your department on any aspect of SLO’s – writing course and program SLO’s, or assessing course and program SLO’s. To register your department for one of the training sessions, please send an email to Lea Templer at lea.templer@canyons.edu.

Friday, October 23, 2009
#140F Synergy #5
10:00am – 12:00pm
LIBR 206
FLEX credit – 2 hours
Presenters: Fred D’Astoli and Christina Chung
Strategic Goal: Human Resources
The SYNERGY program for new faculty was launched in 2008-09. The new faculty that participated engaged in a year-long set of experiences and training sessions, conducted in a learning community setting, orienting them to the college and the community. What we discovered was that the “veterans” among us—the mentors and facilitators who have been at COC for a while—were surprised at how much we learned! So, this year’s Synergy program will not only be geared towards new faculty but also faculty members who are in the process of achieving tenure. Of course, those “seasoned” faculty who would simply like to learn more about COC are also invited to attend.

Friday, October 23, 2009
#116F Distance Learning Drop-In
11:30am-1:30pm
Room Y-107
FLEX credit provided for time attended
Instructor: John Makevich
Strategic Goal: Technological Advancement
Starting an online, hybrid or web-enhanced class? Stuck with issues on one you already teach? Stop by the distance learning open lab for help with design and implementation questions on Blackboard, CCCConfer and other distance learning tools.
Tuesday, October 27, 2009
#117F Surveys – How to Develop and Use Them
10:00 – 11:00am
EPEK 102
FLEX credit – 1 hour
Presenter: Daylene Meuschke
Strategic Goal: Technological Advancement
Do you want to use a survey to gather information to inform your department or program planning? Did you know that in the past two years College of the Canyons Institutional Research office has conducted over 50 surveys? Surveys are a very useful tool for collecting data that can be used to answer questions, solve problems, to assess needs and set goals, to determine if objectives have been met, to establish baselines against which future comparisons can be made, and to analyze trends across time. Surveys are conducted in a variety of ways including mail, online (e.g., Survey Monkey) and point-of-service (or in person). If you would like to learn more about how to develop survey questions, the process for conducting a survey, pros and cons for distribution methods and other useful tips for conducting surveys, then this workshop is for you!

Tuesday, October 27, 2009
#118F Introduction to oer.canyons Online Repository
12:00-1:00pm
Room Y-107
FLEX credit – 1 hour
Instructor: John Makevich
Strategic Goal: Technological Advancement
Come learn how to use the new Open Educational Resources Repository at College of the Canyons! Participants will receive an introduction to the repository and what it has to offer both faculty and students. They will be trained on how to access content both through Blackboard and outside of Blackboard and how to contribute content to the shared repository within Blackboard.

Wednesday, October 28, 2009
#119F Illustrator
8:30 – 10:00am
HSLH 305
FLEX credit – 1.5 hours
Presenter: Peter Hernandez
Strategic Goal: Technological Advancement
Have you ever wondered what Adobe Illustrator is and what it is used for? This workshop will demonstrate how to use Adobe Illustrator to create great looking logos, flyers and even forms. No previous experience needed.

Friday, October 30, 2009
#74F SLO Workshop
9:30am-12pm
PDR #2
FLEX credit - 2.5 hours
Presenters: SLO Committee
Strategic Goal: Teaching and Learning
The Student Learning Outcomes (SLO) committee members will be available to provide training for your department on any aspect of SLO’s – writing course and program SLO’s, or assessing course and program SLO’s. To register your department for one of the training sessions, please send an email to Lea Templer at lea.templer@canyons.edu.
Friday, November 6, 2009
#75F SLO Workshop
9:30am-12pm
PDR #2
FLEX credit – 2.5 hours
Presenters: SLO Committee
Strategic Goal: Teaching and Learning
The Student Learning Outcomes (SLO) committee members will be available to provide training for your department on any aspect of SLO’s – writing course and program SLO’s, or assessing course and program SLO’s. To register your department for one of the training sessions, please send an email to Lea Templer at lea.templer@canyons.edu.

Friday, November 6, 2009
#141F Synergy #6
10:00am – 12:00pm
LIBR 206
FLEX credit – 2 hours
Presenters: Fred D’Astoli and Christina Chung
Strategic Goal: Human Resources
The SYNERGY program for new faculty was launched in 2008-09. The new faculty that participated engaged in a year-long set of experiences and training sessions, conducted in a learning community setting, orienting them to the college and the community. SYNERGY addressed the unique needs of new faculty as they launched their academic careers at College of the Canyons. What we discovered was that the “veterans” among us—the mentors and facilitators who have been at COC for a while—were surprised at how much we learned! So, this year’s Synergy program will not only be geared towards new faculty but also faculty members who are in the process of achieving tenure. Of course, those “seasoned” faculty who would simply like to learn more about COC are also invited to attend.

Wednesday, November 11, 2009
#120F Contribute your Academic Content to the oer.canyons Online Repository
4:30-5:30pm
Room Y-107
FLEX credit – 1 hour
Instructor: John Makevich
Strategic Goal: Technological Advancement
Many of you have academic content you have created for your classes. You might have handouts, images, videos, or other helpful items that are worth sharing with colleagues and other students. Bring your flash drive with content you would like to contribute to our oer.canyons repository and together we will upload it all. Earn FLEX credit just for contributing to this useful sharing system!

Thursday, November 12, 2009
#121F Native American Art and Basket Weaving – Celebrating Native American Heritage Month
1:30 – 3:30pm
LIBR 206
FLEX credit – 2 hours
Presenter: Lisa Malley
Strategic Goal: Cultural Diversity
When discussing Native American culture it is hard not to mention some aspect of their traditional arts and the cultural significance of these practices to the historical and contemporary populations. As a part of the celebration of Native American Heritage Month at COC, this workshop will introduce the complex distinctions of Native American artwork vs. craftwork as well as basket weaving history and techniques. Participants will be guided through the traditional basket making process and at the end of the workshop take home their very own basket!
Friday, November 13, 2009

Blackboard Series
Room Y-107
FLEX credit - 2 hours for each workshop/6 hours total

_Instructor: John Makevich_
Strategic Goal: Technological Advancement

#122F Part 1 – 8:30 - 10:30am
Participants will learn the basics of using the Blackboard Learning System. They will learn how to request a new course, navigate the learning environment, and integrate pre-existing course materials into their new Blackboard course(s).

#123F Part 2 – 10:30am - 12:30pm
In this workshop, participants will learn how to effectively work with discussion boards, groups, the Digital Drop Box, web links, and some basic gradebook skills. They will also practice uploading a syllabus and course documents.

#124F Part 3 – 1:30 - 3:30pm
Participants will learn how to effectively use assessments in Blackboard. They will discover how to create question pools for assessments and develop a quiz from those questions. More advanced tools and features of the system will be studied, as well as an introduction to tools that can enhance Blackboard.

Friday, November 13, 2009

#76F SLO Workshop
9:30am-12pm
PDR #2
FLEX credit - 2.5 hours

_Presenters: SLO Committee_
Strategic Goal: Teaching and Learning
The Student Learning Outcomes (SLO) committee members will be available to provide training for your department on any aspect of SLO’s – writing course and program SLO’s, or assessing course and program SLO’s. To register your department for one of the training sessions, please send an email to Lea Templer at lea.templer@canyons.edu.

Friday, November 13, 2009

#125F Beginning Web Design Using FrontPage
10:00am – 12:00pm
BONH 106
FLEX credit – 2 hours

_Presenter: Michael Gunther_
Strategic Goal: Technological Advancement
Learn the basics of FrontPage to easily create a web site. This workshop is geared for individuals with no prior experience in constructing web sites. Learn the secrets that allow you to quickly and easily build a web site from scratch. Topics include:

- Planning your web site
- Navigating FrontPage 2003
- Using dynamic web templates

Tuesday, November 17, 2009

#126F Advanced Section 508: Accessibility in Online Courses
12:00-1:30pm
Room Y-107
FLEX credit – 1.5 hours

_Instructor: Scott McAfee and John Makevich_
Strategic Goal: Technological Advancement
This workshop is intended to be a follow-up to the introductory Section 508 workshop, but can be attended by all. Participants will be exposed to online content and will examine the accessibility of the content while engaging in critical discussion of methodology. The material may come from Blackboard, CCCConfer, and a variety of other online tools.

Tuesday, November 17, 2009

#135F Math Ideas
4:00 – 5:00pm
Room: TBA
FLEX credit – 1 hour

_Presenter: James Gilmore_
Strategic Goal: Teaching & Learning
These seminars are informal and open to all faculty and staff interested in exploring anything related to mathematics, including teaching techniques, current developments or the history of mathematics. For additional information, or if you would like to present or moderate a discussion, or if you have an idea for a topic, please contact James Gilmore at james.gilmore@canyons.edu.
**Wednesday, November 18, 2009**

**#81F Coffee on the Side**
2:45-4:00pm
LIBR-206
FLEX credit - 1.5 hours
*Presenter: TBD (contact Kelly Cude)*

Strategic Goal: Campus Climate

It is important to find ways to stay connected and to support each other as a learning community here at COC. The Coffee on the Side series will help to facilitate this much needed community building while allowing us to share ideas and improve our teaching. The Coffee on the Side seminar series provides an arena for interdisciplinary discussions and the exchange of ideas. After a formal thirty minute presentation on the topic by the guest presenter, discussion is opened to all participants.

**Friday, November 20, 2009**

**#77F SLO Workshop**
9:30am-12pm
PDR #2
FLEX credit - 2.5 hours
*Presenters: SLO Committee*

Strategic Goal: Teaching and Learning

The Student Learning Outcomes (SLO) committee members will be available to provide training for your department on any aspect of SLO’s – writing course and program SLO’s, or assessing course and program SLO’s. To register your department for one of the training sessions, please send an email to Lea Templer at lea.templer@canyons.edu.

**Friday, November 20, 2009**

**#142F Synergy #7**
10:00am – 12:00pm
LIBR 206
FLEX credit – 2 hours
*Presenters: Fred D’Astoli and Christina Chung*

Strategic Goal: Human Resources

The SYNERGY program for new faculty was launched in 2008-09. The new faculty that participated engaged in a year-long set of experiences and training sessions, conducted in a learning community setting, orienting them to the college and the community. SYNERGY addressed the unique needs of new faculty as they launched their academic careers at College of the Canyons. What we discovered was that the “veterans” among us—the mentors and facilitators who have been at COC for a while—were surprised at how much we learned!

**Friday, November 20, 2009**

**#127F Basics of Media Editing in Online Courses**
12:00-1:30pm
Room Y-107
FLEX credit – 1.5 hours
*Instructor: John Makevich*

Strategic Goal: Technological Advancement

Though it is becoming easier to record digital media on the go, sometimes faculty want to perform some simple editing of the content. This workshop will provide participants with some of the tools and strategies for how to edit content, what types of content to edit, and to what extent the editing should be done in order to promote timely production of material. Users will be introduced to Windows Movie Maker and Audacity as ideal (and free) tools to be used for the editing process.

**Tuesday, November 24, 2009**

**#128F Finding and Using Educational Resources for Online Courses**
3:45 – 4:45pm
*CANYON COUNTRY CAMPUS – Room 304*
FLEX credit – 1 hour
*Instructor: John Makevich*

Strategic Goal: Technological Advancement

Come to this workshop to identify some sources of online academic content that you can use for your online course, or even to supplement a traditional class. We will introduce the participants briefly to our own oer.canyons repository, but also expose them to other repositories and useful methods for searching for academic content.
Week of December 1 - 5, 2009
Blackboard I, II, and III (ONLINE)
FLEX credit – 2 hours per module/6 hours total  
*Instructor: John Makevich*
Strategic Goal: Technological Advancement

"PARTICIPANTS MUST REGISTER FOR THIS WORKSHOP SERIES BY WEDNESDAY, NOVEMBER 25"

#129F Blackboard I (ONLINE)
Participants will learn the basics of using the Blackboard Learning System. They will learn how to request a new course, navigate the learning environment, and integrate pre-existing course materials into their new Blackboard course(s).

#130F Blackboard II (ONLINE)
In this workshop, participants will learn how to effectively work with discussion boards, groups, the Digital Drop Box, web links, and some basic gradebook skills. They will also practice uploading a syllabus and course documents.

#131F Blackboard III (ONLINE)
Participants will learn how to effectively use e-mail, messages, and assessments in Blackboard. They will discover how to create question pools for assessments and develop a quiz from those questions. They will also be introduced to other Internet tools and products that can supplement the Blackboard experience.

Friday, December 4, 2009
#143F Synergy #8
10:00am – 12:00pm  
PDR #2
FLEX credit – 2 hours  
*Presenters: Fred D’Astoli and Christina Chung*
Strategic Goal: Human Resources
The SYNERGY program for new faculty was launched in 2008-09. The new faculty that participated engaged in a year-long set of experiences and training sessions, conducted in a learning community setting, orienting them to the college and the community. SYNERGY addressed the unique needs of new faculty as they launched their academic careers at College of the Canyons. What we discovered was that the “veterans” among us—the mentors and facilitators who have been at COC for a while—were surprised at how much we learned! So, this year’s Synergy program will not only be geared towards new faculty but also faculty members who are in the process of achieving tenure. Of course, those “seasoned” faculty who would simply like to learn more about COC are also invited to attend.

Wednesday, December 9, 2009
#132F Introduction to oer.canyons Online Repository
4:30-5:30pm  
Room Y-107
FLEX credit – 1 hour  
*Instructor: John Makevich*
Strategic Goal: Technological Advancement
Come learn how to use the new Open Educational Resources Repository at College of the Canyons! Participants will receive an introduction to the repository and what it has to offer both faculty and students. They will be trained on how to access content both through Blackboard and outside of Blackboard and how to contribute content to the shared repository within Blackboard.
**LEAP**

Leadership Education in Action Program

Strategic Goal: Leadership

*Sign up for the Spring 2010 LEAP class!*

What is LEAP?
The College of the Canyons Leadership Education in Action Program (LEAP) was created in 2008 to foster the development of visionary, pace-setting administrative leaders. LEAP is designed to promote the development of “agents of institutional change” while providing “big picture” skills and the knowledge required to lead and shape our District and the Community College system. LEAP provides individuals who want to be leaders, at COC or elsewhere, the opportunities to identify and develop the knowledge, skill sets and confidence to be successful. Nowhere can you go today and participate in a degree program to thrive in community colleges. Several programs are underway, but we cannot wait. If you want to be a mover and a shaker in a vibrant forward thinking community college like COC, this program is for you!

What are LEAP’s goals?
In addition to fostering the development of a cadre of visionary leaders, LEAP is designed to achieve the following goals:

- To sharpen essential leadership skills that are not traditionally taught, including:
  - Analytical skills
  - Context and case building
  - Networking
  - Advocacy
  - Building internal and external partnerships
  - Resource generation
  - Anticipating outcomes and always having alternatives
  - Train our own skilled Community College leaders
  - Develop a network of mutual support among future administrative leaders
• Facilitate cross-departmental and cross-functional dialogue and the sharing of best practices
• Develop risk takers, entrepreneurs, trendsetters, big picture thinkers, facilitators of planned change, advocates, can-do, confident and accountable leaders

Who can learn and participate in LEAP?
The next LEAP session will focus on new and emerging leaders. Classified staff, full-time faculty, unit supervisors or directors who are contemplating moving up in administration are invited to apply. Applicants are expected to have been with the college for at least one full year and have some leadership experience.

What will participation in LEAP involve?
• Each LEAP session will be designed around one or more presentations focusing on “real-world” college district issues related to institutional change and development
• Some of the presentations will feature administrative leaders who have established reputations as “agents of change” across the state
• LEAP sessions will also offer a series of intensive “crash courses” designed to make participants aware of critically important skills and competencies needed to excel as a leader
• LEAP participants will put what they learn into immediate practice by applying the concepts and techniques they acquire to address real campus opportunities
• This program will be interactive and will include team project work outside of LEAP sessions
• The Chancellor guides the LEAP effort and will take a direct role in its planning and activities. In addition, accomplished college administrators and system leaders have provided input into the program

What kind of commitment is required?
• There will be 5 – 6 meetings on Friday mornings over the course of the spring 2010 semester
• Activities may include visits to other campuses/field trips; case studies, out-of-class responsibilities, as well as group discussions throughout the program.
• LEAP Solution Teams will be formed to develop and complete real life projects that will be implemented on our campus. At the end of the program, teams will present their plans and celebrate their achievements

LEAP Solution Team Projects – 2009
1. LEAP Garden
2. B.I.T. – Behavioral Intervention Team
3. IIP – Idea Incubator Project
4. Get Real – Re-Entry and Adult Learners
5. ABC – Arts and Business Learning Community at College of the Canyons
6. Crossroads – Project Based Learning

LEAP Solution Team Projects – 2008
1. Student Success Points
2. WeConnect: Enhancing Outcomes Through FLEX Learning Communities
3. Synergy – Welcoming New Faculty: A Learning Community Cohort
4. Developing Learning Community Models
5. Integrating Enrollment Management Into Everyone’s Priorities and Onto All Desks
6. MyCanyons: Stepping Up Our Commitment to Online Student Learning Support
7. The GO Program at College of the Canyons

How do I apply?
To pursue this opportunity, please complete the LEAP application available at www.canyons.edu/offices/pd
Applications will be available in October
Questions, please contact Leslie Carr at x3100

To learn more about these Solution Team projects, please visit the Professional Development website at www.canyons.edu/offices/pd.
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.

**Program Goals**

- To encourage motivated employees to develop themselves to their fullest potential
- To retain good managers
- To grow future managers and administrators for the College
- To create and foster effective and mutually beneficial relationships between the mentors and mentees
- Current and aspiring managers will have an opportunity to gain knowledge and skills that will assist them in moving up to the next level
- Mentorship will be a non-evaluative, relaxed relationship focused on coaching

**Program Participation**

To participate either as a mentor or mentee in the Professional Development Mentor Program, please contact Leslie Carr in the Professional Development office at leslie.carr@canyons.edu or at campus extension 3100.

**Mentor Program for New Online Faculty**

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 Jennifer Brezina at jennifer.brezina@canyons.edu. If you are an experienced online instructor and would like to become a mentor, please contact Jennifer Brezina at the same email address listed above.
**New Fulltime Faculty Mentor Program**

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 Fred D’Astoli at campus extension 3710 or at fred.dastoli@canyons.edu. Eight hours of FLEX credit per semester will be given to mentors.

**Mentor Program for Noncredit Faculty**

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
FLEX credit

Mentors will earn 6 hours of FLEX credit per semester, with a maximum of 12 hours per academic year. The time requirements for mentors are as follows:
-- Attend a mentor training session prior to mentoring a noncredit instructor (1 hour)
-- Meet with the new instructor prior to the class being offered to provide feedback on course design (1 hour)
-- Meet with the new instructor (formally and informally) throughout the semester to provide ongoing support (4 hours)

Procedure

-- As schedules are created, noncredit instructors can request a mentor by contacting Jose Martin via email at jose.martin@canyons.edu. A list of these new instructors, including their disciplines, will be compiled.
-- A list of potential mentors based on the qualifications listed above will be generated each semester with the assistance of the Community and Continuing Education office. These instructors will be contacted to ask if they are interested in being a mentor. If possible, mentors will be matched with instructors from their discipline.

The Association of California Community College Administrators (ACCCA) Mentor Program

The Association of California Community Colleges (ACCCA) Mentor Program is a statewide activity whose purpose is to provide a personal and professional development experience for selected individuals who have demonstrated a potential for expanded leadership roles in their current, or future, responsibilities with the California Community College system. Participants develop competencies through participation in ACCCA Mentee leadership events held during the one-year program.

Activities

The ACCCA Mentee Retreat and other Mentor Program activities are heavily participation-oriented with an emphasis on skill building and collaborative learning. Each Mentee completes a learning contract, which has a strong leadership component, encouraging participants to immediately apply knowledge, principles, and skills acquired or enhanced through the ACCCA Mentor Program. Mentees are responsible for arranging at least four face-to-face meetings with their mentor.
**Being a Mentor**

The role of the Mentor is to serve as a guide, role model, colleague and expert to their Mentee. The Mentor guides the Mentee in the development and completion of their learning contract, exposes their Mentee to new and complex administrative tasks and processes, teaches their Mentee how to learn new administrative skills on their own campus, and introduces their Mentee to higher-level management systems and practices. Additionally, the Mentor frequently gives advice to their Mentee in the preparation of application materials and interviews for promotional community college administrative positions.

ACCCA Mentees and Mentors develop an excellent, caring network of highly competent professional colleagues in the State. Many of the relationships that developed when the program began in 1988 still flourish today.

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**Goals of the ACCCA Mentor Program**

- To identify administrators, faculty and staff who have demonstrated a potential for expanded leadership roles in their current responsibilities with the California Community College system
- To provide learning experiences to expand and enhance participant’s current leadership skills and abilities
- To offer appropriate training for administrators
- To provide participants with a network for career opportunities
- To encourage Mentor Program participants to seek expanded leadership opportunities within their regions or the statewide system
- To assure the availability of a diverse pool of skilled leaders for the future administrative needs of the California Community Colleges
- To encourage the networking of participants inter-regionally in support of improved working relationships and communications across the state

---

**Who to contact to get involved:**

- Shirley Short  
  ACCCA Mentor Program Chair  
  shorts@scc.losrios.edu or visit the ACCCA website at www.accca.org
The Employee Wellness Program was developed to help meet your wellness needs. The various programs are designed to promote wellness in both your personal and professional life.

* Please note that these activities are for your own personal wellness, and are not eligible for FLEX credit.

**Massage Therapy with Delana Gay**

$1.00 per minute/Cash or check at time of service

Enjoy a massage to relieve the stress of the work week! Schedule an appointment with our massage therapist, Delana Gay, for a quick 5 minute shoulder massage or a longer session that will really work the tension out of your aching muscles. To schedule an appointment, please call Delana directly at (661) 547-2521

*Gift certificates available!

**Fitness Center**

Workout in your very own gym and pay no membership fees! The Fitness Center is open for employees only Monday through Friday, 3:00 – 5:00pm.

Your staff I.D. is required. The Fitness Center has stationary bikes, treadmills, stair steppers, weight machines, free weights and a circuit training program available for your use.

*(See also SNAC Fitness Walk Map on page 48.)*
How to Get Involved On Campus in the Community & Statewide

There are many ways to get involved at COC and at the community and statewide levels. You can make a difference at any level!

Connect with Campus Committees
As stated in the District’s Decision Making Guide, committees represent an important feature of the regular internal governance system of College of the Canyons. Committees provide a forum for diverse ideas to be heard. Committees provide an opportunity for staff members to come together to study challenges in a more in-depth manner than they could do individually. Many committees provide an opportunity for individuals from outside the college to advise college officials on how our programs can best serve the larger community.

There is a rich variety of ad hoc and standing committees campus wide that provide faculty and staff the opportunity to get involved and develop leadership skills. Campus committees have an interrelated purpose and they all work together to move the College forward. The following committees constitute a sample of what is available:

- College Planning Team
- College Policy Council
- Professional Development Committees (Administrative, Faculty, Classified, Coordinating Committee)
- President’s Advisory Council on Budget
- Management Advisory Council
- COC Heritage Committee
- Cougar Award Steering Committee
- Educational Technology Committee
- Bookstore
- Classified Senate
- Curriculum

Detailed information regarding these committees and how you can get involved is available on the campus intranet at www.canyons.edu/intranet. Select “Committee Directory” to view a listing.
Get Involved in Community Organizations
There are many ways you can connect with the community, develop partnerships, and discover leadership opportunities. Connecting with community organizations is a strategic priority for College of the Canyons because it opens doors and creates opportunities for the College to better serve our students and the community. To make these connections, faculty and staff have to be involved, connected and networked with those who can mutually benefit from alliances with College of the Canyons.

There are many organizations in Santa Clarita in which faculty and staff can become involved in. The following organizations are just a sample of what is available:

• American Association of University Women
• American Red Cross
• American Cancer Society
• Boys and Girls Club of Santa Clarita Valley
• Henry Mayo Newhall Memorial Hospital
• Michael Hoefflin Foundation for children’s cancer
• Samuel Dixon Family Health Centers, Inc.
• Santa Clarita Special Olympics
• Santa Clarita Valley Chamber of Commerce
• Santa Clarita Valley Coalition
• Santa Clarita Valley Food Pantry
• SCV/Newhall Optimist Club
• Zonta Club of Santa Clarita Valley
• Single Mothers Outreach

For a full list of Non-Profit Organizations in the Santa Clarita Valley, please visit: http://www.santa-clarita.com/community/links.asp.

Who to contact to get involved:
• Seek guidance from your Executive Cabinet member
• Connect with others already involved in partnerships – contact the Chancellor’s Office for a list of current partnerships
• Contact Bruce Getzan in the Economic Development Office at bruce.getzan@canyons.edu
• Contact these organizations directly

Volunteer to Represent Us Locally
COC’s faculty and staff have a great track record of volunteerism to help build partnerships between the College and the community. Our College has a lot to offer, and the more we help community-based organizations do their work, the more integrated and connected into the larger community we are. That integration often results in opportunities and resources for COC. It opens doors and allows COC to help the community be the best it can be.

Who to contact to get involved:
• COC’s Volunteer and Service Learning Program – Jennifer Hauss – Jennifer.hauss@canyons.edu
• The City of Santa Clarita – www.santa-clarita.com/cityhall/parks/volunteer.asp
• The SCV Chamber of Commerce – www.scvchamber.com
• The Valley Industrial Association – www.via.org
• COC Economic Development Office – Bruce Getzan – bruce.getzan@canyons.edu
Become Involved in a Statewide Organization

There is a leadership vacuum and anyone who has a desire to fill it has ample opportunities to do so. As you become knowledgeable in your job, join an organization that represents your profession. Learn how you can contribute to your professional organization. Examples include volunteering for a committee, helping organize a conference or workshop, serving as a speaker for a conference or serving as an elected officer. Doing so will help you gain visibility and develop your own skills while building a network of professionals from whom you can learn and grow. You have unique talents and personality to bring to your job. Go out and share yourself. You’ll get back what you give in exponential proportions and in multiple ways.

A sample of organizations that you can become involved in are:

**Community College League of California (CCLC)**
[www.ccleague.org](http://www.ccleague.org)
The League serves California’s 72 districts in six areas: Education Programs, Research and Policy Analysis, Fiscal Services Programs, Governmental Relations, Communications and Governance of Athletics.

**Association of California Community College Administrators (ACCCA)**
[www.accca.org](http://www.accca.org)
ACCCA, the premier association for community college administrators in California, is recognized for providing excellent leadership development for its members.

**California Community College Chancellor’s Office (CCCCO)**
[www.cccco.edu](http://www.cccco.edu)
The Chancellor’s Office website provides information to all of California’s 110 community colleges, and the many organizations included in the system.

**American Association for Women in Community Colleges (AAWCC)**
[www.aawccnatl.org](http://www.aawccnatl.org)
AAWCC is guided in all of its endeavors by a firm commitment to equity and excellence in education and employment for women in community, junior and technical colleges.

**The National Institute for Staff and Organizational Development (NISOD)**
[www.nisod.org](http://www.nisod.org)
NISOD is a consortium of colleges and universities who share a philosophical commitment to support excellence in teaching and learning.

**American Association of Community Colleges (AACC)**
[www.aacc.nche.edu](http://www.aacc.nche.edu)
AACC is the primary advocacy organization for community colleges at the national level and works closely with directors of state offices to inform and affect state policy.

**League for Innovation in the Community College**
[www.league.org](http://www.league.org)
The League is an international organization dedicated to catalyzing the community college movement. The League hosts conferences and institutes, develops Web resources, conducts research, produces publications, provides services, and leads projects and initiatives with member colleges, corporate partners, and other agencies in a continuing effort to make a positive difference for students and communities.

**California Legislative Information**
[www.leginfo.ca.gov](http://www.leginfo.ca.gov)
The California Legislative Information website contains information on California law, how to access previous legislation, California’s code of regulations and contact information for California’s legislators. Participate in a statewide organization that represents your profession. Contact your Executive Cabinet member for information pertaining to your specific professional organization.
A commitment to professional development provides each of us with an opportunity to dream big and to work to achieve our professional growth goals. Developing your own personal professional development plan will allow you to see your professional growth goals in writing and motivate you to achieve them. Commit to being the best you can be! Invest in your own professional development! Use the form on the next two pages to help you get started thinking about what you want to achieve this year, and determine how the Professional Development program can help you get there.
What are your Goals?

One-year Goal:

Three-year Goal:

Five-year Goal:
## Professional Development Plan

(State position/responsibility desired)

**Goal:**

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<th>Describe plan to acquire each competency needed</th>
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<td>Five-year Goal:</td>
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Developing your Network

None of us get where we get alone. Rather, we do so by asking for help, learning from others, sharing ideas, borrowing what works, and “doing” … we do it by networking! So, get started!

Step 1: Identify three people who can help you as you develop your ideas/plans.
Step 2: Contact each person by email, phone or set up a time to meet in person.
Step 3: Develop specific questions to ask them and a statement of what help/information you need from them.
Step 4: Summarize your efforts on the attached form.

And, if you need help, identify resources, ask!

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Welcome to Fall 2010 FLEX Week!

The Faculty Development Committee has put together a comprehensive FLEX program this fall, centered around two themes: Helping Students Achieve Their Goals, and Faculty Reflecting and Growing. 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 successfully achieve their educational goals.

Professional Development Mission Statement
The mission of the Santa Clarita Community College District’s Professional Development Program is to improve and sustain the professional growth of district employees through collegially planned learning opportunities that continue to support the institution’s strategic goals.

The 2010/11 Faculty Development Committee
The Faculty Development Committee consists of representatives from each division who meet monthly to develop the fall and spring FLEX schedules, and discuss faculty professional development issues. This committee is chaired by English Professor Deanna Davis. The Vice Chair is English Professor Lisa Wallace. The members of the Faculty Development Committee are:

Deanna Davis – Chair
Lisa Wallace – Vice Chair
Leslie Carr
Sandy Carroll
Mehgen Delaney
James Glapa-Grossklag
Brandon Hilst
Julie Jacobson
Richard Martinez
Christy Richter
Amy Shennum
Garett Tujague

Please visit the Professional Development website at:
http://www.canyons.edu/offices/pd
FLEX at COC

Faculty Obligation
At College of the Canyons, each full-time 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, online workshops, and conference attendance 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 Community College System’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. FLEX activities are directly related to staff, student, and instructional improvement.

Are there guidelines for FLEX activities and workshops?
Yes. The Faculty Development Committee has developed a new FLEX Application Form that uses the following guidelines to evaluate activities for FLEX credit:

In order to be approved, the activity must meet all of the following criteria:
• 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 by the District or the Foundation 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.

Please visit the Professional Development website at www.canyons.edu/offices/pd to view the new FLEX Application Form and examples of approved and non-approved FLEX activities.

The new FLEX Application Form is to be used by faculty and staff who want to propose a FLEX
workshop, an Independent FLEX Project, or request FLEX credit for an on-campus or off-campus training opportunity. PRIOR APPROVAL IS REQUIRED (SEE DEADLINES BELOW).

**Deadlines**

- Applications for conferences and off-campus training must be submitted at least 5 days before the activity.

- Applications for Independent FLEX Projects must be submitted by the Friday of the sixth week of the semester.

- Applications for Independent FLEX Projects to be completed during the summer should be submitted by the Friday of the 13th week of the semester.

**Opportunities to Lead**

Take a leadership role in Professional Development by presenting a FLEX workshop and earn double FLEX credit! The workshop proposal form is available at www.canyons.edu/offices/pd. Be creative! Innovative! Inspiring!

**What if I do not complete my FLEX obligation?**

If you cannot complete your FLEX obligation, you will be docked the number of hours you are short of the 41-hour requirement.

**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 sending an email to leslie.carr@canyons.edu or by calling ext. 3100.

**What options are available for satisfying the 41 hours of my FLEX obligation?**

Faculty may satisfy their obligation through a variety of methods, including:

- Attend workshops or activities listed in the FLEX booklet and on the Professional Development website.

- Attend FLEX workshops and activities throughout the year.

- Attend off-campus workshops and conferences (outside regular working hours). The limit for conferences is 12 hours per year.

- Design your own independent project with the approval of the Faculty Development Committee.

- Participate in the FLEX Exchange Program by attending FLEX activities and workshops at regional community colleges.

**How do I go about getting FLEX credit for an independent project?**

If you are planning to do an independent project, you need to complete the following steps:

1. Complete the FLEX application form, available online at the Professional Development website, located at www.canyons.edu/offices/pd.

2. Projects must adhere to the approved FLEX guidelines.
3. After obtaining approval for your activity, complete the project. Projects that have not been pre-approved will NOT earn FLEX credit.

4. Submit the completed project to the Professional Development office by Tuesday, June 30.

*Maximum credit for Independent Projects is 20.5 hours.

If we didn’t have FLEX days, would we have more non-instructional days?
No. We would have additional days of class instruction.

When can I earn FLEX credit?
FLEX hours may be claimed at any time of the day so long as they do not conflict with contractual classroom/student contact hours, office hours, or committee assignment hours.

How do I receive FLEX credit?
Be sure to sign the sign-in sheet at each workshop you attend…it’s that easy!

Adjunct Faculty

Can adjunct faculty attend FLEX workshops?
Yes! Adjunct faculty are encouraged to attend any FLEX workshop they like. Adjunct faculty 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 retreat or a department meeting 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 the College of the Canyons campus.

*NOTE: If an adjunct faculty member is not scheduled to teach during the semester in which they attend a FLEX workshop, they will not be paid for attending the FLEX workshop.
Monday, August 16, 2010

#1F Creating Messages that Stick
8:30 – 9:50am
HSLH 230
Presenter: Deanna Davis
FLEX credit – 1.5 hours
Strategic Goal: Teaching & Learning

“Made to Stick: Why Some Ideas Survive and Others Die” is a fascinating book with strong relevance to teachers, counselors, administrators, and supervisors – anyone who finds him or herself often challenged to create and spread compelling messages that are understood and remembered. The authors, Chip and Dan Heath, bring together their separate domains of business education (Chip) and educational research and textbook design (Dan) to explain with wit and clarity how anyone can communicate more effectively using the six elements of “sticky” messages, which they identify and illustrate. In this workshop, I propose to explain these six elements and facilitate active learning activities that will allow participants to leave the workshop with some concrete plans for how to make their messages stickier and therefore more effective.

Learning Outcomes: By the end of this session, participants will be able to:
• Define and illustrate the six elements of sticky messages
• Explore ways to make messages stickier
• Commit to one or two strategies to increase the stickiness of messages

#2F American Red Cross CPR
8:30am – 12:30pm
EPEK 101/EPEK 116
Instructor: Chad Peters
FLEX credit – 4 hours
*Limited to 20 participants
Strategic Goal: Human Resources

The American Red Cross CPR program is designed to give you the training you need to respond in an emergency situation with skills that can save a life. This hands-on skills training will prepare you to respond to breathing and cardiac emergencies in adults. Participants who pass the written and skills tests will receive an American Red Cross certificate good for one year.
*Please wear comfortable clothing and bring your own snack and beverage.

Learning Outcome: Upon completion and passing of the written and skills tests, participants will be certified in American Red Cross CPR.

#3F On Course (Part 1 of 3)
*This is a 3-day session – August 16, 17 & 18
8:30am – 4:30pm
Staff Dining Room
Presenter: Certified On Course Presenter
FLEX credit – 21 hours (7 hours per day)
Strategic Goal: Teaching & 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 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.
#4F  Beginning Microsoft Excel: Part 1 of 3
9:00am – 12:00pm
HSLH 304
Presenters: Melanie Lipman and Victor Jadaon
FLEX credit – 3 hours
Strategic Goal: Technological Advancement
This three-part workshop series will provide beginning and some intermediate concepts and techniques in using Microsoft Excel 2007 software. Workshop attendees will create, edit, save, format, print, perform calculations, copy/move cells and worksheets, create formulas and charts, create gradebooks, and Mail Merge using Excel and Word. Additional topics such as working with financial functions, templates, and Goal Seek will be covered. Integration of data with other Microsoft Office programs will be discussed.
Learning Outcome: By the end of this 3-part workshop, participants will be able to demonstrate a basic understanding of beginning Microsoft Excel software.

#5F  Part 2 of 3: Tuesday, August 17
9:00am – 12:00pm at HSLH 304
FLEX credit – 3 hours

#6F  Part 3 of 3: Wednesday, August 18
9:00am – 12:00pm at HSLH 304
FLEX credit – 3 hours

#7F  Walk A Mile In Our Students’ Shoes
9:00 – 10:20am
CANYON COUNTRY CAMPUS
*Meet at Quad 1A (located in front of Counseling and Financial Aid Offices)
**Please wear comfortable walking shoes
Coordinator: Liz Shaker
FLEX credit – 1.5 hours
Strategic Goal: Student Support
This workshop is designed to share information about the different Student Services departments at the Canyon Country Campus. The CCC is growing, and is full of wonderful opportunities and resources for both the students and faculty. We will tour the campus and visit the different departments for a brief overview of the services and resources they provide.
Learning Outcome: By the end of this session, participants will have gained a deeper understanding of the student services provided at the Canyon Country Campus.
#9F Supplemental Instruction
10:30 – 11:20am
CANYON COUNTRY CAMPUS – Room 502
Presenters: Mary Petersen and Jose Martin
FLEX Credit – 1 hour
Strategic Goal: Student Support
What learning skills do your students need to do well in your classes? What additional content would you like to teach your students if only you had more time? Would your students benefit from an instructor-lead workshop or a tutor working with you to support your classes? You are invited to attend this flex workshop which explains the Supplemental Instruction program and tutoring options that are available this fall. Learn how to provide students more time on task and increase their success in your courses.

Learning Outcomes: Faculty will be able to select SI workshops that address the skills required to pass their classes. Faculty will be able to identify ways to incorporate SI activities in their courses.

#10F International Education Awareness Series: Cross Cultural Communication and Awareness
11:00 – 11:50am
HSLH 204
Presenter: Claudia Acosta
FLEX Credit – 1 hour
Strategic Goal: Cultural Diversity
Our presenters will be sharing their diverse cultural and communications knowledge of various countries to heighten our awareness. Information gained from this session will help everyone be more sensitive to cross-cultural differences. This workshop will be led by Professor Claudia Acosta, Department Chair of Modern Languages, and other distinguished presenters who have lived, taught, and/or traveled abroad.

Learning Outcome: By the end of this session, participants will have a better understanding and heightened awareness of cross-cultural differences.

#12F Humanities Showcase Planning Retreat
1:00 – 2:50pm
BONH 330
Presenters: Michael McMahan, Juan Buriel, Brittany Applen
FLEX credit – 2 hours
Strategic Goal: Institutional Effectiveness
This retreat is designed for the members of the Humanities Division who are interested in reviewing the goals of the division, determining how these align with the college’s goals, and how we can plan activities that advance the Humanities division and inform the college community and community-at-large of the work of this division.

Learning Outcomes: By the end of this session, participants will have:
• Evaluated strategies for strengthening community relations and orienting students to classes in the Humanities
• Participants will develop a schedule of events to promote the Humanities and will determine the steps necessary to provide special programs related to the chosen theme
• Participants will be able to critically review curriculum and programs to assess their relevancy and currency; suggested revisions will be presented to appropriate department and division committees
#13F  Emergency Preparedness: Shelter in Place  
2:00 – 2:50pm  
HSLH 205  
Presenters: Michael Wilding and Tammy Castor  
FLEX credit – 1 hour  
Strategic Goal: Institutional Effectiveness  
Imagine you are teaching class one day when you receive an emergency notice that there is a shooter on campus and you are to “shelter in place,” or “lock down” your classroom. Do you know what to do in this situation? If you don’t, you are invited to attend this workshop to learn what to do in a campus lock-down situation.  
Learning Outcome: After completing this session, participants will be able to demonstrate how to perform the “shelter” in place procedure in their classrooms.

#14F  Introducing Project-Based Learning  
3:00 – 3:50pm  
HSLH 204  
Presenters: Jennifer Hauss, Brittany Applen, Len Mohney  
FLEX credit – 1 hour  
Strategic Goal: Teaching & Learning  
Project-Based Learning (PBL) resulted from a spring 2009 LEAP Solution Team project. The goal of PBL is to provide students with work experience on campus and within the community. This program will allow students to develop their portfolio/resume with professional experience. It will also benefit college departments and programs, as well as local businesses. Please join us to learn how this new program can benefit your department, program, and students!  
Learning Outcome: By the end of this session, participants will be able to define Project-Based Learning, and develop PBL ideas for one of their courses, their department, or their program.

#15F  How to Claim Cash & Valuable Merchandise  
3:00 – 4:20pm  
HSLH 232  
Presenters: Donna Haywood, Colette Blanchard, Mimi Spankroy, Kari Soffa  
FLEX credit – 1.5 hours  
Strategic Goal: Institutional Effectiveness  
No, this is not a seminar on winning sweepstakes entries. Instead, let Business Services show you how to simply and easily complete the forms needed to handle routine transactions at COC such as reimbursements, advance of funds, purchasing, etc. There’s a form for every process, and a reason for every form. We’ll show you how to fill them out like a pro and make sure you get what you need faster and easier. This workshop will include an overview of the budget development cycle, purchasing procedures, risk management – including field trip waivers, business travel procedures, memberships, and Payroll information and procedures.  
Learning Outcome: By the end of this session, participants will have a better understanding of the most common procedures in the areas of budget, business services, and payroll.
Tuesday, August 17, 2010

#16F American Red Cross CPR Review and Challenge Course
4:00 – 5:00pm
EPEK 116
FLEX credit – 1 hour
*PRE-REQUISITE: MUST HAVE CURRENT, VALID CPR CERTIFICATION
*Limited to 15 participants

This course is limited to those who are currently certified in CPR and would like to renew their certification. The course will consist of a brief review of the information and skills encompassed in the CPR course, followed by a practical and written exam to verify the knowledge and skills were retained. The American Red Cross CPR certificate expires annually.

Learning Outcome: Upon completion and passing of the practical and written exams, participants will remain certified in American Red Cross CPR for an additional year.

#3F On Course (Part 2 of 3)
*This is a 3-day session – August 16, 17 & 18
8:30am – 4:30pm
Staff Dining Room
*Certified On Course Presenter
FLEX credit – 21 hours (7 hours per day)
Strategic Goal: Teaching & 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 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.

#17F What’s New and Exciting in COC’s Professional Development Program?
8:30 – 9:20am
UCEN 258
*Leslie Carr, Deanna Davis, Lisa Wallace
FLEX credit: 1 hour
Strategic Goal: Innovation

COC’s award-winning Professional Development program is launching several new initiatives this fall. Come to this session to learn all about these new initiatives, and how you can participate. The presenters also welcome your questions about the Professional Development program – proposing and presenting workshops, filling out forms, what counts as FLEX credit and what doesn’t, etc.

Learning Outcomes: By the end of this session, participants will be able to:
• Explain the purpose of professional development
• Distinguish between activities that meet the Flex criteria and those that do not
• Demonstrate how to complete the Application for Flex credit
Tuesday, August 17, 2010

#18F Physics Mythbusting!
8:30 – 10:20am
Room: Aliso Lab 111
Presenter: Teresa Ciardi
FLEX credit – 2 hours
Strategic Goal: Teaching & Learning
Come have some fun! Everyone who attends this session will actively participate in the process of eliminating some common misconceptions about our physical universe. Some of the most perplexing questions will be answered, including:
• Why is the sky blue?
• How long does it take thunder to reach us after we see the lightning?
• Is the light from a star instantly transmitted to us?
• How is a rainbow formed?
• What exactly is acceleration?
• Once water is boiling, will it get hotter if we turn up the heat source?
• Who gets shocked when two people touch each other and a charge is exchanged?
• Can two objects (like a piece of paper and a text book) really fall at the same rate?

Learning Outcomes: By the end of this session, participants will realize the importance of anticipating and discussing common misconceptions in their field. Some common misconceptions in physics will be eliminated and replaced with accurate information, and misconceptions in other fields of study will be identified.

#5F Beginning Microsoft Excel – Part 2 of 3
9:00am – 12:00pm
HSLH 304
FLEX credit – 3 hours

#20F Suicide Prevention – When to Ask for Help
9:30 – 10:20am
HSLH 230
Presenters: Beverly Kemmerling, MSN, MBA, Director, Student Health & Wellness Center
Frances Wilson, PhD, Counselor, Student Health & Wellness Center
FLEX credit – 1 hour
Strategic Goal: Student Support
Faculty and staff often struggle with how to help a student having suicidal thoughts. Sometimes the student’s message is not as clear within a long rambling email, a disturbing work of art, or a change in behavior. Attend this workshop to learn how to help students you suspect may be suicidal.

Learning Outcomes: After participating in this workshop, participants will be able to:
• Identify 3 indications that a person is contemplating suicide
• Discuss how best to respond to a student/family member or friend who expresses suicidal thoughts
• Discuss how to persuade a suicidal person to get help
• List two ways to get help from COC’s Behavioral Intervention Team
• List one on-campus and one off-campus resource for referral of a suicidal person
Tuesday, August 17, 2010

#21F International Education Awareness Series: Political Awareness and Global Interaction
9:30 – 10:20am
HSLH 232
Presenter: Panel of Colleagues from the Political Science Department
FLEX Credit – 1 hour
Strategic Goal: Cultural Diversity
Being aware of the political climate of various countries and how they interact with the political climate of the U.S. is crucial in today's globalized economy. Information and experience disseminated during this workshop will help attendees understand world affairs, how to educate our generations, and nations perceive each other.

Learning Outcome: By the end of this session, participants will be able to recognize differences in political climates, and understand how the U.S. interacts with other countries as it relates to the global economy.

#22F Post Traumatic Stress Disorder & Veterans: A Presentation & Discussion with a Readjustment Counseling Therapist & Combat Veteran
10:30 – 11:20am
HSLH 230
Presenter: Shawna Williams, MSW, Readjustment Counseling Therapist
Sepulveda Vet Center
FLEX credit: 1 hour
Strategic Goal: Student Support
With the return of many individuals who have recently served our country overseas in the various branches of the military, we are seeing a rising number of veterans enrolling at College of the Canyons to pursue their continued education and various careers. While not all veterans experience Post Traumatic Stress Disorder (PTSD) following their combat experiences, a large enough percentage of veterans do experience various levels of stress, some as severe and debilitating as PTSD. As staff and faculty members at COC, it's important for us to gain as much of an understanding of our population of students as possible to best meet their educational needs. That also means understanding the potential difficulties that students may face in the classroom. To further continue one of the Fall 2009 FLEX themes, “Walk a Mile in Our Students’ Shoes,” you are invited to attend this workshop at which Shawna Williams, MSW, a combat veteran and current Readjustment Counseling Therapist of the Sepulveda Vet Center discusses the symptoms and behaviors that result in a Veteran with PTSD, what it may look like in a classroom setting, and some personal accounts of PTSD in Veterans. Participants of this workshop will be better prepared to discern students who may be suffering from PTSD and who may be in need of a referral for some help.

Learning Outcome: By the end of this session, participants will be able to identify the symptoms and behaviors of a person suffering from PTSD, and the persons and resources available to help that person.

#23F The “Professional” Student
10:30 – 11:50am
HSLH 233
Presenter: James Gilmore
FLEX credit – 1.5 hours
Strategic Goal: Teaching & Learning
Many students lack professional role models and approach their studies in such a way that they are unlikely to be successful. We will learn how to recognize two basic student mentalities and help our students to develop professional attitudes.

Learning Outcome: By the end of this session, participants will recognize the characteristics of two basic student mentalities.
Tuesday, August 17, 2010

#24F Title V and the Curriculum Process
10:30 – 11:50am
HSLH 234
Presenters: Ann Lowe and Audrey Green
FLEX credit: 1.5 hours
Strategic Goal: Institutional Effectiveness
At this session, the presenters will discuss ways Title V impacts the development of curriculum in community colleges, including degrees, courses, prerequisites, and repeatability.
Learning Outcome: By the end of this session, participants will be able to delineate the major Title V mandates related to curriculum development.

#25F Eat Healthy and Stay Healthy!
12:00 – 1:20pm
HSLH 232
Presenter: Betsy Asmus
FLEX credit – 1.5 hours
Strategic Goal: Human Resources
Imagine jumping out of bed in the morning feeling totally awake, vibrantly alive and healthier than you have ever felt. Sound good? Sit back and listen as Betsy Asmus shares her personal journey with raw food. This workshop is designed to teach the basics of a raw food diet and lifestyle. Learn what raw food is, the benefits, how and where to shop for raw food, and then get excited about incorporating more raw and living food into your daily diet.
Learning Outcome: By the end of this session, participants will understand the benefits of a raw food diet and how to successfully incorporate raw foods into their diets.

#26F Student Learning Outcomes (SLO) Assessment Issues
1:30 – 3:20pm
HSLH 230
Presenter: Jennifer Brezina
FLEX credit – 2 hours
Strategic Goal: Teaching & Learning
This workshop will generally discuss SLO assessment issues and will describe various ways that SLO assessment data can be managed once the department has SLO data.
Learning Outcome: By the end of this session, participants will understand the benefits and limitations of different SLO assessment tools, and be able to describe ways SLO assessment data can be managed.
Tuesday, August 17, 2010

#27F How to Conduct an Effective Faculty Evaluation
1:30 – 2:50pm
HSLH 233
Presenters: Russell Richardson, Victoria Leonard, Joe Gerda
FLEX credit – 1.5 hours
Strategic Goal: Human Resources
The procedures and techniques for effective faculty evaluations will be discussed, followed by a question and answer period.
Learning Outcome: By the end of this session, participants will be able to describe the steps in the COC evaluation process and explain the pros and cons of various evaluation techniques.
#28F Supplemental Instruction
3:00 – 3:50pm
HSLH 232
*Presenters: Mary Petersen and Jose Martin*
FLEX Credit – 1 hour
Strategic Goal: Student Support
What learning skills do your students need to do well in your classes? What additional content would you like to teach your students if only you had more time? Would your students benefit from an instructor-lead workshop or a tutor working with you to support your classes? You are invited to attend this flex workshop which explains the Supplemental Instruction program and tutoring options that are available this fall. Learn how to provide students more time on task and increase their success in your courses.

Learning Outcomes: Faculty will be able to select SI workshops that address the skills required to pass their classes. Faculty will be able to identify ways to incorporate SI activities in their courses.

#29F If I Could Choose All Over Again – A Philosopher Reflects on Choice
3:30 – 4:50pm
HSLH 233
*Presenter: Michael McMahan*
FLEX credit – 1.5 hours
Strategic Goal: Leadership
Do you ever say to yourself, “Why in the world did I (they) make that choice?” And in a moment’s reflection, you discover that maybe the wrong factors and considerations determined the choice? And why is it that it’s easier to see the negative influences on others rather than in ourselves? Change occurs through reflection and imagination. In this discussion, I want to look at reflective choice as both a philosophical and practical issue. I’ll discuss how my own view on the topic has changed over time, and how I see reflection and metacognitive awareness to play a central role in decision making. Drawing upon current research and studies, I will demonstrate some of the factors that can lead to faulty decisions and how that might improve decision making.

*Participants interested in learning more about the web-based Prezi presentation program are invited to view a demonstration immediately following this workshop from 5:00 – 5:30pm.*

Learning Outcomes: By the end of this session, participants will be able to recognize some of the more important influences and traits which play a role in choice and decision making, become more aware of their own manner of decision making, and be able to identify those factors that lead to better decisions and those that lend themselves to poorer decisions.

#30F Using Reality (As Opposed to Virtual) in the Classroom
4:00 – 4:50pm
HSLH 230
*Presenter: Connie Tripp*
FLEX credit – 1 hour
Strategic Goal: Teaching & Learning
Make learning fun and interesting! Join Connie Tripp as she demonstrates how to incorporate a “hands on” teaching approach in the classroom using objects, props, and artifacts relevant to the topic.

Learning Outcomes: By the end of this session, participants will learn how to use artifacts, objects, and props in the classroom to promote student learning and comprehension of the topic.
On Course (Part 3 of 3)

This is a 3-day session – August 16, 17 & 18
8:30am – 4:30pm
Staff Dining Room

Presenter: Certified On Course Presenter
FLEX credit – 21 hours (7 hours per day)
Strategic Goal: Teaching & 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 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.

Beginning Microsoft Excel – Part 3 of 3

9:00am – 12:00pm
HSLH 304
FLEX credit – 3 hours

So You Want to Be a Dean Someday? Here’s What You Need to Know…

9:00 – 9:50am
UCEN 223

Presenters: Panel of Division Deans
FLEX credit – 1 hour
Strategic Goal: Leadership

If you are thinking of becoming a Dean someday, come to this workshop where the presenters will provide you with a ground floor view of the role of the instructional dean, areas of responsibility, job description, essential qualities, and background needed to be an effective dean. Also discussed will be the challenges and rewards of the job, and creative opportunities available.

Learning Outcome: By the end of this session, participants will become familiar with the personal qualities and job skills important to the position of instructional dean.

Everything You Ever Wanted to Know About Counseling at COC

9:00 – 9:50am
HSLH 232

Presenters: Members of the Counseling Dept.
FLEX credit – 1 hour
Strategic Goal: Student Support

Join members of COC’s Counseling Department as they explain the various counseling services available and counseling courses offered to students at COC.

Learning Outcomes: By the end of this session, participants will be able to list and describe counseling services that support student success, and counseling courses that support student learning.
#33F  International Education Awareness Series: Working or Doing Business in Other Countries
9:00 – 9:50am
HSLH 230  
**Presenter: Bruce Getzan**

FLEX Credit – 1 hour  
Strategic Goal: Cultural Diversity

Our presenter will be sharing knowledge from real world settings of business in this global economy and how we need to prepare our students to enter the workforce. This workshop will be led by Bruce Getzan, Dean of Economic Development, and other distinguished presenters who have experience working with or working for Multinational firms.

Learning Outcome: By the end of this session, participants will be able to identify the knowledge and skills students will need in order to successfully enter into the globalized workforce.

#34F  Online Counseling Tools Available to Students
10:00 – 10:50am
HSLH 232  
**Presenters: Members of the Counseling Dept.**

FLEX credit – 1 hour  
Strategic Goal: Student Support

Did you know that students can now access not only their unofficial transcripts online, but also program evaluations? Come see how students can check what requirements they have completed and which courses they still have to take to meet their educational goals.

Learning Outcome: Participants will be able to identify and describe electronic counseling tools available to students online that can assist in their educational planning.

#35F  What Do I Need to Know if I’ve Been Asked to Serve on a Tenure Committee?
10:00 – 10:50am
HSLH 233  
**Presenter: Lea Templer**

FLEX credit – 1 hour  
Strategic Goal: Institutional Effectiveness

This session is designed for those who will serve on tenure committees this year. Information will be provided on your role as a tenure committee member, and what should be done, what can be done, and what can go wrong in the tenure process.

Learning Outcomes: By the end of this session, participants will understand the tenure process and what is expected of them as a member of a tenure committee.

#36F  What Do I Need to Know to be an Effective Tenure Committee Chair?
11:00 – 11:30am
HSLH 233  
**Presenter: Lea Templer**

FLEX credit: ½ hour  
Strategic Goal: Institutional Effectiveness

At this session, presenter Lea Templer will discuss the added responsibilities given to tenure committee chairs.

Learning Outcome: Participants will understand the responsibilities of tenure committee chairs.
#37F Admissions & Records 101
11:00 – 11:50am
HSLH 230
Presenters: Jasmine Ruys and Linda Rios
FLEX credit – 1 hour
Strategic Goal: Student Support
Participants of this session will learn everything a faculty member needs to know regarding rosters, adding and dropping students, petitions, online services, FERPA and much more to make their classes a success. We will also discuss what is fact and fiction when it comes to the legal aspects of these functions.

Learning Outcomes: By the end of this session, participants will have a basic knowledge of the most common functions of the Admissions & Records office.

#8F Initiating the Conversation
11:30am – 12:20pm
HSLH 232
Presenter: Hadley Holliday
FLEX credit – 1 hour
Strategic Goal: Teaching & Learning
Sometimes getting students to speak up in class and join in the larger group discussion is challenging. This workshop will cover the use of questioning strategies to bring those shy or apprehensive students into the discussion, and build engaging, inclusive dialog in the classroom.

Learning Outcomes: Participants will learn about the effect of Inquiry-based teaching on learning, and will work to develop questioning strategies to build critical thinking. In addition, participants will learn methods to actively engage all students in classroom discussions.

#38F The Relationship Between Curriculum and Learning Outcomes
1:00 – 2:20pm
HSLH 232
Presenters: Ann Lowe, Jennifer Brezina
FLEX credit – 1.5 hours
Strategic Goal: Teaching and Learning
At this session, the presenters will explain the relationship between learning outcomes, objectives, content, and assignments, as well as the important process of evaluating learning outcomes.

Learning Outcomes: By the end of this session, participants will be able to explain the logical relationship between course learning outcomes, objectives, content, and assignments. They will also be able to create a method of assessing learning outcomes within the context of a specific class.
#39F  The New COC Honors Program
1:00 – 1:50pm
HSLH 230
Presenter: Honors Steering Committee
FLEX credit – 1 hour
Strategic Goal: Teaching and Learning

The HITE (High Intensity Transfer Enrichment) Program has transitioned into COC Honors. The new Honors Program has evolved from contract-based projects to semester-length honors classes. Program criteria will be reviewed, as well as the mechanics of developing an Honors class and the resources available to assist faculty. The role of COC Honors will be highlighted in respect to the Honors Transfer Council of California (HTCC) and the program’s continued relationship with UCLA’s Transfer Alliance Program (TAP).

Learning Outcomes: By the end of this session, participants will be able to contrast COC’s new Honors Program and its development of classes with the previous HITE Club and its use of projects.

#40F  Understanding the Petition to the Academic Standards Committee
1:00 – 1:50pm
HSLH 233
Presenter: Michael Joslin
FLEX credit – 1 hour
Strategic Goal: Student Support

At this session, presenter Michael Joslin will provide an overview of the Title V regulations and local policies, timelines, and uses for the petition to the Academic Standards Committee. Also discussed will be the importance of the instructor’s role in the petition process.

Learning Outcomes: After attending this workshop, participants will understand the uses for, and local policies governing, the petition to the Academic Standards Committee. In addition, participants will learn the importance of the instructor’s role in the Academic Standards petition process.
#41F  Teaching Portfolios
2:00 – 3:20pm
HSLH 204
Presenters: Lisa Wallace, Brandon Hilst, Mehgen Delaney, Richard Martinez, Julie Jacobson
FLEX credit – 1.5 hours
Strategic Goal: Teaching and Learning
Do you want to grow as an instructor by systematically analyzing your teaching, by assessing your strengths and gauging the extent to which your personal philosophy of teaching matches up with your actual classroom practices? Maybe you would like to demonstrate your teaching effectiveness during the tenure process or as an adjunct instructor on the job market. Teaching portfolios allow instructors to select and reflect on carefully compiled data which address their teaching effectiveness. Usually, they consist of a teaching philosophy statement as well various supporting documents presented within an interpretive context. In contrast to the evaluation of a specific course, teaching portfolios allow teachers to assess their performance over time. Because instructors assemble these materials themselves, they also have more control over the process, and the activities of compiling the documents and creating the teaching philosophy provide them with rich opportunities to reflect deeply on their teaching goals and practices.
This first workshop in our Teaching Portfolio series will provide an orientation to the content and structure of teaching portfolios, a review of their potential benefits, and guided opportunities to examine and discuss sample portfolios in a variety of disciplines. Participants will also be given information about how to earn additional flex credits for producing their own individual, personalized teaching portfolios as part of an Independent FLEX Project.
Learning Outcomes: After attending this Orientation to Teaching Portfolios Workshop, participants will be able to:
Wednesday, August 18, 2010
• Define what a teaching portfolio is and enumerate some of its typical contents;
• Identify the benefits of producing part or all of a teaching portfolio;
• Identify some of the differences in individual and field-specific approaches to teaching portfolios.

#42F  High School at COC?
2:00 – 3:20pm
UCEN 258
Presenters: Jill Shenberger, Principal AOC and Diane Stewart, College Liaison
FLEX credit – 1.5 hours
Strategic Goal: Institutional Advancement
Did you know we have an award winning 4 year High School on our campus? We do and it’s called Academy of the Canyons (AOC). AOC is a collaboration with the Hart District and is funded through the Community College Chancellors office. This program is part of the national Middle College High School Initiative. Learn about the mission and goals of the program, and about the students and how they integrate into classes at COC as part of their High School day. Discussion with College/High school faculty panel will provide insight and strategies for teaching the younger student in college classes. The workshop will culminate with a tour of the new AOC facility in the University Center.
Learning Outcome: By the end of this session, participants will understand how the AOC operates at College of the Canyons, and how they can assist AOC students to succeed in college-level courses.
**Wednesday, August 18, 2010**

**#43F Chair’s Corner**
2:30 – 3:20pm  
HSLH 230  
Presenters: Claudia Acosta and Miriam Golbert  
FLEX credit – 1 hour  
Strategic Goal: Leadership, Teaching & Learning

The Chair’s Corner program will explore successful strategies used by chairs to meet the increasing challenges of “leading from the middle” while staying focused on carrying out 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 round table discussions on valuable topics. The workshops are appropriate for both new and experienced chairs as well as for faculty members who foresee that they might one day want to become a chair.

Learning Outcome: By the end of this session, participants will have a better understanding of the role of a department chair.

**#44F The Academic Senate: What Is Their Role at COC?**
3:30 – 4:20pm  
HSLH 232  
Presenter: Edel Alonso  
FLEX credit – 1 hour  
Strategic Goal: Campus Climate

This workshop is an orientation to the Academic Senate. It will describe the role of the Senate in academic and professional matters and explain the leadership opportunities for faculty to participate in shared governance.

Learning Outcomes: By the end of this session, participants will be able to list and describe the purpose and responsibilities of the Academic Senate at the local and statewide level.

**#45F Coffee on the Side: The Childhood Obesity Epidemic in America**
3:45 – 5:00pm  
LIBR 206  
Presenter: Lisa Hooper  
FLEX credit – 1 hour  
Strategic Goal: Teaching & Learning

Obesity rates have nearly tripled among children in the United States in the last 25 years. Obese children are more likely to suffer psychosocial ‘fallout’ including social discrimination and stigmatization. They are more likely to suffer from a myriad of physiological problems including: cardiovascular disease, asthma, fatty liver, sleep apnea, and type II diabetes. And they are more likely to be obese adults. Why is this happening? And what can/should be done to combat this problem? I think we can all agree our children deserve better.

Learning Outcomes: By the end of this session, attendees will be able to discuss and analyze interdisciplinary academic topics, and participate in an academic learning community with COC faculty and staff.
Supplemental Instruction
5:30 – 6:20pm
HSLH 232
Presenters: Mary Petersen and Jose Martin
FLEX Credit – 1 hour
Strategic Goal: Student Support
What learning skills do your students need to do well in your classes? What additional content would you like to teach your students if only you had more time? Would your students benefit from an instructor-lead workshop or a tutor working with you to support your classes? You are invited to attend this flex workshop which explains the Supplemental Instruction program and tutoring options that are available this fall. Learn how to provide students more time on task and increase their success in your courses.

Learning Outcomes: Faculty will be able to select SI workshops that address the skills required to pass their classes. Faculty will be able to identify ways to incorporate SI activities in their courses.
Thursday, August 19, 2010

#47F How to Get From Here to There – It’s Not Just Following the Yellow Brick Road
9:00 – 11:20am
UCEN 258
*Presenter: Chancellor Van Hook*
FLEX credit – 2.5 hours
Strategic Goal: Leadership

We all strive to live our lives as productive and happy people, and have personal and professional goals that we desire to fulfill. The challenge, then, is how do you get from here to there with all of the busyness of our lives whirling around us like the tornado that touches down in Kansas in the movie “The Wizard of Oz?” If you are focused and prepared, you are better able to make the most of opportunities and take charge of your future.

Attend this session where Dr. Van Hook will discuss strategies you can use to help you get from here to there successfully – setting achievable personal and professional goals, developing fulfilling professional relationships, giving your attention, time, and energy to the things in life that matter – and paving your own yellow brick road that will lead you to where YOU want to go! She will also discuss how you can get ready, change and acquire a breadth of capabilities (behaviors) that put you in the driver’s seat so you will be in a position to choose when various opportunities present themselves.

#48F Q & A with the Board of Trustees
12:00 – 1:20pm
HSLH 230
*Presenters: Members of the SCCCD Board of Trustees*
FLEX credit – 1.5 hours
Strategic Goal: Campus Climate

Bring your lunch and chat with members of the SCCCD Board of Trustees. Your questions and comments are encouraged and welcomed. Beverages and dessert will be provided.

Learning Outcome: After attending this session, participants will be able to articulate the board member’s viewpoints on the topics that arose during this session.

#49F Department Retreat
2:00 – 4:00pm
Please contact your Department Chair for the location
FLEX credit – 2 hours
Strategic Goal: Teaching & Learning/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 Outcome: Upon completion of this session, participants will be able to identify the key issues the department will be addressing during the upcoming academic year.
#50F Teaching Portfolios
5:30 – 6:50pm
HSLH 230
Presenters: Lisa Wallace, Brandon Hilst, Mehgen Delaney, Richard Martinez, Julie Jacobson
FLEX credit – 1.5 hours
Strategic Goal: Teaching and Learning

Do you want to grow as an instructor by systematically analyzing your teaching, by assessing your strengths and gauging the extent to which your personal philosophy of teaching matches up with your actual classroom practices? Maybe you would like to demonstrate your teaching effectiveness during the tenure process or as an adjunct instructor on the job market.

Teaching portfolios allow instructors to select and reflect on carefully compiled data which address their teaching effectiveness. Usually, they consist of a teaching philosophy statement as well various supporting documents presented within an interpretive context. In contrast to the evaluation of a specific course, teaching portfolios allow teachers to assess their performance over time. Because instructors assemble these materials themselves, they also have more control over the process, and the activities of compiling the documents and creating the teaching philosophy provide them with rich opportunities to reflect deeply on their teaching goals and practices.

This first workshop in our Teaching Portfolio series will provide an orientation to the content and structure of teaching portfolios, a review of their potential benefits, and guided opportunities to examine and discuss sample portfolios in a variety of disciplines. Participants will also be given information about how to earn additional flex credits for producing their own individual, personalized teaching portfolios as part of an Independent FLEX Project.

Learning Outcomes: After attending this Orientation to Teaching Portfolios Workshop, participants will be able to:
• Define what a teaching portfolio is and enumerate some of its typical contents;
• Identify the benefits of producing part or all of a teaching portfolio;
• Identify some of the differences in individual and field-specific approaches to teaching portfolios.
## August 16, 2010
### Monday

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
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<tbody>
<tr>
<td>8 am</td>
<td><strong>#3F On Course - Day 1 of 3</strong></td>
<td>Staff Dining Room</td>
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<tr>
<td>9 00</td>
<td><strong>#2F American Red Cross CPR (Chad Peters)</strong></td>
<td>EPEK 101/EPEK 116</td>
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<td>9 00</td>
<td><strong>#1F Creating Messages that Stick (Deanna Davis)</strong></td>
<td>HSLH 230</td>
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<td>10 00</td>
<td><strong>#4F Microsoft Excel - Part 1 of 3 (M. Lipman &amp; V. Jadaon)</strong></td>
<td>HSLH 304</td>
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<td>11 00</td>
<td><strong>#7F Walk A Mile In Our Students' Shoes (Liz Shaker)</strong></td>
<td>CANYON COUNTRY CAMPUS - Meet at Quad 1A</td>
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<td>11 00</td>
<td><strong>#9F Supplemental Instruction (M. Petersen &amp; J. Martin)</strong></td>
<td>CCC 502</td>
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<td>12 pm</td>
<td><strong>#10F Cross Cultural Communication (Claudia Acosta)</strong></td>
<td>HSLH 204</td>
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<td>1 00</td>
<td><strong>#12F Humanities Showcase Planning Retreat (M. McMahan, J. Buriel, B. Applen)</strong></td>
<td>BONH 330</td>
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<td>2 00</td>
<td><strong>#13F Emergency Preparedness: Shelter In Place (M. Wilding &amp; T. Castor)</strong></td>
<td>HSLH 205</td>
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<td>3 00</td>
<td><strong>#15F How to Claim Cash and Valuable Merchandise (D. Haywood, C. Blanchard, K. Soffa, M. Spankroy)</strong></td>
<td>HSLH 232</td>
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<td>4 00</td>
<td><strong>#14F Introducing Project Based Learning (B. Applen, J. Hauss, L. Mohney)</strong></td>
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<td>5 00</td>
<td><strong>#16F American Red Cross CPR Challenge Course (Chad Peters)</strong></td>
<td>EPEK 116</td>
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<td>8 am</td>
<td>#17F What’s New and Exciting in COC’s Professional</td>
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<td>#18F Physics Mythbusting! (T. Clardi) ALLB 111</td>
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<td>#23F The &quot;Professional&quot; Student (James Gilmore) HSLH 233</td>
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<td>#24F Title V and the Curriculum Process (A. Lowe &amp; A. Green) HSLH 234</td>
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<td>#20F Suicide Prevention - When to Ask for Help (B. HSLH 230)</td>
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<td>12 pm</td>
<td>#25F Eat Healthy and Stay Healthy! (B. Asmus) HSLH 232</td>
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<td>#26F Student Learning Outcomes (SLO) Assessment Issues (Jennifer Brezina)</td>
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<td>#27F How to Conduct an Effective Faculty Evaluation (R. Richardson, V. Leonard, J. Gerda) HSLH 233</td>
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<td>#28F Supplemental Instruction (M. Petersen &amp; J. Martin) HSLH 232</td>
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<td>#29F If I Could Choose All Over Again - A Philosopher Reflects on Choice (Michael McMahan) HSLH 233</td>
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<td>#30F Using Reality (As Opposed to Virtual) in the Classroom (Connie Tripp) HSLH 230</td>
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<td>#5F Microsoft Excel - Part 2 of 3 (M. Lipman &amp; V. Jadaon) HSLH 304</td>
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<td>#21F Political Awareness (Political Science Faculty Panel) HSLH 232</td>
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<td>#22F Post Traumatic Stress Disorder &amp; Veterans: A HSLH 230</td>
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<td>#3F On Course - Day 3 of 3 Staff Dining Room</td>
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<td>#6F Microsoft Excel - Part 3 of 3 (M. Lipman &amp; V. Jadaon) HSLH 304</td>
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<td>#31F So You Want to Be a Dean Someday? Here's What You Need UCEN 223</td>
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<td>#34F Online Counseling Tools Available to Students HSLH 232</td>
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<td>#37F Admissions &amp; Records 101 (J. Ruys &amp; L. Rios) HSLH 230</td>
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<td>#38F The Relationship Between Curriculum and Learning Outcomes (A. Lowe &amp; J. Brezina) HSLH 232</td>
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<td>#39F The New COC Honors Program (Honors Steering HSLH 230</td>
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<td>#41F Teaching Portfolios (L. Wallace, M. Delaney, J. Jacobson, B. Hilst, R. Martinez) HSLH 204</td>
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<td>#42F High School at COC? (D. Stewart &amp; J. Shenberger) UCEN 258</td>
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<td>#46F Supplemental Instruction (M. Petersen &amp; J. Martin) HSLH 232</td>
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<td>PM</td>
<td>#32F Everything You Ever Wanted to Know About Counseling at HSLH 232</td>
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<td>#35F What Do I Need to Know if I've Been Asked to Serve on a Tenure Committee? (Lea Templer) HSLH 233</td>
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<td>#36F Tenure Committee Chair (L. Templer) HSLH 233</td>
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<td>#38F Initiating the Conversation (Hadley Holliday) HSLH 232</td>
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<td>#45F Coffee on the Side (Lisa Hooper) LIBR 206</td>
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#47F How to Get From Here to There -- It's Not Just Following the Yellow Brick Road (Dr. Van Hook)
UCEN 258

#48F Q&A with the SCCCD Board of Trustees
HSLH 230

#49F Department Retreats

#50F Teaching Portfolios (L. Wallace, M. Delaney, J. Jacobson, B. Hilst, R. Martinez)
HSLH 230
Celebrating Success

Fall FLEX Program 2011

Friday, August 12 – Thursday, August 18, 2011

College of the Canyons
Office of Professional Development
www.canyons.edu/offices/pd
Welcome to the Fall 2011 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 **Celebrating Success**. Each of the five fall FLEX days has a sub-theme centered around the main theme:

- **Friday, August 12**: Celebrating Faculty Success
- **Monday, August 15**: Celebrating Student Success
- **Tuesday, August 16**: Celebrating Professional Success
- **Wednesday, August 17**: Sustaining Success
- **Thursday, August 18**: Celebrating Team Success

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 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.

Deanna Davis – Chair  
Lisa Wallace – Vice Chair  
Sandy Carroll  
Mehgen Andrade  
Ron Dreiling  
Brandon Hilst  

Julie Jacobson  
Richard Martinez  
Christy Richter  
Amy Shennum  
Garett Tujague

I encourage you to take advantage of as many of the FLEX workshops as you can.  
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 consists 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.

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 36 - 39 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 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 2011
FLEX Workshops
Celebrating Faculty Success  
Friday, August 12, 2011

#34F American Red Cross CPR/AED Training/First Aid  
8:30am – 3:00pm  
EPEK 103  
FLEX credit – 6 hours  
Instructor: 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

#35F Supplemental Instruction Update  
8:30 – 9:20am  
Hasley Hall 205  
FLEX credit – 1 hour  
Presenter: Jose Martin  
Strategic Goal: Student Support  
What learning skills do your students need to do well in your classes? Do they need help in math, reading, writing, or note-taking? Would you consider adding supplemental learning workshops to your courses? Students who attend supplemental learning activities show a 78% success rate across disciplines (vs. 69%), a 95% success rate in basic skills English (vs. 46%), and a 67% success rate in basic skills math (vs. 46%). Come learn about what Supplemental Learning workshops can do for your students this fall.

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

- Identify the main components of the Supplemental Learning Program.
- Define one way to incorporate Supplemental Learning into your courses.
Celebrating Faculty Success  
Friday, August 12, 2011

# 36F Changing Times – The Impact on Your Discipline  
8:30 – 9:50am  
Hasley Hall 204  
FLEX credit – 1.5 hours  
Presenter: Ann Lowe  
Strategic Goal: Institutional Effectiveness  
Recent legislation and Title V revisions are changing curriculum throughout the state. Come and see how SB1440, new guidelines for Math/English prerequisites, and the newest repeatability regulations will affect your courses and programs.

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

# 37F Celebrating Adjunct Success through the Associate Program  
10:00 -10:50am  
Hasley Hall 205  
FLEX credit – 1 hour  
Presenters: Victoria Leonard & Adjunct Faculty Panel  
Strategic Goal: Human Resources  
The Associate Program is an award winning program for adjunct faculty designed to enhance teaching excellence. The requirements for participation in The Associate Program will be discussed, and participants will have the opportunity to hear directly from program graduates regarding the impact the program had on their teaching.

Learning Outcome: Participants will be able to describe the Associate Program and its benefits for adjunct faculty at College of the Canyons.

# 38F SLO Assessment Projects  
10:00 – 10:50am  
Hasley Hall 233  
FLEX credit – 1 hour  
Presenter: Nicole Lucy  
Strategic Goal: Institutional Effectiveness  
Learn how to create assessment tools that makes your SLO life easier! Practical examples will be provided.

Learning Outcomes: By the end of this session, participants will be able to:
- Describe two different types of SLO assessment tools.
- Create an SLO assessment tool or project to be used in a course.
Celebrating Faculty Success
Friday, August 12, 2011

# 39F Student Learning Outcomes and CurricUNET
11:00 – 11:50am
Hasley Hall 233
FLEX credit – 1 hour
Presenters: Ann Lowe & SLO Coordinators
College of the Canyons is transitioning to its new web based curriculum system CurricUNET, which includes a SLO assessment component. This workshop will provide instruction on how to use the SLO component to keep track of course and program SLO assessment.

Learning Outcome: By the end of this workshop, participants will be able to set up and track both course and program assessments in CurricUNET.

#40F Independent FLEX Project Showcase
11:00 – 11:50am
Hasley Hall 204
FLEX credit – 1 hour
Presenters: Faculty who have successfully completed Independent FLEX Projects in 2010/11
Strategic Goal: Institutional Effectiveness
Independent FLEX Projects provide faculty with the opportunity to engage in meaningful professional development that is within their specific scope of interest and that allows them to explore a topic in more depth than is addressed in a regular, short-term workshop. Several faculty who have successfully completed Independent FLEX Projects in 2010/11 will discuss their projects, the outcomes achieved, and how the project contributed to their professional growth. Members of the Faculty Development Committee will also be available to answer your questions about submitting Independent FLEX Project Proposals.

# 41F Celebrating Faculty Success: Teaching Strategies that Lead to Student Success
12:00 – 2:30pm
Cafeteria
FLEX credit – 2.5 hours
Presenter: Dr. De Gallow, Director - Teaching, Learning & Technology Center at UC Irvine
Strategic Goal: Teaching and Learning
Teaching approaches and strategies that lead to student success rarely happen in a vacuum; the context in which they occur, the campus climate, and the availability of resources all play a part. Presently, however, contexts are becoming less certain, climates more anxious, and resources more scarce. In this interactive session, participants will identify and discuss not just the approaches and strategies that have worked, but the concomitant elements that are both necessary but not sufficient for student learning. Once identified and analyzed, participants will problem-solve to determine reasonable and appropriate "work-arounds" that might still successfully replicate these elements.
Celebrating Faculty Success
Friday, August 12, 2011

# 42F Department Showcase
2:30 – 4:00pm
Cafeteria
FLEX credit – 1.5 hours
Strategic Goal: Institutional Advancement

Celebrate faculty success by visiting “booths” sponsored by your colleagues and learn more about their departments, the faculty, and special programs and activities offered. Participating departments would set up a “booth” (tables will be provided) “showcasing” their program with materials and 1 – 3 people from that department to answer any questions you might have. In addition, you will be given “passports” to collect a stamp or sticker from each booth you visit. Those who completely fill their passport will turn it in and be entered into a drawing for a nice gift at the end of the event.

If your department would like to have a “booth” at the Department Showcase, please contact Leslie Carr at leslie.carr@canyons.edu by Friday, August 5th.
# 43F Blackboard 1, 2 & 3
10:00am – 4:30pm (A half-hour lunch break is included – please bring your own lunch)
BONH 106
FLEX credit – 6 hours
Presenter: John Makevich
Strategic Goal: Technological Enhancement
The basics of the Blackboard course management system will be taught:

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

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

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

**Learning Outcomes:** Participants will learn the basics of using the Blackboard Learning System. They will learn how to request a new course, navigate the learning environment, and change basic settings of the course.
# 44F Accommodating Students with Disabilities in the Classroom
8:30 – 9:50am
Seco Hall 201
FLEX credit – 1.5 hours
Presenters: Jane Feuerhelm and DSP&S Staff
Strategic Goal: Student Support
This workshop explores classroom accommodations available for students with disabilities, and the resources available in the DSP&S (Disabled Students Programs and Services) department. Participants will learn what the responsibility is of the instructor to provide accommodation, making online classes accessible, and what to do if a student asks for accommodations without being a DSP&S student.

Learning Outcome: By the end of this workshop, participants will be able to identify the resources and accommodations available by the DSP&S department for students with disabilities.

# 45F Catch the Fever!
8:30 – 9:50am
Hasley Hall 204
FLEX credit – 1.5 hours
Presenters: Bianca Philippi and Student Panel
Strategic Goal: Student Support
Come join us for an inspiring panel discussion with COC students who are very actively involved in extracurricular activities both on and off campus and even out of state! These panelists are active in student government, have founded professional membership clubs, attend and help with conferences and create exciting new learning and career opportunities for themselves and others in the process. How and why are they inspired to do it? What sets them apart from other students who just come on campus for their classes and then leave? Learn how to help all students find greater meaning, purpose and engagement by identifying ways of directly applying what they learn in your classroom to the real world and taking greater advantage of the many incredible resources that wait to be discovered on our campus and greater community.

Learning Outcome: Participants will have identified ways their students can apply what they learn in the classroom through their participation in extracurricular activities.
Celebrating Student Success
Monday, August 15, 2011

# 46F Microsoft Excel – Part 1 of 3
9:00am – 12:00pm
Hasley Hall 304
FLEX credit – 3 hours
Instructors: Melanie Lipman and Victor Jadaon
Strategic Goal: Technological Advancement
This 3-part workshop series will provide beginning and some intermediate concepts and techniques in using Microsoft Excel 2007 software. Workshop attendees will create, edit, save, format, print, perform calculations, copy/move cells and worksheets, create formulas and charts, create gradebooks, and Mail Merge using Excel and Word. Additional topics such as working with financial functions, templates, and Goal Seek will be covered. Integration of data with other Microsoft Office programs will be discussed.

Learning Outcome: By the end of this 3-part workshop, participants will be able to demonstrate a basic understanding of beginning Microsoft Excel software.

# 47F Microsoft Excel – Part 2 of 3
**Tuesday, August 16**
9:00am – 12:00pm
Hasley Hall 304
FLEX credit – 3 hours
Instructors: Melanie Lipman and Victor Jadaon
Strategic Goal: Technological Advancement

# 48F Microsoft Excel – Part 3 of 3
**Wednesday, August 17**
9:00am – 12:00pm
Hasley Hall 304
FLEX credit – 3 hours
Instructors: Melanie Lipman and Victor Jadaon
Strategic Goal: Technological Advancement
# 49F Race to Nowhere: Film and Discussion
10:00am – 12:20pm
Hasley Hall 101 (Breakout rooms: Hasley Hall 133 & 134)
FLEX credit – 2.5 hours
Presenters: Adam Kempler, Ron Dreiling, Catherine Parker, and Denee Pescarmona
Strategic Goals: Student Support; Institutional Effectiveness
Race to Nowhere presents the heartbreaking stories of young people across the country who have been pushed to the brink, educators who are burned out and worried that students aren’t developing the skills they need, and parents who are trying to do what’s best for their kids, Race to Nowhere points to the silent epidemic in our schools: cheating has become commonplace, students have become disengaged, stress-related illness, depression and burnout are rampant, and young people arrive at college and the workplace unprepared and uninspired.

After the film showing, participants will discuss the content, accuracy, and concerns raised by the film.

Learning Outcome: By the end of this session, participants will be able to assess the relevance of this film to our community.

# 50F High on Campus
10:00 – 10:50am
Hasley Hall 205
FLEX credit – 1 hour
Presenters: Tammy Castor and Michael Joslin
Strategic Goal: Student Support
The presenters will discuss how drug and alcohol abuse impacts students' ability to learn and benefit from educational opportunities at the college. Participants will be encouraged to share their own experiences with students using drugs and/or alcohol.

Learning Outcomes: After the presentation, participants will be able to:
- Describe signs of "high" or intoxicated students
- Discuss how to get help for a student who abuses alcohol/other drugs
- List 3 ways to help campus safety officers intervene when you see a student using illegal substances
- Discuss how the Drug Free Schools Act applies to our campus
- Describe the purpose of the BIT team and how to contact them when you are concerned about a change in a students' behavior
Celebrating Student Success
Monday, August 15, 2011

# 51F Skilled Teacher Certificate Program Overview
11:00 – 11:50am
Hasley Hall 232
FLEX credit – 1 hour
Presenter: Deanna Davis
Strategic Goal: Teaching & Learning
If you are interested in learning about a new professional development opportunity that will allow you to focus on applying the new research and theory on teaching and learning to your classroom practice, please come to this introduction to the new COC Skilled Teacher Certificate. The certificate will be described and the process for completing it explained. This workshop will also present the rewards of completing the certificate.

Learning Outcomes: After the presentation, participants will be able to:
- Describe the COC Skilled Teacher Certificate
- Explain the process for completing it
- Evaluate its rewards

# 52F Understanding Our “Blind Side”: Film and Discussion
1:00 – 4:50pm
Hasley Hall 101
FLEX credit – 4 hours
Presenters: Victoria Leonard, Albert Loaiza, Lisa Hooper, Chuck Lyon, Phil Marcellin, Len Mohney, Lisa Helfrich, and Student Athlete Panel
Strategic Goals: Student Support; Teaching and Learning
You may have heard the following generalization about student athletes in conversation at some point in your teaching career, “I think student athletes are unintelligent and just don’t care about school.” If you have struggled with student athletes in your courses, this workshop is for you. It is designed to help faculty develop a better understanding of this student population. First, participants will watch the feature film, The Blind Side, followed by a panel discussion on the following topics:
- Common perceptions of student athletes
- The blind side of athletes and instructors
- Relating to the athlete
- Methods of reaching our goals

Learning Outcome: Participants will be able to identify issues that student athletes face, and compare and contrast methods to improve student success.
Celebrating Student Success
Monday, August 15, 2011

# 53F Admissions and Records 101
1:00 – 1:50pm
Hasley Hall 230
FLEX credit – 1 hour
Presenters: Jasmine Ruys and Linda Rios
Strategic Goal: Institutional Advancement
This workshop will provide a guided tour of the services provided to faculty by the Admissions and Records department. Included in this session will be an overview of MyCanyons, the program that provides faculty the ability to turn in grades, drop students, email their rosters to themselves and so much more online.

Learning Outcome: By the end of this workshop, participants will have a better understanding of basic common functions in the Admissions & Records office.

# 54F How Do Counseling Faculty Provide Career, Educational and Personal Counseling for Students?
2:00 – 3:20pm
Hasley Hall 232
FLEX credit – 1.5 hours
Presenter: Edel Alonso
Strategic Goal: Student Support
The Counseling Department provides an array of services to students. Counseling faculty teach counseling courses, counsel students in private appointments, and facilitate group workshops. Students present more complicated concerns than ever before since they attend multiple educational institutions and consider multiple educational and career options. Come and learn what happens in a counseling appointment and how counseling faculty help students review their academic history, assess their interests, establish goals, and develop action plans to achieve their career and educational goals.

Learning Outcomes: By the end of the workshop, participants will be able to describe counseling services provided to students and the components of a student education plan.
# 55F Celebrating the Humanities 2012
2:00 – 3:20pm
Hasley Hall 204
FLEX credit – 1.5 hours
Presenters: Michael McMahan, Deanna Davis, Alene Terzian, Jia-Yi Cheng-Levine, Chris Blakey

Strategic Goal: Campus Climate
This workshop will provide a forum for Humanities faculty to review the overall goals of the division and to organize interdepartmental activities and collaborations. Specific focus will be directed to planning outreach events and activities that will benefit the college and local community, while showcasing the talents and abilities of Humanities Division faculty.

Learning Outcomes: By the end of this session, faculty will:
- Learn to organize and plan for events that will inform students and community members concerning the Humanities
- Reflect and dialogue on the goals and direction of the overall division, learning how they might collaborate on activities for the overall strengthening of the divisional unit

# 56F Book Discussion Group: The Death and the Life of the Great American School System by Diane Ravitch
3:30 – 4:50pm
BONH 330
FLEX credit – 1.5 hours
Presenter: Chris Blakey, Denee Pescarmona, Deanna Riveira, Daylene Meuschke, and Leila Yahata

Strategic Goal: Campus Climate
In The Death and the Life of the Great American School System, Diane Ravitch (former Assistant Secretary of Education under George H. W. Bush) draws on her life experience in education to rethink and critique the recent trends in testing and choice in education. Ravitch utilizes hard data from real case studies to ask whether the testing and choice movement is enhancing or undermining education in the United States. She concludes that testing and choice, as utilized presently, are undermining education.

Learning Outcomes: By the end of this workshop, participants will:
- Understand Ravitch’s criticisms of the testing and choice movement in U.S. education.
- Be stimulated to take part in a discussion on the merits of Ravitch’s claims and on how her observations interface with what we do at COC.
Celebrating Student Success
Monday, August 15, 2011

# 57F The COC Honors Program
5:00 – 5:50pm
Hasley Hall 204
FLEX credit – 1 hour
Presenters: Honors Committee
Strategic Goal: Student Support
HITE (High Intensity Transfer Enrichment Program) has transitioned into COC Honors. The new Honors Program has evolved from contract-based projects to semester-length honors classes. Program criteria will be reviewed, as well as the mechanics of developing an Honors class and the resources available to assist faculty. The role of COC Honors will be highlighted in respect to the Honors Transfer Council of California (HTCC) and the program's continued relationship with UCLA and its Transfer Alliance Program (TAP).

Learning Outcome: By the end of this workshop, participants will know how the new Honors Program works and how to develop an Honors class.
# 47F Microsoft Excel – Part 2 of 3
Tuesday, August 16
9:00am – 12:00pm
Hasley Hall 304
FLEX credit – 3 hours
Instructors: Melanie Lipman and Victor Jadaon
Strategic Goal: Technological Advancement

# 59F Skilled Teacher Certificate Program - Module 1: Community College Teaching for the Twenty-First Century: Contexts Outside the Classroom
9:00 – 10:50am
Hasley Hall 230
FLEX credit – 2 hours
Presenter: COC Faculty
Strategic Goal: Teaching and Learning
To be a skilled community college teacher in the twenty-first century requires an understanding of the mission of the community colleges and a careful reexamination of the challenges of fulfilling it. This workshop will provide an overview of the key features of the community college mission, including open access, dual focus on career/technical education and transfer education, partnerships with the community, lifelong learning, and excellence in teaching. Workshop participants will also engage in positive discussions of ways to fulfill the community college mission while keeping the classroom focused on what has always defined good teaching: student learning and growth.

Learning Outcomes: By the end of this workshop, participants will be able to:
• Analyze the key features of the community college mission
• Relate these contexts to their own classroom goals and practices

# 60F If You Missed the Bus, Get On This One!
9:00 – 10:20am
Hasley Hall 232
FLEX credit – 1.5 hours
Presenter: Pamela Williams-Paez
Strategic Goal: Teaching and Learning
This workshop is Pamela Williams-Paez’s Scholarly Presentation from spring 2009, and is back by popular demand! At this session, participants will explore what they can learn about society from riding a Metro bus. Come join in on this magical journey that will provide you with new and interesting perspectives on our society, the people, and the culture.

Learning outcome: This presentation will demonstrate research methods, illustrate the use of multimedia in teaching, and engage participants in critical thinking issues regarding society.
# 61F The NEW Virtual Learning Lab
9:00 – 10:20am
Hasley Hall 233
FLEX credit – 1.5 hours
Presenters: Chelley Maple and Garrett Hooper
Strategic Goals: Teaching and Learning; Student Support
What do you get when you integrate The Virtual Learning Lab with Open Educational Resources? (Aside from VLOER) You get a dynamic collaboration that produces free learning tools to help people become expert learners. We have been adding multimedia tutorials to the library of the Virtual Learning Lab and would like to invite you to share the bounty.

- Interested in critical thinking in the life and social sciences?
- Would your science students be interested in learning how to polish their scientific presentation skills?
- How about three tutorials on plagiarism- how to identify it, fix it, and make ethical decisions for the future?
- Speaking of ethics... would you like to see the topics under the theme Ethics and Responsible Decision Making in the sciences?
- Many of you have family and students who have been recently discharged from the military. One of our core tutorials is From Soldier to Scholar- an exercise in creating a personal vision statement that includes the college experience.

Please join us as we explore new multimedia and web based resources for learning. Together, we can create the next Virtual Learning Lab and Open Educational Resources masterpiece!

Learning Outcomes: Participants will learn how to:
- Access the Virtual Learning Lab and use it as a learning tool
- Find and develop discipline-specific content for the VLL and the OER repository

# 62F CurricUNET
11:00am – 12:20pm
Hasley Hall 233
FLEX credit – 1.5 hours
Presenter: Ann Lowe
Strategic Goal: Technological Advancement
College of the Canyons is changing its web based curriculum system from WebCMS to CurricUNET. This workshop will provide an overview of its curriculum and SLO functions.

Learning Outcome: By the end of this workshop, participants will be able to explain how the curriculum and SLO functions of CurricUNET work.
Celebrating Professional Success
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# 63F Tools to Encourage Student Persistence and Retention
11:00am – 12:20pm
Hasley Hall 232
FLEX credit – 1.5 hours
Presenters: Daylene Meuschke, Michael Joslin, Denee Pescarmona
Strategic Goals: Teaching and Learning; Institutional Effectiveness
Community colleges statewide are experiencing record enrollments; however, many students who enroll in college fail to persist and drop out before reaching their educational goals. This workshop will present some of the various factors that influence student success, retention and persistence. Presenters will discuss the initiatives here at COC that have positively impacted student success and persistence, and offer participants strategies for encouraging students to develop help-seeking behaviors that lead to academic success.

Learning Outcomes: By the end of the workshop, participants will be able to:
- Understand the retention and persistence issues facing community colleges
- Identify and utilize the student retention and persistence efforts being implemented at College of the Canyons

# 64F Blackboard Oddities and FAQs
11:00 – 11:50am
BONH 106
FLEX credit – 1 hour
Presenter: John Makevich
Strategic Goal: Technological Advancement
Those of us who have used Blackboard know that it can be both a best friend and an annoying neighbor. This panel discussion will present attendees with some tips and tricks in the system, as well as a list of some frequently asked questions about the learning management system. Those attending will have the opportunity to ask questions about the system answered by those who frequently use Blackboard.

Learning Outcome: By the end of the workshop, participants will be able to:
- Identify the effective applications of Blackboard that will help them successfully develop and teach online classes
Celebrating Professional Success  
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# 65F Four Books: Things I Wish Had Known When I Started a Career in Teaching  
12:30 – 1:50pm  
BONH 330  
FLEX credit – 1.5 hours  
Presenters: George Rhys and Rick Howe  
Strategic Goal: Teaching and Learning

Drawing on cutting-edge research from the fields of social psychology, behavioral economics, and organizational behavior, *Sway* reveals dynamic forces that influence every aspect of our personal and business lives, including loss aversion (our tendency to go to great lengths to avoid perceived losses), the diagnosis bias (our inability to reevaluate our initial diagnosis of a person or situation), and the “chameleon effect” (our tendency to take on characteristics that have been arbitrarily assigned to us).

George Rhys and Rick Howe will introduce the discussion series and this first book. Together we will examine how these influences affect our students, ourselves, and our common venture.

Come join the discussion! Coffee and cookies will be served.

Learning Outcomes: By the end of this session, participants will be able to:
- Recognize forces that influence us in ways that can hinder our teaching and our fairness
- Analyze some of the inner dynamics that lead our students astray
- Diagnose certain difficulties in faculty/student relations

# 66F The Role of the Academic Senate  
1:00 – 2:20pm  
Hasley Hall 230  
FLEX credit – 1.5 hours  
Presenter: Edel Alonso  
Strategic Goal: Institutional Advancement

The Board of Trustees relies primarily on the advice and judgment of the Academic Senate when making decisions in six areas of Senate responsibilities in shared governance. The Board also reaches mutual consent agreements with the Academic Senate in five areas of Senate responsibilities in shared governance. Come and learn what these 10+1 areas of Senate responsibilities are and how the Senate works to give voice and empower faculty.

Learning Outcome: By the end of the workshop, participants will be able to list and describe the responsibilities of the Academic Senate in shared governance.
Celebrating Professional Success
Tuesday, August 16, 2011

# 67F How to Start a Successful Outreach Program
1:00 – 1:50pm
Aliso Lab 218
FLEX credit – 1 hour
Presenter: Jim Wolf
Strategic Goal: Institutional Advancement
*LIMITED TO 24 PARTICIPANTS
At this session, Biology professor Jim Wolf will showcase how COC implemented a systemic biology outreach program that has reached over 50,000 students in the past ten years, cost the college almost nothing, and runs entirely on volunteers, some of whom have even accomplished some modest research in nano-technology!). We will cover the ups and downs of this effort and ideas as to how you can make outreach a sustained part of your program. Your questions are welcomed!

Learning Outcome: By the end of this workshop, participants will learn how to incorporate outreach into their own courses.

# 68F Using Reader’s Circles to Encourage Student Ownership of Learning and Critical Thinking
2:00 – 3:20pm
Hasley Hall 232
FLEX credit – 1.5 hours
Presenter: Deanna Davis
Strategic Goal: Teaching and Learning
Readers’ circles are a way for you to organize instructional activities to encourage student ownership of learning and critical thinking. Students are required to make some choices about the materials they will read and study, and they work together in groups to comprehend, analyze, and retain the information. Rather than being given questions that they mechanically and passively “look for” the answers to, students work together to create the questions that will allow them to most deeply study and examine the subject matter; the instructor guides learning by presenting mini-lessons before students meet in their circles, scaffolding activities so that students gradually assume more and more responsibility for their learning.

Readers’ circles can be scaled to the level of student choice and responsibility that you consider appropriate to the course and the subject matter. I am using them in a pre-transfer level English composition course and am seeing some positive effects on student attitudes and behaviors. In this workshop, I will explain the pedagogy behind them and share with you my experience with managing their logistics and trying to reap the greatest rewards from them. I will also offer ideas and suggestions for how many other disciplines might experiment with readers’ circles in order to help students develop into more adult and independent learners.
Note: even though they are called “readers’ circles,” I believe that they can be used effectively by non-English instructors because many disciplines rely heavily on student reading of some kind of text or document. They can also be scaled to the amount of time you want to devote to them. For example, you could have students meet in their readers’ circles for only ten minutes to discuss and analyze some text they have chose in conjunction with the subject matter of the day’s lecture or lesson.

Learning outcomes: By the end of the workshop, participants will be able to:
  - Understand how Reader’s Circles work
  - Learn how to incorporate Reader’s Circles into their classes in any discipline

# 69F Blackboard Grade Center
2:00 – 2:50pm  
BONH 106  
FLEX credit – 1 hour  
Presenter: John Makevich  
Strategic Goal: Technological Advancement

The Blackboard Grade Center allows you to keep track of your students’ grades within Blackboard. Because it is quite feature-filled, it can be a wild landscape to navigate. Participants in this workshop will be provided a comprehensive overview of the Grade Center functionality within Blackboard. In addition, resources for assistance with the Grade Center will be provided for those attending to access at a later time.

Learning Outcome: By the end of the workshop, participants will be able to:
  - Use the features of Blackboard Grade Center to track their students’ grades

# 70F The NanoProfessor
2:00 – 2:50pm  
Aliso Lab 113  
FLEX credit – 1 hour  
Presenters: Kelly Burke, Kelly Cude, Kathy Flynn, and David Martinez  
Strategic Goal: Teaching and Learning; Innovation

Please join our faculty trainers for an introduction of the "NanoProfessor" and teaching and learning possibilities related to this technology. Participants will learn about the potential uses of modern instrumentation including Atomic Force Microscopy, Nanolithography, and Fluorescent Microscopy. Interested participants will have an opportunity to discuss potential uses for this technology in their science and engineering courses and learn how to apply for training.

Learning Outcome: By the end of this workshop, participants will gain a valuable introduction to modern nanotechnology equipment, its uses, and potential applications to science and engineering curricula.
Celebrating Professional Success
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# 71F Blogging, Creativity and the Power of Practice
3:00 – 3:50pm
Mentry Hall 244
FLEX credit – 1 hour
Presenter: Wendy Brill-Wynkoop
Strategic Goal: Teaching and Learning
At this session, participants will gain insight into an instructor’s one year blog project dedicated to a daily dialog about photography and image making, and the surprising effect it has had on her students.

Learning Outcome: By the end of this workshop, participants will learn about one non-traditional process of communicating with students.

# 72F Tour of the NEW Engineering Lab
3:30 – 4:20pm
UCEN 214
FLEX credit – 1 hour
Presenter: David Martinez
Strategic Goal: Teaching and Learning
Come and see the exciting new engineering lab that is housed in the University Center. Through collaborations with California State University, Los Angeles the new lab space is designed to accommodate three different types of engineering labs: Materials Science, Strength of Materials, and Fluid Dynamics. Materials science and testing are a very important part of engineering since engineers have to use different materials like metals, ceramics, polymers, and composites to build strong structural systems. Participants will learn about hardness, tensile, torsion, and fatigue testing through the various pieces of engineering equipment designed to give us a greater understanding of the materials we use in engineering.

Learning Outcome: By the end of this workshop, participants will gain a valuable introduction to materials testing and fluid dynamics equipment, its uses, and potential collaboration projects with other departments.
# 73F Using Media to Engage Students
4:00 – 4:50pm
Hasley Hall 230
FLEX credit – 1 hour
Presenters: Wendy Trujillo, John Makevich, Victoria Leonard and Regina Blasberg
Strategic Goals: Technological Advancement; Teaching and Learning
Many of our students are immersed in the online space through the use of mobile devices and computers. They learn and communicate in that space. As such, it is more important than ever to utilize social networking and online media tools. Attendees of this panel discussion will be introduced to some of the available resources and tools, and will have an opportunity to hear how faculty and staff are using them to educate our student population and campus community.

**Learning Outcome:** By the end of this workshop, participants will have learned how they can use social networking and online media tools to actively engage students in the classroom and in the learning process.
# 74F The Success of the Canyon Country Campus
8:00 – 8:50am
CANYON COUNTRY CAMPUS, Room 502
FLEX credit – 1 hour
Presenters: Dena Maloney, Liz Shaker, and Ryan Theule
Strategic Goal: Institutional Effectiveness
This session will enhance awareness of the many changes at the Canyon Country Campus since it opened in Fall 2007. By attending this session, you will discover the growth in instructional programs and services to students, strides made in realizing the projections from the Education and Facilities master plan, strategic goals for the campus in the coming three years, and the similarities and unique differences among students at the Canyon Country Campus. Lastly, you will learn where the campus is headed in the future and how it is impacting student access and success on the eastern side of the Santa Clarita Valley.

Learning Outcome: By the end of this session, participants will have an increased understanding of the progress of the Canyon Country Campus as measured by student success outcomes, instructional resources and support services for students, improvements to the campus teaching and learning infrastructure, and future goals as the campus enters its fifth year of operation.

# 48F Microsoft Excel – Part 3 of 3
9:00am – 12:00pm
Hasley Hall 304
FLEX credit – 3 hours
Instructors: Melanie Lipman and Victor Jadaon
Strategic Goal: Technological Advancement

# 76F Achieving a Work/Life Balance
9:00 – 9:50am
Hasley Hall 230
FLEX credit – 1 hour
Presenters: Sheri Barke and Garrett Hooper
Strategic Goal: Human Resources
There was a time when the boundaries between work and home were fairly clear. Today, however, work is likely to invade your personal life — and maintaining work-life balance is no simple task. Still, work-life balance isn’t out of reach. Start by evaluating your relationship to work. Then apply specific strategies to help you strike a healthier balance. Attend this session to learn techniques in the areas of nutrition, physical activity, meditation, and time management to help you successfully balance work and home life.

Learning Outcome: By the end of this workshop, participants will have learned strategies they can implement that may help them achieve work-life balance.
# Sustaining Success

Wednesday, August 17, 2011

# 77F Classroom Management in a World of Competing Technology
10:00 – 11:50am
Hasley Hall 232
FLEX credit – 2 hours
Presenter: Arthea Larson, M.A., LMFT
Strategic Goal: Teaching and Learning
Ever feel like your classroom teaching is secondary to Facebook, Smart Phone apps, and surfing the internet? Welcome to the new world of students and technology. This class will look at ways to set up for success around the technology we want our students to use while teaching them the etiquette for using it in classroom and work settings. Participants will learn different ways to set appropriate limits which match their own teaching styles as well as building in opportunities to use technology as its own management tool.

**Learning Outcomes:** By the end of this workshop, participants will have learned how to manage technology use by students in the classroom in a way that enhances instruction and learning of the course material.

# 78F Mentoring Program Project
10:00 – 10:50am
Hasley Hall 206
FLEX credit – 1 hour
Presenters: Anne Marenco, Sheldon Helfing, and Kathryn Coleman
Strategic Goal: Innovation
The presenters will discuss the benefits of mentoring others and describe the mentoring program they have collaborated on with the CSU Northridge Sociology department. They will also provide you with information and resources you can use to start your own collegial mentoring partnership.

**Learning Outcome:** By the end of this workshop, participants will:
- Analyze the benefits of mentoring
- Describe the process of setting up a mentoring program
# 79F Burnout: What It Is and How to Avoid It
10:30 – 11:50am
Hasley Hall 230
FLEX credit – 1.5 hours
Presenters: Deanna Davis and Lisa Wallace
Strategic Goal: Human Resources
Teaching is a joyous and rewarding profession that can also be stressful, especially with many new pressures threatening a teacher’s ability to be effective and to maintain a positive point of view. The presenters will discuss the difficulty of managing all the pressures that can lead to burnout and offer suggestions from those who have studied and written about the topic, including Joan Borysenko, author of *Fried: Why You Burn Out and How to Revive*. This workshop will also include an opportunity for participants to discuss their own successful strategies for avoiding burnout. The emphasis will be on learning how to maximize the positive rewards of teaching.

**Learning Outcome:** By the end of the workshop, participants will be able to:
- Identify successful strategies to avoid job burnout

# 80F Visit to the Huntington Art Gallery and Virginia Steele Scott Gallery of American Art
12:15 – 4:15pm
Location: 1151 Oxford Rd, San Marino
FLEX credit – 4 hours
Presenters: Robert Walker and Michael McCaffrey
Strategic Goal: Teaching and Learning
*LIMITED TO 24 PARTICIPANTS*
Join COC Art professors Robert Walker and Michael McCaffrey for a discussion of some of the paintings in the Huntington Art Collection.

**Learning Outcomes:** By the end of this session, participants will have a better understanding of the artists and movements on display at the Huntington Library and the relevance of Art History as a teaching tool.
#81F Skilled Teacher Certificate Program - Module 2: Community College Teaching for the Twenty-First Century: Teaching for a Range of Students, Workshop 1
1:00 – 2:20pm
Hasley Hall 230
FLEX credit – 1.5 hours
Presenter: COC Faculty

Strategic Goal: Teaching and Learning
Perhaps the most important characteristic of community colleges in California is the wide diversity of their students. The differences in the student population include age, gender, educational and career goals, level of preparation, ethnicity, economic status, ability, and motivational level. A skilled community college teacher knows how to design curriculum, classroom instruction, and assessment that is supple enough to meet the needs of most of the different students in each classroom. This module consists of two workshops focused on ways to identify the most important characteristics of your students early in the semester and how to plan every aspect of your course to meet their learning needs.

Learning Outcomes: By the end of this workshop, participants will be able to:
- Analyze the different characteristics of community college students
- Evaluate best practices for curriculum, classroom instruction, and assessment to meet the needs of different community college students

# 82F Teaching Students to Think and Write Critically
1:00 – 2:20pm
Hasley Hall 232
FLEX credit – 1.5 hours
Presenters: Jia-Yi Cheng-Levine and Fred D’Astoli

Strategic Goal: Teaching and Learning
A lot of students come to college believing that education merely entails identifying and recalling information and perhaps reorganizing it, the two lowest levels of Bloom et al.’s (1956) taxonomy of cognitive functioning. How can we disabuse them of this notion in both productive and exciting ways? Come participate in this workshop on helping students to develop their higher order critical thinking skills as we tackle questions such as the ones below:

- We throw the term “critical thinking” around a lot, but what does it really mean?
- As an instructor, how do I resolve the tension between the time it takes to help students think more deeply about the course content with the desire to cover more course material?
- How can I formulate discussion questions so that students will be more likely to respond with higher levels of critical thought?
- How can I encourage my students to think critically when I’m lecturing?
• How can I design class activities so that students will make their own learning discoveries versus my simply imparting the information to them?
• What concrete forms might critical thinking take in a variety of disciplines, such as science, math, English, art, philosophy, and psychology? And how might I adapt those activities to my own field?

Learning Outcome: By the end of this workshop, participants will be able to design activities that will guide students in using higher level cognitive skills based on Bloom et al.'s Taxonomy of critical thinking.

# 83F Coffee on the Side: Stem Cells and Their Uses in Medicine
2:45 – 4:00pm
Hasley Hall 230
FLEX credit – 1.5 hours
Presenter: Kelly Cude
Strategic Goal: Campus Climate
Biology professor, Kelly Cude, will discuss the controversy surrounding stem cell research, presidential influence on research funding, and the potential therapeutic uses for cancer, Parkinson's disease and spinal cord injuries.

Learning Outcome: By the end of this workshop, participants will understand what stem cell research is and its potential uses and benefits.

# 84F Budget Management
4:00 – 5:20pm
BONH 106
FLEX credit – 1.5 hours
Presenter: Donna Haywood
Strategic Goal: Financial Stability
Learn the basics of managing your budget using the Datatel system. This workshop will cover:

• General Ledger Account Code structure (what do all those numbers mean?)
• How to run a quick account balance query (ACBL)
• How to run budget status reports by summary (GLBR) and detail (GLBS)
• How to read and interpret budget printouts

This workshop is a must for anyone involved with managing budgets.

Learning Outcomes: By the end of this workshop, participants will know how to:
• Run a quick account balance query (ACBL)
• Run budget status reports by summary (GLBR) and detail (GLBS)
• Read and interpret budget printouts
# 85F The Success of the Canyon Country Campus
4:30 – 5:20pm
CANYON COUNTRY CAMPUS, Room 502
FLEX credit – 1 hour
Presenters: Dena Maloney, Liz Shaker, and Ryan Theule
Strategic Goal: Institutional Effectiveness
This session will enhance awareness of the many changes at the Canyon Country Campus since it opened in Fall 2007. By attending this session, you will discover the growth in instructional programs and services to students, strides made in realizing the projections from the Education and Facilities master plan, strategic goals for the campus in the coming three years, and the similarities and unique differences among students at the Canyon Country Campus. Lastly, you will learn where the campus is headed in the future and how it is impacting student access and success on the eastern side of the Santa Clarita Valley.

Learning Outcome: By the end of this session, participants will have an increased understanding of the progress of the Canyon Country Campus as measured by student success outcomes, instructional resources and support services for students, improvements to the campus teaching and learning infrastructure, and future goals as the campus enters its fifth year of operation.

# 86F CurricuNET
5:30 – 6:50pm
Hasley Hall 233
FLEX credit – 1.5 hours
Presenter: Ann Lowe
Strategic Goal: Technological Advancement
College of the Canyons is changing its web based curriculum system from WebCMS to CurricUNET. This workshop will provide an overview of its curriculum and SLO functions.

Learning Outcome: By the end of this workshop, participants will be able to explain how the curriculum and SLO functions of CurricUNET work.
# 87F Admissions and Records 101
5:30 – 6:20pm
CANYON COUNTRY CAMPUS, Room 502
FLEX credit – 1 hour
Presenter: Jasmine Ruys
Strategic Goal: Institutional Advancement
This workshop will provide a guided tour of the services provided to faculty by the Admissions and Records department. Included in this session will be an overview of MyCanyons, the program that provides faculty the ability to turn in grades, drop students, email their rosters to themselves and so much more online.

Learning Outcome: By the end of this workshop, participants will have a better understanding of basic common functions in the Admissions & Records office.
Celebrating Team Success
Thursday, August 18, 2011

# 88F Strategies for Success
9:00 – 11:20am
UCEN 258
FLEX credit – 2.5 hours
Presenter: Dr. Dianne Van Hook, Chancellor
Strategic Goal: Leadership
To be successful as a team at College of the Canyons, each of us must be committed to achieving personal success as we define and value it. Join Chancellor Dr. Dianne Van Hook for an engaging and interactive presentation that examines how we can be successful as individuals, and how that success is multiplied when we work together as a team. Her presentation will explore:

- What is success? What does it mean to you?
- What factors lead to success?
- Why is COC a “successful” community college?
- What is our recipe for success?
- How can you overcome hurdles and roadblocks that inhibit success?
- Where do you start?
- How can people from all departments and positions work together as a team?

Come prepared with ideas for projects you want to accomplish in the coming year. The session will conclude with an opportunity to immediately apply what you’ve learned! Dr. Van Hook will lead an exercise in refining ideas and making plans to begin bringing them to fruition.

# 89F Department Retreats
11:30am – 1:20pm
Locations will be determined by Department Chairs
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 Outcome: Upon completion of the retreat, participants will be able to identify the key issues the department will be addressing during the upcoming academic year.
Celebrating Team Success
Thursday, August 18, 2011

# 90F Skilled Teacher Certificate Program - Module 2: Community College Teaching for the Twenty-First Century: Teaching for a Range of Students, Workshop 2
1:30 – 2:50pm
Hasley Hall 232
FLEX credit – 1.5 hours
Presenter: COC Faculty

Strategic Goal: Teaching and Learning
Perhaps the most important characteristic of community colleges in California is the wide diversity of their students. The differences in the student population include age, gender, educational and career goals, level of preparation, ethnicity, economic status, ability, and motivational level. A skilled community college teacher knows how to design curriculum, classroom instruction, and assessment that is supple enough to meet the needs of most of the different students in each classroom. This module consists of two workshops focused on ways to identify the most important characteristics of your students early in the semester and how to plan every aspect of your course to meet their learning needs.

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

- Analyze the different characteristics of community college students
- Evaluate best practices for curriculum, classroom instruction, and assessment to meet the needs of different community college students

# 91F Q&A with the SCCCD Board of Trustees
3:00 – 4:20pm
Hasley Hall 230
FLEX credit – 1.5 hours

Strategic Goal: Campus Climate
Join members of the SCCCD Board of Trustees for the opportunity to engage in dialogue on a wide-range of issues and topics. Your questions and comments are encouraged and welcomed. Cookies and coffee will be provided.

Learning Outcome: By the end of this session, participants will have had the opportunity to address the board with their questions and comments.
Attend FLEX workshops
On campus during fall and spring FLEX weeks and throughout the year.

#92F 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

#93F Enroll in the Understanding the Needs of Older Adults Online Course
FLEX credit - 20 hours for part 1 and 20 hours for part 2
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.
#94F  Attend the Online Library Resources Workshops
Ongoing – Watch for email announcements from Librarian Ron Karlin for dates and times.
FLEX credit - 1.5 hours

#95F  Conduct Adjunct Evaluations
3 hours each/6 hours max per year

#96F  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

#97F  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.

#98F  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.

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.

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 Fred D’Astoli at campus extension 3710 or at fred.dastoli@canyons.edu.
#103F  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.

#104F  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.

#105F  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.
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.
Monday, August 20, 2012

#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.
Monday, August 20, 2012

#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.

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#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.
#17F Skilled Teacher Certificate Program: Module 6, Workshop 2: Teaching with Technology - The Classroom of the Future

Tuesday, August 21, 2012

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 Datatel 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
presenters: 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.
#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.

#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.
#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.
#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.

#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.

#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.
#35F Website Training
5:00 – 5:50pm
ALISO-321
Flex credit: 1 hour
Presenter: Ray Alfonso
Strategic Goal: Technological Advancement
Ray Alfonso, 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
**#47F  Conduct Adjunct Evaluations**  
3 hours each/6 hours max per year

**#48F  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

**#49F  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.

**#50F  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.

**#51F  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 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.

**#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.
FALL 2013
FLEX SCHEDULE

August 16 – 22, 2013
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
#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.
Monday, August 19, 2013

#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.
Monday, August 19, 2013

#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.
Monday, August 19, 2013

#12F The Academic Program Review
4:00 – 5:20pm
HSLH 205
FLEX credit – 1.5 hours
Presenters: Paul Wickline, Barry Gibbons, 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.
Tuesday, August 20, 2013

#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.

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**#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

**Wednesday, August 21, 2013**

9:00 – 9:50am  
HSLH 206  
FLEX credit – 1 hour  
Presenters: James Glapa-Grosskleg 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.
Wednesday, August 21, 2013

#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.
Wednesday, August 21, 2013

#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.

#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.
**#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.

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**#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.
**Wednesday, August 21, 2013**

**#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.

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**#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.
#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.
#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.

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**Attend FLEX workshops**

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

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**#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

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**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.

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**#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

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**#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

#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. 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. 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.
#49F  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.

#50F  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.

#51F  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.

#55F  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.
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.

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.

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

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**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.
Welcome to the Spring Professional Development Program! Participating in our award winning Professional Development program is an effective way to enhance your professional growth and reach your goals. Professional Development is a personal responsibility and you are encouraged to explore the numerous offerings provided in a variety of specialty areas throughout the year. The program offerings align with the district’s strategic goals in an effort to continue to move the college forward and reach institutional goals. In addition, discovering and reaching your true potential is the ultimate goal, and College of the Canyons’ Professional Development program can help you do it! The program provides a wide variety of training opportunities that are designed to expand your knowledge, increase and improve work place skills, and develop the leaders of tomorrow! I encourage you to take advantage of as many of these opportunities as you can.

Leslie Carr

“Take a chance! All life is a chance. The man who goes farthest is generally the one who is willing to do and dare.”
Dale Carnegie, Author

Please visit the Professional Development website at:
http://www.canyons.edu/offices/pd

The Professional Development Mission Statement

The mission of the Santa Clarita Community College District’s Professional Development Program is to improve and sustain the professional growth of district employees through collegially planned learning opportunities that continue to support the institution’s strategic goals.
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To register for a workshop, please send an email to Sharon Johnston in Professional Development at sharon.johnston@canyons.edu or call campus extension 3443.
Welcome the New **Classified Employees**

*Hired January – March 2009*

at College of the Canyons!

- **Graciela Martinez**
  Counseling

- **Jorge “George” Arias**
  Facilities

- **Thomas Thompson**
  Campus Safety

- **Adrian Perez**
  Facilities

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Welcome the New **Administrators**

*Hired January – March 2009*

at College of the Canyons!

- **Keith Rypka**
  Center for Applied Competitive Technologies

- **Steven Tannehill**
  Small Business Development Center

---

*Not Pictured:* Jennifer Moy, NSF Regional Center; Lolesio Takapu, Facilities
A commitment to professional development provides each of us with an opportunity to dream big and to work to achieve our professional growth goals. Developing your own personal professional development plan will allow you to see your professional growth goals in writing and motivate you to achieve them. Commit to being the best you can be! Invest in your own professional development! Use the form on the next two pages to help you get started thinking about what you want to achieve this year, and determine how the Professional Development program can help you get there.
What are your goals?

One-year Goal:

Three-year Goal:

Five-year Goal:
## Professional Development Plan
(State position/responsibility desired)

**Goal:**

<table>
<thead>
<tr>
<th>List skills/experience needed</th>
<th>Describe plan to acquire each competency needed.</th>
<th>Who can help me? (Name/Contact)</th>
<th>Completion Date</th>
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One-year Goal:

Three-year Goal:

Five-year Goal:
Please visit our website

www.canyons.edu/offices/pd
College of the Canyons’ Strategic Goals

#1 - Teaching and Learning
College of the Canyons will provide resources in a positive environment that support excellent teaching and student learning.

#2 - Student Support
College of the Canyons will provide student support services to facilitate student success and maximize student opportunity.

#3 - Cultural Diversity
College of the Canyons will promote diversity of the community, students and staff.

#4 - Human Resources
College of the Canyons will select and develop high-quality staff.

#5 - Institutional Advancement
College of the Canyons will generate support, resources, networks and information to enhance the College's success.

#6 - Institutional Effectiveness
College of the Canyons will evaluate progress being made toward College goals on a continuous basis.

#7 - Financial Stability
College of the Canyons will develop financial resources to support and enhance College programs and services.

#8 - Technological Advancement
College of the Canyons will utilize state-of-the-art technologies to enhance programs, services, and operations.

#9 - Physical Resources
College of the Canyons will continue to develop and maintain a high-quality physical environment.

#10 - Innovation
College of the Canyons will dare to dream and make it happen!

#11 - Campus Climate
College of the Canyons will enhance and support a sense of community and cooperation on campus.

#12 - Leadership
College of the Canyons will assert its leadership to increase educational, economic, and cultural opportunities for the community including businesses, industry, arts groups, and community-based organizations in the region.
Spring Program
Professional Development Opportunities

C O L L E G E O F T H E C A N Y O N S

STRATEGIC GOALS

*How is success measured?* At College of the Canyons, success is measured using the eleven 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 and Campus Climate. 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 asset, our employees. We encourage our Professional Development planning committees to dream big! The result is an award winning program that provides exceptional opportunities for professional and personal growth for all faculty, staff and administrators at College of the Canyons.

- **TEACHING AND LEARNING**
- **HUMAN RESOURCES**
- **TECHNOLOGICAL ADVANCEMENT**
- **LEADERSHIP**
- **INSTITUTIONAL ADVANCEMENT**
- **CAMPUS CLIMATE**

<table>
<thead>
<tr>
<th>OTHER PROFESSIONAL DEVELOPMENT OPPORTUNITIES</th>
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<tbody>
<tr>
<td>• IMPORTANT END OF THE YEAR ACTIVITIES</td>
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<tr>
<td>• CLASSIFIED DEVELOPMENT DAY</td>
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<td>• EMPLOYEE WELLNESS PROGRAM</td>
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<tr>
<td>• PROFESSIONAL DEVELOPMENT TEAMS</td>
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</tbody>
</table>

*College of the Canyons is committed to developing the faculty and staff 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 to it 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 professional development plan (see page 4), and engage in training that will assist them in meeting their professional development goals.*
Take the Next Step in Online Teaching!

Intermediate Online Teaching and Learning Strategies Offered this Summer

The Institute of Teaching and Learning is offering EDU 107 (2 units), a follow-up to the introductory course in online teaching that has been taken by over 150 faculty members at COC. Participants will examine best practices in online teaching and learning and apply current instructional technology at an intermediate level. Topics include national standards for online teaching, peer review processes, principles of course design, use of multi-media, and assessment tools, as well as current trends such as virtual reality and online content repositories. The course provides an opportunity for current, experienced practitioners of online teaching and learning to create, evaluate, and help revise their own and classmates’ online classes.

Salary advancement credit OR FLEX credit available for full-time and adjunct faculty. FLEX credit available for adjunct faculty.

The class will be offered during the Summer, beginning June 15 and ending August 1 (with no required work during the week of July 4). EDU 107 is 100% online and requires NO face-to-face meetings. EDU 107 is taught by James Glapa-Grossklag & Ron Dreiling.

For more information about the course, you may visit the web site for the Institute of Teaching and Learning at http://www.canyons.edu/ITL/ and click on the course name. COC open registration for Summer begins on June 2. Registration directions also appear on the web site.
### STRATEGIC GOAL #1: Teaching and Learning

<table>
<thead>
<tr>
<th>Teaching Topics</th>
<th>College of the Canyons will provide a positive environment and necessary resources to support excellent teaching and student success.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Teaching Topics Series</strong></td>
<td>is an ongoing discussion of issues and practices in the teaching professions. All faculty and staff are welcome to attend these informal, relaxed times, to learn more about teaching and share ideas.</td>
</tr>
<tr>
<td><strong>Teaching Topics – Contact:</strong> Fred D’Astoli, Ext. 3710</td>
<td></td>
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<tr>
<td>#53S Tuesday, April 14</td>
<td>#54S Thursday, May 14</td>
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<tr>
<td>1:00 – 2:00pm</td>
<td>1:00 – 2:00pm</td>
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<tr>
<td>BONH 330</td>
<td>BONH 330</td>
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### Synergy Program

The SYNERGY program is a New Faculty Learning Community Cohort at College of the Canyons. It is designed to assist new faculty in becoming integrated members of the College. The SYNERGY program consists of a year-long set of experiences and training sessions, designed to be conducted in a learning community setting, to orient new faculty to the college and the community. SYNERGY addresses the unique needs of new faculty as they launch their academic career at the College. It is filled with energizing workshops, informative gatherings, social activities, and intellectually stimulating seminars that can help new hires situate themselves into a college environment.

**Presenters:** Christina Chung and Fred D’Astoli

<table>
<thead>
<tr>
<th>#46S Friday, April 3</th>
<th>#47S Friday, April 17</th>
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<tbody>
<tr>
<td>10:00am – 12:00pm</td>
<td>10:00am – 12:00pm</td>
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<tr>
<td>BONH 330</td>
<td>BONH 330</td>
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<td>FLEX credit – 2 hours</td>
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<th>#48S Friday, May 1</th>
<th>#49S Friday, May 8</th>
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<tbody>
<tr>
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<td>12:00 – 1:00pm</td>
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<tr>
<td>BONH 330</td>
<td>LIBR 206</td>
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<tr>
<td>FLEX credit – 2 hours</td>
<td>FLEX credit – 1 hour</td>
</tr>
</tbody>
</table>
**#152S Books and Ideas:**
*The Historian, by Elizabeth Kostova*

Wednesday, April 29
3:00pm-5:00pm
LIBR 206
FLEX credit - 2 hours

*Presenter: Sherrill Pennington*

If your pulse flutters at the thought of castle ruins and descents into crypts by moonlight, you will savor every creepy page of Elizabeth Kostova's long but beautifully structured thriller *The Historian*. The story opens in Amsterdam in 1972, when a teenage girl discovers a medieval book and a cache of yellowed letters in her diplomat father's library. The pages of the book are empty except for a woodcut of a dragon. The letters are addressed to: "My dear and unfortunate successor." When the girl confronts her father, he reluctantly confesses an unsettling story: his involvement, twenty years earlier, in a search for his graduate school mentor, who disappeared from his office only moments after confiding to Paul his certainty that Dracula--Vlad the Impaler, an inventively cruel ruler of Wallachia in the mid-15th century--was still alive. The story turns out to concern our narrator directly because Paul's collaborator in the search was a fellow student named Helen Rossi (the unacknowledged daughter of his mentor) and our narrator's long-dead mother, about whom she knows almost nothing. And then her father, leaving just a note, disappears also.

**#221S Skills4Success - FIGs: Creating a Culture of Inquiry Among Faculty**

Wednesday, April 29
2:30 – 4:00pm
FLEX credit – 1.5 hours

*Guest Presenter: Lynn Wright, Pasadena City College*

Location: HSLH 232

What is a FIG (Faculty Inquiry Group)? Faculty inquiry groups are designed to bring faculty together to develop strategies and materials for addressing college-wide faculty concerns over the course of a year. At the end, groups report on and disseminated their work college-wide. Guest presenter Lynn Wright from Pasadena City College will discuss how to start a FIG on campus, how to design a good research project, and how to maintain accountability for the project. Please join us as we create a culture of inquiry surrounding learner-centered education on campus.
#222S Skills4Success - Teaching Unprepared Students: A Book Group Discussion

Wednesday, May 27
2:30 – 4:00pm
FLEX credit – 1.5 hours

Guest Presenter: Kathleen F. Gabriel, CSU Chico

Location: Library 206

Special guest presenter Professor Kathleen Gabriel from CSU Chico will be leading a group discussion on her book *Teaching Unprepared Students*. Professor Gabriel’s book “provides professors and their graduate teaching assistants—those at the front line of interactions with students—with techniques and approaches they can use in class to help at-risk students raise their skills so that they can successfully complete their studies. The author shares proven practices that will not only engage all students in a class, but also create the conditions—while maintaining high standards and high expectations—to enable at-risk and under-prepared students to develop academically, and graduate with good grades. The author also explains how to work effectively with academic support units on campus” (Amazon.com). This workshop is available to all COC and Hart District teachers. Books can be obtained in advance by contacting Audrey Green’s office. Please join us for a stimulating discussion on how we can help our students become more successful.
Employment Relations Consortium  
#5S Managing the Marginal Employee  
Thursday, April 30  
9:00am – 12:00pm  
Y-117  
FLEX credit – 3 hours  
This workshop is designed to train supervisors and managers how to manage the employee who does the “bare minimum” and/or “pushes the envelope.”

#6S Privacy Issues in Our Technological World  
Thursday, April 30  
1:00 – 4:00pm  
Y-117  
FLEX credit – 3 hours  
An employee’s right to privacy and management’s right to information present many issues. This workshop guides managers through the maze of laws and court decisions dealing with these issues. This workshop will discuss guidelines relating to numerous privacy issues including access to records and personnel files, computer use policies, regulation of off-duty conduct and relationships and employee property/work stations searches.

* These videoconference workshops will be presented by attorneys from the law firm Liebert Cassidy Whitmore.
The ABC’s of Management

The manager maintains, the leader develops; the manager focuses on systems and structure; the leader focuses on people; the manager relies on control; the leader inspires trust; the manager has a short range view; the leader has a long range perspective; the manager imitates; the leader originates.”
–Warren Bennis

As you can see from the quote above, there are distinct differences between leadership and management. A leader is someone who knows where to go; they set the vision. A manager is someone who knows how to get there; they implement the vision.

While LEAP (Leadership Education in Action Program) addresses leadership development, The ABC’s of Management program focuses on sharpening your management skill set.

If you are looking to gain or improve your basic management skills, The ABC’s of Management program is for you! This 9-part workshop series was designed to provide you with the abilities you need to stock your management skills toolbox! Participants completing all 9 workshops will receive a certificate of completion.

*This workshop series is open to all management employees.

#160S Running Effective Meetings
Wednesday, February 25
1:00—2:00pm
PDR #2

Presenters: Jasmine Ruys & Daylene Meuschke
Are your meetings going off track, taking too much time, or not accomplishing the items you want to see done? Or, do you want some tricks of the trade to make your meetings effective? Then this is the workshop for you. We will discuss some strategies to help you make your meetings effective and enable you to accomplish your goals. A,C

#169S Employee Classifications
Wednesday, March 4
1:30—3:00pm
HSLH 234

Presenters: Diane Fiero & Donna Voogt
The employee classification structure will be discussed, including permanent part-time, substitutes and adult hourly employees. You will also learn how to determine which classification to use when certain services are performed. A
Supervisors commonly experience anxiety when preparing an employee evaluation when there is a disciplinary issue that will be documented on the evaluation; a sensitive issue will be discussed; or recommendations for performance or skill improvement will be made. This workshop will address these issues as well as other aspects of the employee evaluation process, including how to:

• Effectively and confidently address anxiety-causing issues with the employee
• Evaluate employee performance fairly
• Set measurable goals
• Conduct meaningful and effective evaluation conferences with their employees
• Identify contractual timelines for completing performance evaluations
#162S Conflict Resolution  
Wednesday, April 15  
1:30—3:30pm  
Y-117  
Presenter: Victoria Leonard  
Conflict is inevitable, but it doesn’t have to get out of hand. This workshop will help participants understand how conflict occurs, why it escalates, and how to handle it appropriately. Participants will be able to develop effective strategies for avoiding, minimizing, and resolving conflict. **A,C**

#163S Employee Discipline Issues  
Wednesday, April 29  
1:30—3:00pm  
PDR #2  
Presenters: Diane Fiero & Donna Voogt  
Unfortunately, there may come a time when you need to discipline an employee. Wading through the various steps involved in the discipline process, though, can be very challenging and uncomfortable. Join Diane Fiero and Donna Voogt at this workshop where they will prepare you to effectively engage in the discipline process. **A**

#164S Giving Effective Feedback  
Wednesday, May 6  
2:30—3:45pm  
LIBR 206  
Presenters: Karyl Kicenski & Victoria Leonard  
We have all heard that "it's not what you say, it's HOW you say it." In reality, it is "WHAT you say AND HOW you say it"! This workshop will focus on both verbal and nonverbal aspects of communication when giving feedback. Participants will be able to identify effective and ineffective feedback and utilize effective feedback in all interpersonal situations. **C**

#165S Employee Recognition, Motivation and Retention  
Wednesday, May 20  
1:30—3:30pm  
Y-117  
Presenters: Diane Fiero & Beth Asmus  
What creates motivated, contributing people? How do you maintain high employee morale? Come to this session to discover a variety of strategies (and share some of your own!) that contribute to employee motivation, positive employee morale, rewards and recognition. Also discussed will be how to develop and implement a reward and recognition system (if you don’t already have one), and learn how it can contribute to employee motivation, positive morale and retention. **B**
#166S Role Modeling, Coaching and Mentoring  
Wednesday, June 3  
1:30—3:30pm  
LIBR 206  
*Presenters: Debbie Rio, Diane Stewart, Patty Robinson & Audrey Green*

Serving as a mentor, coach or role model establishes strong one-on-one relationships which foster shared experiences and viewpoints, as well as personal and professional goals. These roles also provide emotional support and guidance and benefit participants in innumerable ways. They are an integral part of personal and professional development. What does it take to step into one of those roles? Presenters will discuss the characteristics, skills, and knowledge needed to fulfill these roles effectively.

#167S Management and the COC Culture  
Wednesday, June 17  
1:30—3:30pm  
LIBR 206  
*Presenters: Debbie Rio, Diane Stewart, Len Mohney, Floyd Moos & Jim Temple*

Being a manager at COC is a unique experience to say the least, and certainly different from most organizations – public or private. Join panelists Debbie Rio, Diane Stewart, Len Mohney, Floyd Moos and Jim Temple as they discuss their point of view on what COC expects of its management team, how to successfully navigate campus politics, learn more about the role you play in carrying out the District’s vision, mission and values and how to thrive in our unique culture.
#179S Using the Open Educational Resources Repository with Blackboard
Thursday, April 2
9:00 – 11:00am
Room Y-107
FLEX credit – 2 hours
Instructor: John Makevich
Come learn how to use the new Open Educational Resources Repository at College of the Canyons! Participants will receive an introduction to the repository and what it has to offer both faculty and students. As well, they will be trained on how to access content both through Blackboard and outside of Blackboard and how to contribute content to the shared repository within Blackboard.

#180S Introduction to Podcasting and Vodcasting
Friday, April 3
12:00 – 2:00pm
Room Y-107
FLEX credit – 2 hours
Instructor: John Makevich
Participants will learn how to create a podcast (audio) or vodcast (video) with limited editing. Strategies for effective recording and content design will be introduced in order to best promote quick upload of media content to Blackboard, a website, or even iTunes. The attendees will also have an opportunity to see some simple recording tools demonstrated.

#181S Blackboard Gradebook
Monday, April 13
4:45 – 6:15pm
CANYON COUNTRY CAMPUS – ROOM 304
FLEX credit – 1.5 hours
Instructor: John Makevich
Participants will spend focused time in the gradebook tool within Blackboard. Topics covered will include the usage of points vs. weighted grades, adjusting column settings, and effectively organizing the gradebook.
"Continuous effort, not strength or intelligence, is the key to unlocking our potential."
– Winston Churchill

#182S CCCConfer I
Wednesday, April 15
12:00 – 1:30pm
Room Y-107
FLEX credit – 1.5 hours
Instructor: John Makevich
Participants will learn how to use CCCConfer, a live web conferencing program. CCCConfer allows you to deliver lectures, engage in discussion, and have one-on-one sessions with students. Additional features include full audio, whiteboarding, polling questions, and live text chat. Sessions can be archived for students to participate at a later date.

#183S Blackboard Adaptive Release
Thursday, April 16
12:00 – 1:30pm
Room Y-107
FLEX credit – 1.5 hours
Instructor: John Makevich
Adaptive release within Blackboard allows for items of your course to be released upon conditions you specify, such as time, score on an assignment, etc. This workshop will enable participants to establish adaptive release criteria of their own and implement them. There will also be a discussion of the variety of ways in which adaptive release could be beneficial.

#184S Creating Exams in Blackboard
Monday, April 20
4:45 – 6:15pm
CANYON COUNTRY CAMPUS – ROOM 304
FLEX credit – 1.5 hours
Instructor: John Makevich
In this workshop, current Blackboard users will be re-introduced to the method of creating exams within the system. Topics covered will include the initial creation of the exam, exam settings, deployment, and question types. Participants will have time to ask questions about any past exam creation experience they have within Blackboard.
#185S Blackboard I
Friday, April 24
9:00 – 11:00am
Room Y-107
FLEX credit – 2 hours
Instructor: John Makevich
Participants will learn the basics of using the Blackboard Learning System. They will learn how to request a new course, navigate the learning environment, and integrate pre-existing course materials into their new Blackboard course(s). First in a three-part series.

#186S Blackboard II
Friday, April 24
12:00 – 2:00pm
Room Y-107
FLEX credit – 2 hours
Instructor: John Makevich
In this workshop, participants will learn how to effectively work with discussion boards, groups, the Digital Drop Box, web links, and some basic gradebook skills. They will also practice uploading a syllabus and course documents. Second in a three-part series.

#187S Blackboard III
Friday, April 24
2:00 – 4:00pm
Room Y-107
FLEX credit – 2 hours
Instructor: John Makevich
Participants will learn how to effectively use e-mail, messages, and assessments in Blackboard. They will discover how to create question pools for assessments and develop a quiz from those questions. They will also be introduced to other Internet tools and products that can supplement the Blackboard experience. Third in a three-part series.

#188S Creating Learning Units in Blackboard
Tuesday, April 28
12:00 – 1:30pm
Room Y-107
FLEX credit – 1.5 hours
Instructor: John Makevich
Learning units can be an effective means of organizing course material. This workshop will provide an introduction to learning units and how they are created and modified. Participants will have the opportunity to create their own learning units. Some examples of effective use of learning units will be discussed.
Information technology and business are becoming inextricably interwoven. I don't think anybody can talk meaningfully about one without the talking about the other.”
– Bill Gates

#189S Distance Learning Drop-In
Wednesday, April 29
1:00 – 3:00pm
Room Y-107
FLEX credit – 2 hours
Instructor: John Makevich
Starting an online, hybrid or web-enhanced class? Stuck with issues on one you already teach? Stop by the distance learning open lab for help with design and implementation questions on Blackboard, CCCConfer and other distance learning tools.

#190S How to Use iTunes
Thursday, April 30
3:00 – 4:00pm
Room Y-107
FLEX credit – 1 hour
Instructor: John Makevich
iTunes is a widely-used tool for the access of media content on both PCs and Macs. This workshop will introduce the participants to the basics of iTunes, including how to subscribe to podcasts, how to download music (or other content), and how to discover content that might be useful for the education of students. The intent of this workshop is to provide the participant with basic familiarity with the application and to expand discussion of the use of podcasts in an educational setting.

#191S Creating Learning Units in Blackboard
Monday, May 4
4:45 – 6:15pm
CANYON COUNTRY CAMPUS – ROOM 304
FLEX credit – 1.5 hours
Instructor: John Makevich
Learning units can be an effective means of organizing course material. This workshop will provide an introduction to learning units and how they are created and modified. Participants will have the opportunity to create their own learning units. Some examples of effective use of learning units will be discussed.
#192S  Blackboard I
Wednesday, May 6
4:00 – 6:00pm
Room Y-107
FLEX credit – 2 hours
Instructor: John Makevich
Participants will learn the basics of using the Blackboard Learning System. They will learn how to request a new course, navigate the learning environment, and integrate pre-existing course materials into their new Blackboard course(s). First in a three-part series.

#193S  Blackboard II
Wednesday, May 6
6:00 – 8:00pm
Room Y-107
FLEX credit – 2 hours
Instructor: John Makevich
In this workshop, participants will learn how to effectively work with discussion boards, groups, the Digital Drop Box, web links, and some basic gradebook skills. They will also practice uploading a syllabus and course documents. Second in a three-part series.

#194S  Blackboard III
Wednesday, May 6
8:00 – 10:00pm
Room Y-107
FLEX credit – 2 hours
Instructor: John Makevich
Participants will learn how to effectively use e-mail, messages, and assessments in Blackboard. They will discover how to create question pools for assessments and develop a quiz from those questions. They will also be introduced to other Internet tools and products that can supplement the Blackboard experience. Third in a three-part series.
“The goal of education is to replace an empty mind with an open mind”.
– Malcolm Forbes

#195S  Roundtable: Student – to – Student Interaction in Online Courses
Thursday, May 7
12:00 – 1:00pm
Room HSLH-311
FLEX credit – 1 hour
Instructor: John Makevich
In online courses, interaction is key! Online classes without much communication result in an independent-study environment with a pile of content. Though student-to-instructor contact is widely used in online courses, it is much more difficult to ensure effective student-student communication. This roundtable discussion will focus on the implementation of working strategies for quality communication between students in an online course.

#196S  Basics of Media Editing for Online Courses
Friday, May 8
12:00 – 2:00pm
Room Y-107
FLEX credit – 2 hours
Instructor: John Makevich
Though it is becoming easier to record digital media on the go, sometimes faculty want to perform some simple editing of the content. This workshop will provide participants with some of the tools and strategies for how to edit content, what types of content to edit, and to what extent the editing should be done in order to promote timely production of material. Users will be introduced to Windows Movie Maker and Audacity as ideal (and free) tools to be used for the editing process.

#197S  Introduction to Podcasting and Vodcasting
Monday, May 11
4:00 – 6:00pm
CANYON COUNTRY CAMPUS – ROOM 304
FLEX credit – 2 hours
Instructor: John Makevich
Participants will learn how to create a podcast (audio) or vodcast (video) with limited editing. Strategies for effective recording and content design will be introduced in order to best promote quick upload of media content to Blackboard, a website, or even iTunes. The attendees will also have an opportunity to see some simple recording tools demonstrated.
"Obstacles are those frightful things you see when you take your eyes off your goal."
– Henry Ford

#198S  Using the Open Educational Resources Repository with Blackboard
Tuesday, May 12
12:00 – 2:00pm
Room Y-107
FLEX credit – 2 hours
Instructor: John Makevich
Come learn how to use the new Open Educational Resources Repository at College of the Canyons! Participants will receive an introduction to the repository and what it has to offer both faculty and students. As well, they will be trained on how to access content both through Blackboard and outside of Blackboard and how to contribute content to the shared repository within Blackboard.

#199S  Blackboard Gradebook
Wednesday, May 13
12:00 – 1:30pm
Room Y-107
FLEX credit – 1.5 hours
Instructor: John Makevich
Participants will spend focused time in the gradebook tool within Blackboard. Topics covered will include the usage of points vs. weighted grades, adjusting column settings, and effectively organizing the gradebook.

#200S  CCCConfer I
Wednesday, May 13
4:00 – 5:30pm
Room Y-107
FLEX credit – 1.5 hours
Instructor: John Makevich
Participants will learn how to use CCCConfer, a live web conferencing program. CCCConfer allows you to deliver lectures, engage in discussion, and have one-on-one sessions with students. Additional features include full audio, whiteboarding, polling questions, and live text chat. Sessions can be archived for students to participate at a later date.
#201S Advanced Podcasting and Vodcasting
Friday, May 15
12:00- 2:00pm
Room Y-107
FLEX credit – 2 hours
Instructor: John Makevich
This workshop is a continuation of the topics introduced in the Introduction to Podcasting and Vodcasting workshop. Participants will produce a podcast/vodcast series of content. As well, they will implement some of the methods for delivery of this content, including but not limited to the development of script code to link the material to iTunes. This session will also be somewhat customized to work around the specific needs of the faculty in attendance.

#202S Blackboard Adaptive Release
Monday, May 18
4:45 – 6:15pm
CANYON COUNTRY CAMPUS – ROOM 304
FLEX credit – 1.5 hours
Instructor: John Makevich
Adaptive release within Blackboard allows for items of your course to be released upon conditions you specify, such as time, score on an assignment, etc. This workshop will enable participants to establish adaptive release criteria of their own and implement them. There will also be a discussion of the variety of ways in which adaptive release could be beneficial.

#203S CCCConfer 2 (ONLINE)
Tuesday, May 19
12:00 – 1:00pm
ONLINE
FLEX credit – 1 hour
Instructor: John Makevich
After learning the basics of how to navigate within CCCConfer, participants will assemble within the virtual classroom environment for a live session. Skills from CCCConfer 1 will be reviewed and the interaction between session moderator and participants will be played out.
#204S  Creating Exams in Blackboard

Wednesday, May 20
12:00 – 1:30pm
Room Y-107
FLEX credit – 1.5 hours

Instructor: John Makevich

In this workshop, current Blackboard users will be re-introduced to the method of creating exams within the system. Topics covered will include the initial creation of the exam, exam settings, deployment, and question types. Participants will have time to ask questions about any past exam creation experience they have within Blackboard.

#205S  Roundtable: Closing the Textbook – The Venture Into Open Educational Resources

NEW!

Thursday, May 21
12:00- 1:00pm
Room HSLH-311
FLEX credit – 1 hour

Instructor: John Makevich

As the cost of textbooks continues to increase for students and the demands of using newer and newer editions of the text add to these costs, many institutions are considering other ways of delivering quality educational content to students at a lower cost, or even for free. Open Educational Resources provide a toolbox of materials from which students can select and, furthermore, from which faculty can develop core course materials. This discussion will focus on some of the pros and cons to the utilization of Open Educational Resources and, in particular, will focus on the vision for the use of such materials in the future.

#206S  Blackboard I

Friday, May 22
9:00- 11:00am
CANYON COUNTRY CAMPUS – ROOM 304
FLEX credit – 2 hours

Instructor: John Makevich

Participants will learn the basics of using the Blackboard Learning System. They will learn how to request a new course, navigate the learning environment, and integrate pre-existing course materials into their new Blackboard course(s). First in a three-part series.
“Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important.”
– Bill Gates

#207S Blackboard II
Friday, May 22
12:00 – 2:00pm
CANYON COUNTRY CAMPUS – ROOM 304
FLEX credit – 2 hours
Instructor: John Makevich
In this workshop, participants will learn how to effectively work with discussion boards, groups, the Digital Drop Box, web links, and some basic gradebook skills. They will also practice uploading a syllabus and course documents. Second in a three-part series.

#208S Blackboard III
Friday, May 22
2:00 – 4:00pm
CANYON COUNTRY CAMPUS – ROOM 304
FLEX credit – 2 hours
Instructor: John Makevich
Participants will learn how to effectively use e-mail, messages, and assessments in Blackboard. They will discover how to create question pools for assessments and develop a quiz from those questions. They will also be introduced to other Internet tools and products that can supplement the Blackboard experience. Third in a three-part series.

#209S Distance Learning Drop-In
Wednesday, May 27
1:00 – 3:00pm
Room Y-107
FLEX credit – Up to 2 hours
Instructor: John Makevich
Starting an online, hybrid or web-enhanced class? Stuck with issues on one you already teach? Stop by the distance learning open lab for help with design and implementation questions on Blackboard, CCCConfer and other distance learning tools.

#210S Introduction to Podcasting and Vodcasting
Wednesday, June 10
12:00 – 2:00pm
Room Y-107
FLEX credit – 2 hours
Instructor: John Makevich
Participants will learn how to create a podcast (audio) or vodcast (video) with limited editing. Strategies for effective recording and content design will be introduced in order to best promote quick upload of media content to Blackboard, a website, or even iTunes. The attendees will also have an opportunity to see some simple recording tools demonstrated.
#211S How to use iTunes

Friday, June 12
12:00 – 1:00pm
Room Y-107
FLEX credit – 1 hour
Instructor: John Makevich

iTunes is a widely-used tool for the access of media content on both PCs and Macs. This workshop will introduce the participants to the basics of iTunes, including how to subscribe to podcasts, how to download music (or other content), and how to discover content that might be useful for the education of students. The intent of this workshop is to provide the participant with basic familiarity with the application and to expand discussion of the use of podcasts in an educational setting.

#212S Basics of Media Editing for Online Courses

Wednesday, June 17
12:00 – 2:00pm
Room Y-107
FLEX credit – 2 hours
Instructor: John Makevich

Though it is becoming easier to record digital media on the go, sometimes faculty want to perform some simple editing of the content. This workshop will provide participants with some of the tools and strategies for how to edit content, what types of content to edit, and to what extent the editing should be done in order to promote timely production of material. Users will be introduced to Windows Movie Maker and Audacity as ideal (and free) tools to be used for the editing process.

#213S Advanced Podcasting and Vodcasting

Friday, June 19
12:00 – 2:00pm
Room Y-107
FLEX credit – 2 hours
Instructor: John Makevich

This workshop is a continuation of the topics introduced in the Introduction to Podcasting and Vodcasting workshop. Participants will produce a podcast/vodcast series of content. As well, they will implement some of the methods for delivery of this content, including but not limited to the development of script code to link the material to iTunes. This session will also be somewhat customized to work around the specific needs of the faculty in attendance.
#214S  Blackboard I, II, and III (ONLINE)

Week of June 14 – 20
ONLINE, Asynchronous
FLEX credit – 2 hours per module/6 hours total
Instructor: John Makevich

Blackboard I
Participants will learn the basics of using the Blackboard Learning System. They will learn how to request a new course, navigate the learning environment, and integrate pre-existing course materials into their new Blackboard course(s). First in a three-part series.

Blackboard II
In this workshop, participants will learn how to effectively work with discussion boards, groups, the Digital Drop Box, web links, and some basic gradebook skills. They will also practice uploading a syllabus and course documents. Second in a three-part series.

Blackboard III
Participants will learn how to effectively use e-mail, messages, and assessments in Blackboard. They will discover how to create question pools for assessments and develop a quiz from those questions. They will also be introduced to other Internet tools and products that can supplement the Blackboard experience. Third in a three-part series.
Leadership Education in Action Program

What is LEAP?
The College of the Canyons Leadership Education in Action Program (LEAP) was created in 2008 to foster the development of visionary, pace-setting administrative leaders. LEAP is designed to promote the development of "agents of institutional change" while providing "big picture" skills and the knowledge required to lead and shape our District and the Community College system. LEAP provides individuals who want to be leaders, at COC or elsewhere, the opportunities to identify and develop the knowledge, skill sets and confidence to be successful. Nowhere can you go today and participate in a degree program to thrive in community colleges. Several programs are underway, but we cannot wait. If you want to be a mover and a shaker in a vibrant forward-thinking community college like COC, this program is for you!

What are LEAP’s goals?
In addition to fostering the development of a cadre of visionary leaders, LEAP is designed to achieve the following goals:

GOALS:
To sharpen essential leadership skills that are not traditionally taught, including:

• Discrepancy analysis
• Context and case building
• Networking
• Advocacy
• Building internal and external partnerships
• Resource generation
• Anticipating outcomes and always having alternatives
• Train our own skilled Community College leaders
• Develop a network of mutual support among future administrative leaders
• Facilitate cross-departmental and cross-functional dialogue and the sharing of best practices
• Develop risk takers, entrepreneurs, trendsetters, big picture thinkers, facilitators of planned change, advocates, can-do, confident and accountable leaders

“The job of the leader is to uplift her people - not just as members of and contributors to the organization, but as individuals of infinite worth in their own right.”

– Dr. Lorraine Monroe, Founder of the Lorraine Monroe Leadership Institute
Who can learn and participate in LEAP?
The next LEAP session will focus on new and emerging leaders. Classified staff, full-time faculty, unit supervisors or directors who are contemplating moving up in administration are invited to apply. Applicants are expected to have been with the college for at least one full year and have some leadership experience.

What will participation in LEAP involve?
• Each LEAP session will be designed around one or more presentations focusing on “real-world” college district issues related to institutional change and development
• Some of the presentations will feature administrative leaders who have established reputations as “agents of change” across the state
• LEAP sessions will also offer a series of intensive “crash courses,” designed to make participants aware of critically important skills and competencies needed to excel as a leader
• LEAP participants will put what they learn into immediate practice by applying the concepts and techniques they acquire to address real campus opportunities
• This program will be interactive and may include team project work outside of LEAP sessions
• The Chancellor guides the LEAP effort and will take a direct role in its planning and activities. In addition, accomplished college administrators and system leaders have provided input into the program

What kind of commitment is required?
LEAP participants will meet over the course of the spring 2010 semester. Activities may include visits to other campuses/field trips; case studies, out-of-class responsibilities, as well as group discussions throughout the program. LEAP Solution Teams will be formed to develop and complete real-life projects that will be implemented on our campus. At the end of the program, teams will present their plans and celebrate their achievements.

How do I apply?
To pursue this opportunity, please complete the LEAP application available at www.canyons.edu/offices/pd. Applications will be available in November. Questions, please contact Leslie Carr at x3100.
LEAP Solution Team Project Summaries - 2009

Team #1: Re-Entry Program
Design a business plan for launching a full-service re-entry program. Re-entry adults are a sizable segment of our student population. They have needs that may require special outreach and support services. Review and evaluate successful programs and see what we can do here at COC to provide all the resources necessary for a successful experience for these students.

*Team #1 members: Audrey Green, Kiyoko Koski, Steve Erwin, Lisa Helfrich, Mitra Hoshiar, John Garcia, Kristin Houser*
- Mentor: Debbie Rio
- Resource Person: James Glapa-Grossklag

Team #2: Design a Project Based Learning Model
Students in existing classes would complete real projects that businesses in our community need done or solutions that they need to develop that would enhance student learning in the real world.
Goal: To Develop a template that could be used to solicit proposals from businesses and infuse them into ongoing courses here at COC, i.e. event planning, business plans, slogans, training. These proposals could come from on-campus too, where students would plan a portion of a campus or department event, such as a write and distribute a press release or create invitations, maybe even culinary arts students cooking the meal for the President’s Circle dinner. This would give our students real life experience to use on their resumes.

*Team #2 members: Len Mohney, Seher Awan, Laura Branch, Floyd Moos, Brittany Applen, Keith Rypka, Celina Baguiao*
- Mentor: Barry Gribbons
- Resource Person: Patty Robinson

Team #3: Develop a Behavioral Intervention Team
A Positive, Multidisciplinary Team Approach to Addressing Student Conduct Issues
Create a campus community environment that works collaboratively to improve student success by focusing on mental and physical health, safety, and student conduct as a proactive method for addressing student behavior. Explore the goals and activities of BIT (Behavioral Intervention Team); demonstrate how your student conduct code can be used as an effective electronic referral form; explore student intervention and follow-up; and share examples of tools and quick references for faculty and staff.

Learning Objectives:
1. Describe the Goals of the Behavior Intervention Team.
2. List the key and ad hoc members of the Behavioral Intervention Team.
3. Describe how the Student Code of Conduct can be used as a guide for faculty and staff in reporting conduct of concern.
4. Describe the three levels of “Guidelines for Student Behavior” and at which level you would initiate a BIT report.

Team #3 members: Bev Kemmerling, Peg Hamilton, Jasmine Foster, Garrett Tujague, Tammy Castor, Robynn Fridlund
  • Mentor: Michael Wilding

Team #4: Create an Idea Incubator Process
Providing a means by which full-implementation of new ideas can be supported
Background: Currently there exists an idea form that one is able to fill out to submit good ideas for consideration. Likewise, the SBDC has developed an incubator program for business ideas in the community.
Develop an internal idea incubator program, perhaps in tandem with LEAP, to organize a systematic approach to the implementation of new ideas.
Define guidelines by which each player in the process would adhere to play his or her part in moving the project forward.

Team #4 members: Patrick Backes, Bruce Getzan, Ram Manvi, John Makevich, Mike Sanders, Cindy Grandgeorge
  • Mentors: Mitjl Capet and Sharlene Coleal

Team #5: COC Botanical Garden – LEAP Garden
(Landscape, Environmental & Academic Partnership)
With the completion of the University Center we now have students who may attend our campus for 2-6 years, depending on if they complete their B.A. degree or advance degrees on this campus. It would be nice to have an esthetically pleasing place for students to visit and relax that is also a cross-discipline, outdoor classroom/laboratory.
Pierce College has a botanical garden. It is the S. Mark Taper Foundation Life Science Botanic Garden at Pierce College. There are also botanical gardens at many other colleges/universities like Long Beach State. I spoke to an alumnus of COC who is a landscape designer and worked on the Botanical garden at Pierce College. He also built a butterfly, rose, vegetable, herb and flower garden at Rosedell Elementary School. He could provide good insight into what the garden might include.
Early Childhood Education already has a grant for a project like this proposal; this group could help get it started. We might also get local businesses to donate materials and could get local volunteer organizations to help build it. We can partner with the Castaic Lake Water Agency that built the conservatory garden at Central Park.
Many different disciplines could be involved and benefit from the garden, depending on the size and composition of the garden.
LEAP Solution Team Project Summaries - 2009

- Landscape Design – Could help design/build the garden and could maintain it as projects for their classes
- Art/Photography – Could use the garden as a background for their work
- Botany – Could use the garden as an outdoor botanical laboratory
- Biology (Genetics) – A teaching garden with sweet peas
- Culinary Arts – Could grow herbs/vegetables/dwarf fruit trees for use in their classes
- Wine Studies – Could have a small area to study how grapes are grown
- Physical Education – A Zen garden with Tai Chi classes

Team #5 members: Murray Wood, Juli Mosier, Mimi Spankroy, Paul Wickline, Yvette Barrios
John Green
- Resource Person: Jim Schrage
- Mentor: Diane Stewart

Team #6: Creating a Student Learning Community
It would be interesting somehow to connect student artists (music, dance, theatre and fine arts) with a business student. Artists need to learn business skills and business students could benefit from learning creative problem solving and how to see the situation from a different perspective, something artists do quite naturally. Artists need to learn how to create a business plan, a mission statement, a 3-5 year plan and define marketing targets and strategies. I would be interested in working with a group of folks to create this structure and opportunity for students.

Adam Philipson, Elana Edelstein, Rhonda Hyatt, Renard Thomas, Jamie Milteer, Bianca Philippi
- Mentor: Dena Maloney
LEAP Solution Team Project Summaries - 2008

LEAP provided individuals who were interested in leading, at COC or elsewhere, the opportunities to identify and develop the knowledge, skill sets and confidence to be successful. One such opportunity was the LEAP Solution Team project.

The Solution Team projects were designed to be challenging, force the participants to stretch beyond their comfort zone and empower them to reach new heights in their leadership development. Each team consisted of faculty, classified staff and administrators. In addition, each team was assigned an Executive Cabinet-level mentor to provide guidance and feedback as the project evolved.

All of the solution team project proposals were implemented in the 2008/09 school year. Listed below are summaries of the seven LEAP Solution Team projects.

Team #1: 15 Student Success Points
To promote student retention and success, the 15 Student Success Points program will address one skill or resource per week with our students throughout the semester. Skills will include setting academic goals, managing time, taking notes, etc. The 15 Student Success Points steering committee will send an e-mail to all instructors each week that will provide a description of the point, relevant links to helpful websites, and suggestions for application, including workshops, support classes, and campus social activities to encourage social and learning networks. All faculty members are encouraged to participate by promoting one point each week during 5 minutes of class time.

Team #1 members: Michele Edmonson, Amy Foote, Michael Joslin, Adam Kempler, Ana Palmer, Theresa Zuzevich
Mentor: Barry Gribbons

Team #2: Enhancing Outcomes Through FLEX Learning Communities - WeConnect
The WeConnect team focused on creating in-depth, year-long experiences as part of the flex program. WeConnect also encourages groups of “like minded” members of the COC family to join a group that will focus on a single subject for the year. These groups will be outcome based, so that the college will benefit from their collective wisdom that was generated during the year. The first year there are three cohorts being planned. One group is dealing with “Technology, Next Generation.” Another will focus on “Partnerships, How to Raise Funds and Make Friends.” The third will revolve around “Identity, Our Community, Culture and Connectedness.”

Team #2 members: Claudia Acosta, Jon Amador, Wendy Brill-Wynkoop, James Glapa-Grossklag, Donna Haywood, Cynthia Madia, Donna Voogt
Mentor: Mitjl Capet
**Team #3: Welcoming New Faculty: A Learning Community Cohort**

The SYNERGY program is a New Faculty Learning Community Cohort at College of the Canyons. It is designed to assist new faculty in becoming integrated members of the College by experiencing a year of Firsts! The program will encompass five core values: collective energy and creativity, reciprocal values and vision, supportive environment, shared personal practices, as well as responsive leadership. The SYNERGY program consists of a year-long set of experiences and training sessions, designed to be conducted in a learning community setting, to orient new faculty to the college and the community. SYNERGY addresses the unique needs of new faculty as they launch their academic career at the College. It is filled with energizing workshops, informative gatherings, social activities, and intellectually stimulating seminars that can help new hires situate themselves into a college environment. It is designed to promote faculty success by providing timely and accurate information and connecting new to seasoned and compassionate faculty. The program envisions a learning community that will streamline communication among all employees; enhance new faculty’s competency and confidence; develop and strengthen collegial relationships at all levels and across campus; and connect their endeavors to the College’s strategic plans and goals.

*Team #3 members: Jia-Yi Cheng-Levine, Christina Chung, Steve Dixon, Allison Korse-Devlin, John Lucas, Lynne Mayer, Diane Morey
Mentor: Dena Maloney*

**Team #4: Developing Learning Community Models**

In higher education, learning communities consist of classes that are linked or clustered during an academic term, often around an interdisciplinary theme, and enroll a common cohort of students. Research shows that successful learning communities increase student retention rates, encourage academic achievement, emphasize motivation and involvement, improve time of degree completion, and enhance intellectual development. Learning Communities help students succeed and even thrive by increasing student involvement and motivation, and by enhancing student emotional and intellectual development, which lead to increased retention and student success. Studies show that students who are involved in learning communities are more intellectually mature and responsible for their own learning, and develop the capacity to care about the learning of their peers. Faculty members involved in learning communities collaborate more with each other and build mentoring relationships with students that last. These programs also offer a robust way to address interdisciplinary pedagogical ideas and a more coherent pathway to engage students in a vibrant and dynamic learning environment.

**“LEAP was great! It gave me an opportunity to work with and develop a relationship with colleagues on campus I might never have otherwise worked with. I highly recommend LEAP to anyone who wants to develop and practice their leadership skills. It was a very rewarding experience.”**

*Donna Voogt, Director - Human Resources*

*Spring 2008 LEAP Participant*
cohesive general education curriculum. This project outlines three proposed new communities: The Cluster Model, Field Studies/Residential Model, and Thematic Model.

Team #4 members: Mike Brezina, Vincent Devlahovich, Miriam Golbert, Jennifer Hauss, Patty Robinson
Mentor: Diane Stewart

Team #5: Integrating Enrollment Management Into Everyone’s Priorities and Onto All Desks
Enrollment management encompasses many aspects of the college, including but not limited to: facilities, student services, technology, high-quality instruction, and student persistence and retention. In order to bring Enrollment Management to every one’s desktop team developed the following strategies:

• The enrollment management committee should post agendas and minutes to the Intranet to provide additional information to the campus. Additionally, a recommendation was made to form sub-committees who would focus on specific areas of enrollment management.
• Each campus committee, division, and department meeting should include an agenda item for enrollment management, allowing for frequent updates and for the generation of ideas, which will be forwarded to the Enrollment Management steering committee.
• Enrollment management should become a part of the college’s culture, involving all employees in a group effort to recruit and retain students by having staff wearing nametags that identify people as college employees to students and the community, thereby providing the students with sources of information.
• A card with critical information would be designed so that it could be carried in a wallet or pocket so that staff could reference it when asked questioned by students, parents, etc.
• A website should be designed to provide updated information on the progress of our enrollment efforts and include the critical information contained on the information cards.

Team #5 members: Gina Bogna, Irene Bradbury, Jennifer Brezina, Carl Ebaugh, Kevin Kistler, Jim Temple
Mentor: Sharlene Coleal
Team #6: Stepping Up Our Commitment to Online Student Learning Support
Team #6 proposes to step up COC’s commitment to online student learning support by developing and launching a new and innovative online student portal. The portal will be a user friendly, one-stop website where students can find information about all services provided to them at COC. The student, staff or faculty member will only need a student/staff ID, personal PIN and an Internet connection. This portal will enable the user to connect to calendars, workstations and serve as the only platform needed to navigate College of the Canyons. The portal will seamlessly connect to Datatel, Web Advisor and Outlook. LEAP Team #6 has done all the necessary research to make implementation useful and friendly for the campus. COC’s MIS office has already purchased the software for this implementation and the team has laid out a plan to move forward with implementation.

Team #6 members: Tom Bilbruck, Paul De La Cerda, Hsiawen Hull, Rick Killey, Jasmine Ruys, Diana Stanich
Mentor: Michael Wilding

Team #7: The GO Program at College of the Canyons
The GO Program is a short-term intensive program that provides a flexible class format as an alternative to the standard academic calendar by offering online and hybrid classes in an accelerated format. The five and eight week short-term intensive format of the GO Program allows students to fulfill their educational goals and provide an alternative to courses based on the standard academic calendar. Because the five and eight week classes have multiple start times throughout the semester, the GO Program provides flexibility and convenience for students to start a class multiple times within the semester. Continual rotation and repetition of classes allows students to pick up what they might miss, thereby increasing opportunities for completing a course of study. In addition, students can earn degree-applicable credit sooner at a fraction of the cost compared to other colleges that offer compressed, online, and hybrid classes. The goal of the GO Program is to meet the needs of students with varying educational goals allowing those who are interested to “get in, get out, and get GOing” with their lives.

Team #7 members: Renee Drake, Victoria Leonard, Daylene Meuschke, Anthony Michaelides, Cathy Ritz, Kari Soffia, Ryan Theule
Mentor: Diane Fiero
**Administrators**
1. Audrey Green  
2. Kiyoko Koski  
3. Kristin Houser  
4. Len Mohney  
5. Floyd Moos  
6. Keith Rypka  
7. Bev Kemmerling  
8. Peg Hamilton  
9. Tammy Castor  
10. Bruce Getzan  
11. Ram Manvi  
12. Cindy Grandgeorge  
13. Murray Wood  
14. Mimi Spankroy  
15. Yvette Barrios  
16. John Green  
17. Adam Philipson  
18. Elana Edelstein  
19. Renard Thomas

**Classified Staff**
1. Steve Erwin  
2. Seher Awan  
3. Laura Branch  
4. Celina Baguiao  
5. Jasmine Foster  
6. Robynn Fridlund  
7. Patrick Backes  
8. John Makevich  
9. Juli Mosier  
10. Jamie Milteer

**Fulltime Faculty**
1. John Garcia  
2. Brittany Applen  
3. Garrett Tujague  
4. Mike Sanders  
5. Paul Wickline  
6. Rhonda Hyatt

**Adjunct Faculty**
1. Lisa Helfrich  
2. Mitra Hoshiar  
3. Bianca Philippi
LEAP 2008 Participants

**Administrators**
1. Joslin, Michael
2. Edmundson, Michele
3. Zuzevich, Theresa
4. Voogt, Donna
5. Haywood, Donna
6. Glapa-Grossklag, James
7. Korse-Devlin, Allison
8. Lucas, John
9. Hamp, Herlisa
10. Robinson, Patty
11. Brezina, Mike
12. Hauss, Jennifer
13. Kistler, Kevin
14. Temple, Jim
15. Bogna, Gina
16. Ebaugh, Carl
17. Brezina, Jennifer
18. Ruys, Jasmine
19. Bilbruck, Tom
20. Killey, Rick
21. De la Cerda, Paul
22. Ritz, Cathy
23. Meuschke, Daylene
24. Soffa, Kari
25. Theule, Ryan
26. Michaelides, Anthony

**Classified Staff**
1. Foote, Amy
2. Madia, Cynthia
3. Mayer, Lynne
4. Chung, Christina
5. Bradbury, Irene
6. Hull, Hsiawen
7. Drake, Renee

**Faculty**
1. Kempler, Adam
2. Palmer, Ana
3. Acosta, Claudia
4. Amador, Jon
5. Brill-Wynkoop, Wendy
6. Morey, Diane
7. Dixon, Steve
8. Cheng-Levine, Jia-Yi
9. Golbert, Miriam
10. Devlahovich, Vincent
11. Stanich, Diana
12. Leonard, Victoria
The Professional Development Mentor Program—Spring 2009
The Office of Professional Development has designed a mentor program for 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.

Program Participation
To participate either as a mentor or mentee in the Professional Development Mentor Program, please contact:
Leslie Carr in the Professional Development office at leslie.carr@canyons.edu or at campus extension 3100

STRATEGIC GOAL #5: Institutional Advancement
College of the Canyons will generate support, resources, networks, and information to enhance the College’s success.
Engage in Management Advisory Council (MAC) Meetings

All members of the management team are members of the Management Advisory Council.

The Management Advisory Council provides the Chancellor the opportunity to disseminate information from the Board of Trustees meetings and provide a general college update. Council members are also provided the opportunity to lead a training and development workshop at a MAC meeting.

The following guidelines are used in coordinating the training and development activity:

- Self-identified individuals or groups will take responsibility for planning and organizing the MAC meeting, which includes the training and development component
- The groups may cross departmental lines
- Flexibility will be given to the groups for the placement and location of the Chancellor's Board meeting review and general college update on the schedule
- Flexibility will be given to the groups for the type of training and development activity to be presented (field trips, panel presentations, etc.)

The Management Advisory Council schedule and meeting agendas may be accessed via the COC intranet at www.canyons.edu/intranet. Type in your user name and password. Select “Committee Directory” and then select “Management Advisory Council.”

Who to contact:
- If you are interested in presenting at an upcoming MAC meeting, contact the Professional Development Office – Leslie Carr – leslie.carr@canyons.edu

Connect with Campus Committees

There is a rich variety of ad hoc and standing committees campus wide that provide members the opportunity to develop leadership skills.

These committees have an interrelated purpose and they all work together to move the College forward. The following committees constitute a sample of what is available:

- College Planning Team
- College Policy Council
- Administrative Development Committee
- President’s Advisory Council on Budget
- Management Advisory Council
- COC Heritage Committee
- Cougar Award Steering Committee
- Educational Technology Committee
- Educational Travel Advisory Committee
- Facilities Task Force Committee

Who to contact:
Detailed information regarding these committees and how you can get involved is available on the campus intranet at www.canyons.edu/intranet. Select “Committee Directory” to view a listing.
“Get involved in campus life”

Innovate through Connections with the Community

There are many ways you can connect with the community and discover leadership opportunities. You can:

Get involved in the community; Initiate a partnership!

Developing partnerships is a strategic priority for College of the Canyons because it opens doors and creates opportunities for the College to better serve our students and the community. In order to develop such partnerships, staff have to be involved, connected and networked with those who can mutually benefit from alliances with College of the Canyons.

Who to contact:

• Seek guidance from your Executive Cabinet member
• Connect with others already involved in partnerships-contact the Chancellor’s Office for a list of current partnerships
• Contact Bruce Getzan in the Economic Development Office at bruce.getzan@canyons.edu

Volunteer to Represent Us Locally

COC’s staff has a great track record of volunteerism to help build partnerships between the College and the community. Our College has a lot to offer, and the more we help community-based organizations do their work, the more integrated and connected into the larger community we are. That integration often results in opportunities and resources for COC. It opens doors and allows COC to help the community be the best it can be.

Who to contact:

• COC’s Volunteer and Service Learning Program – Jennifer Hauss – jennifer.hauss@canyons.edu
• Human Resources for on-campus volunteer opportunities – Cara Odell – cara.odell@canyons.edu
• The City of Santa Clarita – www.santa-clarita.com/cityhall/parks/volunteer.asp
• The SCV Chamber of Commerce – www.scvchamber.com
• The Valley Industrial Association – www.via.org
• Economic Development Office – Bruce Getzan – bruce.getzan@canyons.edu
Inspire Yourself and Others by Participating in a Mentor Program

Association of California Community College Administrators (ACCCA) Mentor Program.

The purpose of the ACCCA Mentor Program is to provide a personal and professional development experience for selected individuals who have demonstrated a potential for expanded leadership roles in their current, or future, responsibilities with the California Community College system. Participants develop competencies through participation in ACCCA Mentee Leadership events held during the one-and-a-half year program.

The ACCCA Mentee Retreat and other mentee program functions are heavily participation-oriented, with an emphasis on skill building and collaborative learning. Each mentee completes a learning contract, which has a strong leadership component, encouraging participants to immediately apply knowledge, principles and skills acquired or enhanced through the ACCCA Mentor Program.

The mentor role is to serve as a guide, role model, colleague and expert to a mentee. The mentor guides the mentee in the development and completion of their learning contract, exposes their mentee to new and complex administrative tasks and processes, teaches their mentee how to learn new administrative skills on their own campus, introduces their mentee to higher level management systems, and practices the requisite skills needed with their mentee.

Who to contact:
Professional Development – Leslie Carr – leslie.carr@canyons.edu

Engage in Statewide or Regional Organizations

Take a statewide or regional leadership role

There is a leadership vacuum and anyone who has a desire to fill it has ample opportunities to do so. As you become knowledgeable in your job, join an organization that represents your profession. Learn how you can contribute to your professional organization. Examples include volunteering for a committee, helping organize a conference or workshop, serving as a speaker for a conference or serving as an elected officer. Doing so will help you gain visibility and develop your own skills while building a network of professionals from whom you can learn and grow.

You have unique talents and personality to bring to your job. Go out and share yourself. You’ll get back what you give in exponential proportions and in multiple ways.
A sample of organizations that you can become involved in are:

Community College League of California – CCLC
www.ccleague.org
The League serves California’s 72 districts in six areas: Education Programs, Research and Policy Analysis, Fiscal Services Programs, Governmental Relations, Communications and Governance of Athletics.

Association of California Community College Administrators – ACCCA
www.accca.com
ACCCCA, the premier association for community college administrators in California, is recognized for providing excellent leadership development for its members. COC’s on-campus representative is Deborah Rio. Please contact her at Ext. 3298 or at deborah.rio@canyons.edu for additional information on ACCCA.

“Grow with the college”
California Community College Chancellor's Office
CCCO
www.cccco.edu
The Chancellor's Office website provides information to all of California's 110 community colleges, and the many organizations included in the system.

American Association for Women in Community Colleges – AAWCC
www.pc.maricopa.edu/aawcc/
AAWCC is guided in all of its endeavors by a firm commitment to equity and excellence in education and employment for women in community, junior and technical colleges.

The National Institute for Staff and Organizational Development – NISOD
www.nisod.org
NISOD is a consortium of colleges and universities who share a philosophical commitment to support excellence in teaching and learning.

American Association of Community Colleges – AACC
www.aacc.nche.edu
AACC is the primary advocacy organization for community colleges at the national level and works closely with directors of state offices to inform and affect state policy.

League for Innovation in the Community College
www.league.org
The League is an international organization dedicated to catalyzing the community college movement. The League hosts conferences and institutes, develops Web resources, conducts research, produces publications, provides services, and leads projects and initiatives with member colleges, corporate partners, and other agencies in a continuing effort to make a positive difference for students and communities.

California Legislative Information
www.leginfo.ca.gov
The California Legislative Information website contains information on California law, how to access previous legislation, California's code of regulations and contact information for California's legislators.

Participate in a statewide organization that represents your profession.

Contact your Executive Cabinet member for information pertaining to your specific professional organization.
Developing your Network

None of us get where we get alone. Rather, we do so by asking for help, learning from others, sharing ideas, borrowing what works, and “doing” … we do it by networking! So, get started!

Step 1: Identify three people who can help you as you develop your ideas/plans.

Step 2: Contact each person by email, phone or set up a time to meet in person.

Step 3: Develop specific questions to ask them and a statement of what help/information you need from them.

Step 4: Summarize your efforts on the attached form.

And, if you need help, identify resources, ask!

### Just Do It: Start to Network

<table>
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<tr>
<th>Contact Name, Title, Contact Info</th>
<th>What do they have to offer?</th>
<th>What did you ask for?</th>
<th>What are the next steps toward the outcomes you desire?</th>
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STRATEGIC GOAL #11: Campus Climate

#142S First Aid
Wednesday, April 15
9:00am – 1:00pm
EPEK 101
FLEX credit – 4 hours
Instructor: Chad Peters
Emergency situations requiring first aid can be frightening, especially if you don't know how to deal with them properly. Instructor Chad Peters will show you how to provide first aid in a variety of situations. All participants who pass the basic skills and written tests at the end of the class will receive an American Red Cross certificate valid for three years. *Please wear comfortable clothing and bring a snack and beverage.

Sustainable Development Activities
The goal of the Sustainable Development Committee is to make responsible citizens who will, in due time, contribute their talents and passions to fashioning a vibrant society of environmental wealth and balance.

The Sustainable Development Committee will be sponsoring the following activities and events this spring:

#223S SDC: Field Studies – Learning Communities and Environmental Sustainability
Wednesday, April 22
1:00 - 2:15pm
FLEX credit – 1.5 hours
Location: HSLH 234
Members of the Sustainable Development Committee and faculty who are involved in Field Studies will discuss ways different courses can infuse sustainability into their courses, especially in a learning community environment conducted through the Field Studies Program. After learning from faculty members who have conducted classes through Field Studies, we will brainstorm possibilities for different courses from various disciplines to build a learning community, through Field Studies, to infuse sustainability into our existing curriculum.
We are on the brink of a major shift in energy use and policy in the United States. Pressing issues like the longevity of petroleum supplies and rapidly expanding global markets competing for finite energy supplies are running alongside climate change, global warming and a push toward domestic energy production. Since our students need solid footing on which to navigate this complex subject, this workshop will discuss the changing face of energy and energy issues, while exploring how to integrate this important topic into our current curricula. The discussion will examine the emerging science of energy supplies, energy use, and potential methods for offsetting the environmental drawbacks of different types of energy use, along with alternative energy technologies.

Coffee on the Side
Academic Seminar & Interactive Discussion
Spring 2009 Schedule
It is important to find ways to stay connected and to support each other as a learning community here at COC. The Coffee on the Side series will help to facilitate this much needed community building while allowing us to share ideas and improve our teaching. The Coffee on the Side seminar series provides an arena for interdisciplinary discussions and the exchange of ideas. After a formal thirty minute presentation on the topic by the guest presenter, discussion is opened to all participants.

#95S Wednesday, April 15
Topic: The Childhood Obesity Epidemic
2:45 – 4:00pm
LIBR 206
FLEX credit – 1.5 hours
Presenter: Lisa Hooper

#96S Wednesday, May 20
2:45 – 4:00pm
LIBR 206
FLEX credit – 1.5 hours
Presenter: Michael McCaffrey
Financial Success Series

ING Financial is offering a program this fall to help educate COC faculty and staff about their financial options that will allow them to take control of their financial lives and plan for their futures.

#99S ING: Long Term Care
Wednesday, April 15
12:00 – 1:00pm
LIBR 206
FLEX credit – 1 hour
Presenter: ING Financial
This workshop uncovers important issues confronting employees aged 50 and older. We examine the odds of needing long-term care, myths and realities about the costs and steps that can be taken to address employees’ concerns.

#100S ING Financial: Market Outlook
Wednesday, May 13
12:00-1:00pm
LIBR 206
FLEX credit – 1 hour
Presenters: ING Financial
This workshop gives participants an overall outlook of where the investment market is today. Individuals will learn economic myths vs. realities, why market volatility is at record highs, investing internationally, and how to create an asset allocation portfolio for today’s markets.
ALL COLLEGE BBQ
THURSDAY
MAY 21
11:30 am – 1 pm

GOAL: Campus Climate

RSVP to Leslie Carr by May 15 at leslie.carr@canyons.edu
End of the Year Events

Graduation Fair
Thursday, May 7
10:00am – 7:00pm
Student Center

Honors Reception
Friday, May 29
10:30am
Cougar Café

Commencement
Friday, June 5
9:30am
Honor Grove

Student Awards Donor Reception
Tuesday, May 19
5:30pm
College of the Canyons Performing Arts Center

Graduate’s Reception
Friday, June 5, immediately following commencement ceremony between the Administration and Student Center buildings

Alumni & Friends Wine and Cheese Reception/
Student Art Exhibition Opening
Tuesday, May 5
5:30 – 7:00pm
Art Gallery

Career Fairs
Wednesday, May 6 – Valencia Campus – 11:00am – 2:00pm
Wednesday, May 13 – Canyon Country Campus – 11:00am – 2:00pm
Dear Buckaroos:

I sure appreciate y’all hittin’ the trail for a rootin-tootin day of fun and personal growth.

There’s a whole passel of great things in store for Classified Development Day to help you “Lasso Your Potential.” So pull on your boots, don your hat and settle into your saddle as we get ready to round up some new ideas and develop a sense of camaraderie amongst all the saddlepals.

Before you head out of the corral, I just want to tell you what a great bunch of wranglers you are. This here outfit is the best in the West and I’m so dang proud to ride with each and every one of ya!

Some wise cowpoke once said, “Nobody ever drowned in his own sweat,” but y’all have sure tried. I ain’t never seen a harder workin’ bunch than this group of Classified cowboys and cowgirls. No matter what needs doin’ y’all do it!

Make the most of the day, and remember – never approach a bull from the front, a horse from the rear, or a fool from any direction.

Happy Trails!

Trail Boss
Dear Classified staff members,

Welcome to the 11th annual Classified Development Day! This day has been planned especially for you by the Classified Development Committee. I want to thank them for their hard work and dedication in planning this event.

A special thank you also goes to Dr. Dianne Van Hook, Chancellor, and the SCCCD Board of Trustees for their continued and dedicated support of the classified staff and the Professional Development program.

Leslie Carr
Director, Professional Development
### Classified Development Day 2009 Schedule of Activities

**Valley Trails Camp in Castaic**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:00 – 8:30am</td>
<td><strong>Arrive, Breakfast Served</strong></td>
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<tr>
<td>8:30 – 8:45am</td>
<td><strong>Welcome</strong></td>
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<tr>
<td>8:45 – 10:00am</td>
<td><strong>Session I: What’s Your Personal Brand?</strong></td>
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<tr>
<td></td>
<td>(Presenter: Paul Butler, Newleaf Training &amp; Development)</td>
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<td>You already have a Personal Brand, whether you’ve consciously developed it or not. It is a collection of the perceptions that others have about you and how they think of you when you're not there. The concept of Personal Branding has been developed with taking control of those perceptions in mind, and managing them to project a brand that is consistent, powerful, positive and above all, authentic. At this session, you will learn how to develop your personal image and personal brand, and how to use it to propel you towards even greater exposure and career success.</td>
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<tr>
<td>10:00 – 10:15am</td>
<td><strong>Break</strong></td>
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<tr>
<td>10:15 – 11:15am</td>
<td><strong>Session II: Follow that Dream! Developing A Personal Professional Development Plan</strong></td>
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<td></td>
<td>(Presenters: Paul Butler, Newleaf Training &amp; Development and Diane Stewart, Dean, Early Childhood Education and Training Programs)</td>
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<td>At this session, you will have the opportunity to identify at least three personal and three professional goals that you want to achieve in the next year, and identify what resources, tools, training, etc. you will need to do to achieve them.</td>
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<tr>
<td>11:15 – 11:30am</td>
<td><strong>Break</strong></td>
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<tr>
<td>11:30 – 12:15pm</td>
<td><strong>Session III: Q&amp;A with Board of Trustees</strong></td>
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<td>The Santa Clarita Community College District Board of Trustees is always supportive of the classified staff and takes a great interest in contributing to their professional development. Members of the Board will be on hand to answer your questions, hear your comments or address any concerns you might have on any topic related to COC.</td>
</tr>
<tr>
<td>12:15 – 1:00pm</td>
<td><strong>Lunch</strong></td>
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<tr>
<td>1:00- 4:00pm</td>
<td><strong>Teambuilding activities facilitated by Valley Trails</strong></td>
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<td>The afternoon will be spent actively engaging in a variety of fun teambuilding activities that will spark creative energy, foster innovation and build camaraderie!</td>
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<tr>
<td>4:00 – 4:30pm</td>
<td><strong>De-brief, Closing</strong></td>
</tr>
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Employee Wellness

The Employee Wellness Program was developed to help meet your wellness needs. The various programs are designed to promote wellness in both your personal and professional life.

* Please note that these activities are for your own personal wellness, and are not eligible for FLEX credit.

Ask the Nutrition Coach at the SNAC Fuel Station
Speak with Sports & Wellness Dietitian Sheri Barke about your nutrition concerns. Get healthy tips and FREE snacks to help fuel your best performance in school, sports, and life! Every Thursday, 12-1:15 p.m. in WPEK 108.

This activity is sponsored by the Student Health & Wellness Center and SNAC (Student Nutrition & Wellness Advocates at COC).

Massage Therapy with Delana Gay
$1.00 per minute/Cash or check at time of service
Enjoy a massage to relieve the stress of the work week! Schedule an appointment with our massage therapist, Delana Gay, for a quick 5 minute shoulder massage or a longer session that will really work the tension out of your aching muscles. To schedule an appointment, please call Delana directly at (661) 547-2521

*Gift certificates available!

Fitness Center
Workout in your very own gym and pay no membership fees! The Fitness Center is open for employees only Monday through Friday, 3:00 – 5:00pm. Your staff I.D. is required. The Fitness Center has stationary bikes, treadmills, stair steppers, weight machines, free weights and a circuit training program available for your use.
(See also SNAC FitnessWalk Map on page 59.)
#128S BMW: Nutrition - Snacking & Drinking Mindfully (Canyon Country Campus)
Wednesday, April 1
12:00-1:00pm
CCC - Quad 2, 202 A
FLEX credit - 1 hour
Presenter: Sheri Barke
At this session, participants will learn ways to snack and drink mindfully.

#129S BMW: Fitness - Muscles & Joints
Tuesday, April 14
3:00-4:00pm
LIBR 206
FLEX credit - 1 hour
Presenter: Lisa Hooper
Muscles and joints - Use them or lose them!

#130S BMW: Fitness - Muscles & Joints (Canyon Country Campus)
Wednesday, April 15
12:00-1:00pm
CCC - Quad 2, 202 A
FLEX credit - 1 hour
Presenter: Lisa Hooper
Muscles and joints - Use them or lose them!

#131S BMW: Emotional Health - Quieting Negative Voices
Tuesday, April 21
3:00-4:00pm
LIBR 206
FLEX credit - 1 hour
Presenter: Garrett Hooper
Learn how to quiet negative voices with mindfulness and thought-shifting.

#132S BMW: Emotional Health - Quieting Negative Voices (Canyon Country Campus)
Wednesday, April 22
12:00-1:00pm
CCC - Quad 2, 202 A
FLEX credit - 1 hour
Presenter: Garrett Hooper
Learn how to quiet negative voices with mindfulness and thought-shifting.
#133S BMW: Maintaining Healthy Change - Staying Motivated
Tuesday, April 28
3:00-4:00pm
LIBR 206
FLEX credit - 1 hour
Presenter: Sheri Barke
Learn techniques and strategies for staying motivated and preventing relapse.

#134S BMW: Maintaining Healthy Change - Staying Motivated (Canyon Country Campus)
Wednesday, April 29
12:00-1:00pm
CCC - Quad 2, 202 A
FLEX credit - 1 hour
Presenter: Sheri Barke
Learn techniques and strategies for staying motivated and preventing relapse.
Walking is a great way to boost energy, reduce stress, and stay fit! SNAC has mapped out a 1 mile walking route around campus with 4 fitness stations along the course for strength and conditioning. You set the time. You set the pace. It’s a convenient way to fit health and wellness into your life.

**Keep these tips in mind before taking the SNAC Fitness Walk:**

- Wear lightweight, comfortable clothing designed for freedom of movement.
- Wear appropriate footwear: running or walking shoes, in good condition.
- Hats, visors, sunglasses, and/or sunscreen are always advised when exercising outdoors.
- Carry a small water bottle or become familiar with water fountain locations around campus.
- If it’s greater than 80 degrees or 80% humidity, consider exercising indoors or at another time of day.
**Professional Development Teams**

There are many opportunities for faculty and staff to get involved on campus, including joining a Professional Development committee. The committees listed below are responsible for developing Professional Development programs for their employee groups. The purpose of the committees is to set goals, discuss ideas for workshops and presenters, and evaluate the program to ensure that what is offered meets the needs of the employees and supports the College's strategic goals. The committees meet twice monthly. All fulltime employees of the College are welcome to join the development committee that represents their group.

If you are interested in joining a Professional Development committee, please contact Leslie Carr at campus extension 3100 or via email at leslie.carr@canyons.edu.

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<tr>
<th>Classified Development Committee</th>
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<tr>
<td>Lin Betancourt - Chair</td>
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<td>Tammie Decker - Vice Chair</td>
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<td>Leslie Carr</td>
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<td>Sharon Johnston</td>
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<td>Allison Korse-Devlin - Chair</td>
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<td>Jim Temple - Vice Chair</td>
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<td>Beth Asmus</td>
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<td>Leslie Carr</td>
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<td>Michele Edmonson</td>
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<td>Barry Gribbons</td>
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<td>Donna Haywood</td>
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Spring 2011 FLEX Schedule

January 28 – February 4

The Future of Higher Education

College of the Canyons
Office of Professional Development

www.canyons.edu/offices/pd
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 consists 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.

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 27 – 30 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 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.
Spring 2011
FLEX Workshops
Friday, January 28, 2011

#256S Cultural Awareness
9:00 – 10:50am
UCEN 258
FLEX credit – 2 hours
Presenter: Roger Van Hook
Strategic Goal: Cultural Diversity
The session will explore the origins and the effects of stereotyping on intrapersonal and interpersonal communication. Audience participation as well as Roger’s experiences will make this session quite lively.

Learning Outcome: By the end of this workshop, participants will understand the effects of stereotyping of individuals or groups has on intrapersonal and interpersonal communication.

#257S Enhance Teaching Through Art
11:00am – 12:20pm
MENH 301
FLEX credit – 1.5 hours
Presenter: Mitjl Capet
Strategic Goal: Teaching and Learning
Teaching through the arts requires students to engage in the act of creating art, which further their understandings of concepts in content areas other than the arts. Teaching through the use of creating art helps students experience concepts rather than simply discussing or reading about them. Written and verbal language barriers often seem to disappear when the arts are involved. Teaching through the arts also has the potential for providing other benefits traditionally associated with the arts. Specifically, the study of the arts has been linked to students’ increased critical and creative thinking skills, self-esteem, willingness to take risks, and ability to work with others (Gallas, 1994; Goldberg, 1997).

Attend this session to discover how to use art in the classroom to increase students understanding of the course work, and actively engage them by encouraging them to use creativity when analyzing and completing the course material.

Learning Outcome: Participants will learn how to use art in the classroom to increase students understanding and comprehension of the course material.
Friday, January 28, 2011

#258S Human Resources Roundtable for Faculty
11:00am – 12:20pm
UCEN 222
Presenter: Diane Fiero
FLEX credit – 1.5 hours
Strategic Goal: Human Resources
Join us for an interactive discussion of HR topics as they relate to our faculty. The agenda for this roundtable will be partly driven by suggestions solicited from our faculty prior to the workshop. Topic suggestions or questions to be answered can be emailed to Donna Voogt at donna.voogt@canyons.edu.

We’ll get the workshop started with a discussion of:

- Implementation of the District’s new EEO Plan
- New technology available for faculty hiring committees to screen applications without coming to HR
- The faculty contract – leaves, load, evaluation process, etc.
- Best practices in recruitment and retention of a diverse faculty
- Hiring processes and evaluation of adjunct faculty

Learning Outcome: By the end of this session participants will have a better understanding of their faculty contract, our new EEO plan and HR hiring processes affecting faculty hiring as well as an opportunity to drive discussion of HR topics of interest to them.

#259S Visit to the Norton Simon Museum
12:00 – 4:00pm
Meet at the Norton Simon Museum at 12:00pm
411 W. Colorado Blvd. in Pasadena
www.nortonsimon.org
FLEX credit – 4 hours
Presenters: Michael McCaffrey & Robert Walker
Strategic Goal: Teaching and Learning
Meet COC Art professors Robert Walker and Michael McCaffrey for a tour of the Norton Simon Museum in Pasadena. Join them and visit the museum’s extensive collections of Western European art and discuss the artists and inspirations behind the pictures.

Learning Outcome: By the end of this workshop, faculty will have a greater understanding of the diversity of artists and associated art movements that have shaped world cultures.
Friday, January 28, 2011

#260S CurricuNET
1:30 – 2:50pm
HSLH 302
FLEX credit – 1.5 hours
Presenter: Ann Lowe
Strategic Goal: Technological Advancement
College of the Canyons is changing its web based curriculum system from WebCMS to CurricuNET. This workshop will provide an overview of its curriculum and SLO functions.

Learning Outcome: By the end of this workshop, participants will be able to explain how the curriculum and SLO functions of CurricuNET work.

#261S Engaging Students Through the Use of Narrative
1:30 – 2:50pm
UCEN 258
FLEX credit – 1.5 hours
Presenter: Ed Wesley
Strategic Goal: Teaching and Learning
Using narrative welcomes, informs, and changes those who participate in listening and telling. For the collegiate practitioner, it's an idea that is full of promise even as it raises questions: How do narratives work? Why do narratives work? How can you exercise the discipline of narrative to create purposeful learning in the classroom? This workshop will answer these questions by addressing the science of narrative, definition of a narrative, and the history of the story. We will discuss how it affects the learning process, and what we can do to maximize its power.

Learning Outcome: Participants will learn how to use narrative in the classroom to enhance instruction.
**Monday, January 31, 2011**

#2625 Student Success Skills Symposium  
8:30 – 3:30pm  
*See schedule below for sessions and times  
UCEN 258  
FLEX credit – 7 hours  
Organizers: Members of the Skills4Success Committee  
Strategic Goal: Teaching and Learning

*A $200 stipend is available for the first 20 adjuncts who pre-register and attend the full day - no additional FLEX pay will be given. Adjuncts who register after the first 20 participants will receive up to 3 hours of FLEX pay if they have not attended any FLEX workshops prior to this event as of January 1, 2011.

The Skills4Success and Faculty Professional Development committee are pleased to host the third Annual Skills4Success Symposium. This year’s symposium is focused specifically on the theme *From Barriers to Bridges*. We will explore ideas like what cripples student success, institutional barriers, faculty barriers, and even student barriers in order to develop solutions to these barriers. The S4S symposium will feature faculty and staff presentations. In addition, the keynote speaker for the event is Dr. Kay McLenney, Director of Center of Community College Engagement. Dr. McLenney has also authored numerous publications on educational issues, strategic planning, accountability, and assessment. This all-day event will include a light breakfast, keynote speaker, and lunch.

**Learning Outcome:** After attending this workshop, faculty will be able to anticipate potential barriers to student success and create effective solutions for overcoming those barriers.
Tuesday, February 1, 2011

#263S COC’s Supplemental Learning Program
8:00 – 8:50am
HSLH 230
FLEX credit – 1 hour
Presenters: Mary Petersen and Jose Martin
Strategic Goal: Student Support
What learning skills do your students need to do well in your classes? What additional content would you like to teach your students if only you had more time? Do they need to learn how to take notes, how to write essays, or how to handle fractions? There’s no need to use your class time to cover these basic skills. Your students can learn them outside of class, by completing Supplemental Learning activities as homework or extra credit. Come find out about the Supplemental Learning Program and how to support your courses with SL workshops and Guided Learning Activities.

Learning Outcome: By the end of the workshop, participants will be able to: 1) List the main features of the Supplemental Learning Program. 2) Formulate a way to enhance their courses by including Supplemental Learning activities in the content.

#264S Discounted Dreams: High Hopes and Harsh Realities at America’s Community Colleges
9:00 – 11:20am
UCEN 258
FLEX credit – 2.5 hours
Panel Presenters: Denee Pescarmona, Daylene Meuschke, Garrett Hooper, Christy Richter, Danielle Butts
Strategic Goals: Teaching and Learning; Student Support
Community Colleges represent the fastest growing segment of American higher education – and some say the most vital to America’s future – offering a staggering array of classes and job training programs. Their open admissions, low tuition and flexible scheduling draw students from all walks of life. They are the gateway to the American dream for millions. But growing enrollment is straining the system, underfunding persists, and in spite of some remarkable success stories, they fail to graduate even half of those who come. At this workshop, you will first view a video that provides much-needed insight into the multiple issues that community college students bring with them as they venture into our classrooms. After the video, we will engage in discussion and develop a list of action items on how we – community college faculty – can work together to help students achieve their educational goals and dreams despite the hurdles they must overcome.

Learning Outcome: By the end of this session, participants will have developed an understanding of the obstacles and barriers that today’s community college students must overcome to successfully complete their educational goals.
Tuesday, February 1, 2011

#301S Gardens of the Canyons/BMW Challenge
9:00 – 9:50am
Staff Dining Room
FLEX credit – 1 hour
Presenters: Juli Mosier, Sheri Barke
Strategic Goal: Teaching and Learning
Join us for a workshop on the Gardens of the Canyons, SNAC Fitness Walk, and Body-Mind Wellness (BMW) Challenge. We’ll begin with a brief introduction and discussion about the Gardens of the Canyons and how it may be infused into many different academic courses and benefit many student clubs and campus/community groups. Then we’ll discuss exciting changes to SNAC’s annual 8-week BMW Challenge, how the program will help support the Gardens, and how faculty and students can sign-up. We’ll conclude with a guided tour of the Gardens of the Canyons and SNAC’s Fitness Walk.

Learning Outcome: By the end of this workshop, participants will understand the synergy between Gardens of the Canyons, the SNAC Fitness Walk, and BMW Challenge to help them reach their fitness goals, and expose students and community groups to fitness opportunities on campus.

#300S Hands-on Program Review SLO Table Completion Workshop
10:00 – 11:50am
HSLH
FLEX credit – 2 hours
Presenters: Nicole Lucy, Jennifer Brezina, Paul Wickline
Strategic Goals: Teaching and Learning; Institutional Effectiveness
This hands-on workshop will help faculty prepare responses to the Program and Course SLO tables in the Program Review. Faculty should bring data, assessments, and notes regarding assessment of Program or Course SLOs to draft responses to the SLO questions at this workshop.

Learning Outcomes: By the end of this session, participants will be able to explain what information and data needs to be included in the program and course level Student Learning Outcomes Assessment tables, and will have begun the process of completing these tables.
**Tuesday, February 1, 2011**

**#265S I Was A Community College Student**  
11:30am – 12:20pm  
UCEN 258  
FLEX credit – 1 hour  
Presenter: Cindy Stephens  
Strategic Goal: Student Support  
This workshop will give participants a closer look at what it means to be a community college student from the student’s perspective. I took a class at a local community college this fall, and what I found out about being a student after being away from it will be humorous and enlightening.

**Learning Outcome:** The participants will come away with a deeper understanding of what our students face as community college students.

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**#266S Academic Senate Retreat**  
1:00 – 2:50pm  
UCEN 222  
FLEX credit – 2 hours  
Facilitator: Edel Alonso  
Strategic Goal: Campus Climate  
Members of the Academic Senate will meet to discuss current projects and to develop goals for 2011/12.

**Learning Outcome:** At the end of the retreat, the participants will have developed a list of goals for the Academic Senate.
**Tuesday, February 1, 2011**

**#267S Information Literacy: A Vital Student Skill for the 21st Century?**  
1:00 – 2:20pm  
HSLH 230  
FLEX credit – 1.5 hours  
Presenter: Deanna Davis, Leslie Bretall, and a faculty panel  
Strategic Goals: Teaching and Learning; Student Support  
What is information literacy, and is it crucial that our students leave our college with it? How can we best teach it? Leslie Bretall will present the American Library Association’s standards for information literacy, and we will then discuss the best ways to try to prepare students to locate relevant information and to evaluate its quality. Among the questions we will consider: What types of courses and disciplines can reasonably incorporate information literacy skills in their curricula? What is the role of the library and library staff in this process? What kinds of assignments and assessments do students need to complete in order to achieve information literacy? What are some models for information literacy that are being used in other community colleges and some private colleges? How does the CSU system structure its graduation requirement in information literacy?

**Learning Outcome:**  
Participants will be able to define "information literacy" and assess the best ways to teach it.

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**#268S Using Games to Build Community in the Classroom**  
1:00 – 2:50pm  
UCEN 258  
FLEX credit – 2 hours  
Presenters: Christie and Boyd Trolinger, Butte College  
Strategic Goal: Teaching and Learning  
Throughout time and across cultures, games have been used to motivate learning, enhance skills, and to forge bonds. Through games, students can lose their inhibitions, gain confidence, and connect with their fellow students. In this hands-on workshop, the presenters will share their experiences using a variety of games that will show you how to build community in the classroom. Come ready to learn and play!

**Learning Outcome:** Participants will learn how to use a variety of games to engage students and build community in the classroom.
Tuesday, February 1, 2011

#2695 Books & Ideas: Naming Infinity: A True Story of Religious Mysticism and Mathematical Creativity by Loren Graham and Jean-Michel Kantor
2:30 – 4:30pm
LIBR 206
FLEX credit – 2 hours
Presenters: Dennis Morrow and Bob Patenaude
Strategic Goal: Teaching and Learning
How did a country wracked by civil war, devastated by famine, and overshadowed by tyranny incubate a major breakthrough in modern mathematics? In the origins of descriptive set theory, Graham and Kantor (both self-described secular rationalists) confront the puzzling cultural dynamics that converted religious mysticism into mathematical insight. The authors particularly probe the surprising way that a religious heresy (Name Worshipping) emboldened the Russian mathematicians who finally surmounted the theoretical difficulties that had overwhelmed earlier pioneers in set theory. The authors also expose the tangle of ideological ambitions and sexual passions that transformed some brilliant researchers into treacherous tools of Soviet inquisitors and doomed others as their victims.

Learning Outcome: Participants will engage in discussion about the book’s theme and message, and learn about the author’s perspective on the subject matter.

#2705 Chair’s Corner
3:00 – 4:20pm
UCEN 222
FLEX credit – 1.5 hours
Presenters: Claudia Acosta and Miriam Golbert
Strategic Goal: Institutional Advancement
The Chair’s Corner program will explore successful strategies used by chairs to meet the increasing challenges of “leading from the middle” while staying focused on carrying out 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 appropriate for both new and experienced chairs as well as for faculty members who foresee that they might one day want to become a chair.

Learning Outcome: By the end of this session, participants will have a better understanding of the role of a department chair.
#2715 Mysteries of the Open Ocean

3:00 – 4:20pm
HSLH 230
FLEX credit – 1.5 hours
Presenter: Amy Foote
Strategic Goal: Campus Climate

Since the surface of Earth is 72% water and mainly made up of our oceans, it is very important to our community to educate as many on the important features of this vast entity. Adjunct Biology professor Amy Foote will discuss the features of the open ocean including vertical stratification of the water column, temperature, salinity, and pressure as it relates to the organisms that inhabit this deep dark area. The organisms in this pelagic realm have many adaptations to living in such a desolate space. Adaptations, special features, and communication of organisms will be the main focus of this presentation, with emphasis on the present human affects on our ocean – in particular the Deepwater Horizon Oil disaster in the Gulf of Mexico. She will address the implications of the oil disaster to the health and vitality of the mid - deep water communities. Together we will learn about the types of life in a realm of which we have only scratched the surface!

Learning Outcome: Participants will learn about the features of the open ocean and the human affects on our oceans.
**Wednesday, February 2, 2011**

### #272S Early Alert as a Retention Strategy

9:00 – 9:50am  
HSLH 230  
FLEX credit – 1 hour  
Presenter: Chelley Maple  
Strategic Goal: Student Support  
The new electronic Early Alert program was offered to all faculty last spring semester and the response was enthusiastic. If you had some hesitations about using Early Alert, please come to this session for a quick review. If you used Early Alert and have ideas on how it can be improved, please join us. We will have a demonstration and then open to a discussion about how the program can be crafted to be more responsive to instructors and more impactful for students.

Learning Outcome: By the end of the workshop, participants will have learned how to use the Electronic Early Alert system to identify students in need and refer them to appropriate resources.

### #273S Blogging, Creativity and the Power of Practice

10:00 – 10:50am  
MENH 244  
FLEX credit – 1 hour  
Presenter: Wendy Brill-Wynkoop  
Strategic Goals: Teaching and Learning; Technological Advancement  
At this session, participants will gain insight into an instructor's one year blog project dedicated to a daily dialog about photography and image making, and the surprising effect it has had on her students.

Learning Outcome: By the end of this workshop, participants will learn about one non-traditional process of communicating with students.
### #274S How to Develop an Online FLEX Workshop

11:00 – 11:50am  
HSLH 302  
FLEX credit – 1 hour  
Presenter: Jose Martin  

**Strategic Goal:** Technological Advancement  
Learn how to set up a workshop online so that participants can access it at any time and receive FLEX credit. No prior knowledge of Blackboard or webpage design required. In this hands-on training, you will learn how to convert presentation materials into webpages with sections separated by reading comprehension questions. With the templates and examples provided in this workshop, you will learn how to make access to each successive section of your online presentation contingent to showing understanding of previous sections. You will also learn how to set up your presentation on the web and offer participants professional development credit for completing the workshop. Please bring a flash drive if you would like to save your work.

**Learning Outcomes:** By the end of this session, faculty will be able to 1) create webpages out of text documents  2) arrange the webpages into a sequence with reading comprehension filters  3) offer their workshop as an online activity with FLEX credit.

### #275S Teaching Portfolio Orientation

11:00am – 12:20pm  
MENH 244  
FLEX credit – 1.5 hours  
Presenters: Members of the Teaching Portfolio Committee  

**Strategic Goal:** Teaching and Learning  
Do you want to grow as an instructor by systematically analyzing your teaching, by assessing your strengths and gauging the extent to which your personal philosophy of teaching matches up with your actual classroom practices? Maybe you would like to demonstrate your teaching effectiveness during the tenure process or as an adjunct instructor on the job market. Teaching portfolios allow instructors to select and reflect on carefully compiled data which address their teaching effectiveness. Usually, they consist of a teaching philosophy statement as well various supporting documents presented within an interpretive context. In contrast to the evaluation of a specific course, teaching portfolios allow teachers to assess their performance over time. Because instructors assemble these materials themselves, they also have more control over the process, and the activities of compiling the documents and creating the teaching philosophy provide them with rich opportunities to reflect deeply on their teaching goals and practices. This first workshop in our Teaching Portfolio series will provide an orientation to the content and structure of teaching portfolios, a review of their potential benefits, and guided
opportunities to examine and discuss sample portfolios in a variety of disciplines. Participants will also be given information about how to earn additional flex credits for producing their own individual, personalized teaching portfolios as part of an Independent FLEX Project.

**Learning Outcomes:** After attending this Orientation to Teaching Portfolios Workshop, participants will be able to:

- Define what a teaching portfolio is and enumerate some of its typical contents
- Identify the benefits of producing part or all of a teaching portfolio
- Identify some of the differences in individual and field-specific approaches to teaching portfolios

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**#276S Planning for a Happy Retirement**

12:00am – 12:50pm  
LIBR 206  
FLEX credit – 1 hour  
Moderator: Russell Richardson  
Panel: COC Retirees  
Strategic Goal: Campus Climate

Someday, you will retire. Are you ready? You may be taking steps to create for yourself a financially secure retirement, but have you thought about exactly how you will spend all that free time? Is it necessary to plan psychologically as well as financially for retirement? Is it even possible to plan psychologically? What are the main considerations when thinking ahead to our retirement years, which sociologists and psychologists are now calling “the third chapter” of our lives? We will discuss these questions and more with a panel of some of our retired colleagues, who will share with us how they are spending their retirement years.

**Learning Outcome:** Participants will be able to assess different ways to plan for and spend their retirement years.
**Wednesday, February 2, 2011**

**Institutional Student Learning Outcomes Assessment**

#277S Natural Science – UCEN 206  
#278S Social Science – UCEN 207  
#279S Humanities and Fine Arts – UCEN 209  
#280S Language and Rationality: English Composition – UCEN 211  
#281S Language and Rationality: Communication and Analytical Thinking – UCEN 210  
#282S American Institutions – UCEN 213  
#283S Physical Education and Wellness – UCEN 208  
#284S Diversity – UCEN 212  
#285S Career Technical Education – UCEN 205  
#286S College skills – UCEN 222  

1:00 – 2:50pm  
FLEX credit – 2 hours  
Presenter: Jennifer Brezina  
Strategic Goal: Institutional Effectiveness  
This session provides time for the ISLO groups that met on Opening Day to discuss and continue to develop their plans for upcoming assessments.

**Learning Outcome:** Continue the development of assessment plans and instruments for upcoming ISLO assessments.

**#287S The Virtual Learning Lab: Becoming an Expert Learner**

1:00 – 2:20pm  
HSLH 230  
FLEX credit – 1.5 hours  
Presenters: Chelley Maple and Garrett Hooper  
Strategic Goal: Teaching and Learning  
The Virtual Learning Lab is finally here and ready to debut in spring 2011! The lab is an interactive, online resource, grounded in educational psychology and evidence-based approaches to human learning. It provides practical strategies for anyone who is interested in becoming an expert learner. COC faculty have created video tutorials that prepare students for thoughtful study, demonstrate essential learning skills, and help them cultivate determination and persistence. Each tutorial links to one of eight core modules that address a key component of self-regulated learning. It is an on-going project; the lab will expand its relevant offerings each year much like a library expands its holdings. Please join us for a demonstration and a discussion about the ways in which the Virtual Learning Lab can meet your instructional needs.

**Learning Outcome:** By the end of the workshop participants will know how to access the website and use it as a learning tool to complement their instruction.
Wednesday, February 2, 2011

#288S Learn How to Network and Get Involved in the Community
1:30 – 2:50pm
HSLH 302
FLEX credit – 1.5 hours
Presenters: Dena Maloney and Murray Wood
Strategic Goal: Institutional Advancement
You’ve heard the expression, “It’s all about who you know.” But how do you get to “know” people, especially people outside of your organization? You network. Learning to network is a skill that you will use the rest of your life, professionally and in your personal life. At this session, Dena Maloney, Vice President, Canyon Country Campus and Economic Development, and Murray Wood, Chief Development Officer, COC Foundation, will share with you the tips and techniques of successful networking. In addition, they will provide information on the various groups and organizations in the Santa Clarita Valley that welcome volunteers, and discuss how to use networking skills to make a connection with those organizations.

Learning Outcome: By the end of this workshop, participants will learn tools they can use to begin networking with others. Participants will also learn how to locate and contact community organizations should they desire to become involved with or make a connection with a community organization.

3:00 – 4:20pm
LIBR 206
FLEX credit – 1.5 hours
Presenter: Brent Riffel
Strategic Goal: Campus Climate
At this session, History professor Brent Riffel will give a brief talk about the jazz, blues, and gospel recorded by folklorist Alan Lomax inside Louisiana prison farms in the early twentieth century, and its impact on American culture, race relations and the criminal justice system.

Learning Outcome:
By the end of this workshop, participants will understand the ways in which race, culture, and geography intersect, and be able to identify the ways in which non-commercial music has had an impact on popular culture.
**Wednesday, February 2, 2011**

**#290S Project Based Learning**
3:00 – 3:50pm  
HSLH 230  
FLEX credit – 1 hour  
Presenters: Jennifer Hauss, Brittany Applen, Len Mohney  

Strategic Goal: Teaching and Learning  
Project Based Learning resulted from a spring 2009 LEAP Solution Team project. The goal of Project Based Learning is to provide students with work experience on campus and within the community. This program will allow students to develop their portfolio/resume with professional experience. It will also benefit college departments and programs, as well as local businesses. Please join us to learn how this new program can benefit your department, program, and students.

**Learning Outcome:** By the end of this session, participants will be able to define Project Based Learning, and develop Project Based Learning ideas for one of their courses, their department, or their program.

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**#291S COC’s Supplemental Learning Program**
5:30 – 6:20pm  
HSLH 230  
FLEX credit – 1 hour  
Presenters: Mary Petersen and Jose Martin  

Strategic Goal: Student Support  
What learning skills do your students need to do well in your classes? What additional content would you like to teach your students if only you had more time? Do they need to learn how to take notes, how to write essays, or how to handle fractions? There’s no need to use your class time to cover these basic skills. Your students can learn them outside of class, by completing Supplemental Learning activities as homework or extra credit. Come find out about the Supplemental Learning Program and how to support your courses with SL workshops and Guided Learning Activities.

**Learning Outcomes:** By the end of the workshop, participants will be able to: 1) List the main features of the Supplemental Learning Program. 2) Formulate a way to enhance their courses by including Supplemental Learning activities in the content.
Thursday, February 3, 2011

#2925 The Future of Higher Education – Things Ain’t What They Used to Be
9:00 – 11:20am
UCEN 258
FLEX credit – 2.5 hours
Presenter: Dianne Van Hook
Strategic Goal: Leadership

Bob Dylan told us “the times they are a-changin’” – while that was 46 years ago, that message certainly rings true in higher education today. Successful community colleges, like College of the Canyons, will address change and evolve along with it to ensure that what we do remains relevant to the needs of students and communities in the future.

This session will address significant questions:

- How will community colleges:
  - Adjust and reposition themselves with increased demand and diminished resources?
  - Educate students who are less and less ready for college level coursework?
  - Integrate revolutionary technologies into our classroom?
  - Respond to lawmakers’ calls for improved effectiveness and heightened accountability?
  - Face a wave of retirements in faculty and senior leadership positions?
  - Compete with for-profit institutions?

- How will we at College of the Canyons:
  - Keep the instruction delivered in classrooms relevant to the needs of our students and communities?
  - Adapt our mission and how we deliver our educational products to our community in response to this new vision?
  - Ensure that faculty, staff, students and stakeholders embrace and take ownership of the new vision and its deliverables?
  - Encourage all segments of the college to take ownership of inevitable changes?

- As higher education evolves into its new future, how will we:
  - Develop curriculum that will be inclusive, engaging, effective, relevant, and inevitably embrace new technologies, new applications of knowledge, and new and different student populations, etc.
  - Modify the way we engage students who may not learn the same way students learn today, or have the same needs, abilities or goals that we see today?
√ Keep pace with the mind-boggling speed of change in technology so that faculty maintain their teaching excellence?

At the end of the session, you should be able to:

- Describe a vision of what community colleges will become in the future.
- Identify several ways you can share your vision with others so it is “catching.”
- Get ready and prepare for the future of higher education.

Join Dr. Van Hook for an entertaining and evocative examination of these topics and more as we inevitably inch closer to our future - one change at a time! And remember, “the order is rapidly fadin’, and the first one now will later be last, for the times they are a-changin’!”

#293S Q&A with the Board of Trustees
12:00 – 1:20pm
UCEN 258
FLEX credit – 1.5 hours
Presenters: Members of the SCCCD Board of Trustees
Strategic Goal: Campus Climate
Bring your lunch and chat with members of the SCCCD Board of Trustees. Your questions and comments are encouraged and welcomed. Beverages and dessert will be provided.

**Learning Outcome:** By the end of this session, participants will have had the opportunity to address the board.
Thursday, February 3, 2011

#2945 Initiating the Conversation
1:30 – 2:20pm
HSLH 230
Presenter: Hadley Holliday
FLEX credit – 1 hour
Strategic Goal: Teaching & Learning
Sometimes getting students to speak up in class and join in the larger group discussion is challenging. This workshop will cover the use of questioning strategies to bring those shy or apprehensive students into the discussion, and build engaging, inclusive dialog in the classroom.

Learning Outcomes: Participants will learn about the effect of Inquiry-based teaching on learning, and will work to develop questioning strategies to build critical thinking. In addition, participants will learn methods to actively engage all students in classroom discussions.

#2955 Department Retreats
2:30 – 4:30pm
Please contact your Department Chair for the location
FLEX credit – 2 hours
Strategic Goals: Teaching & Learning; 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 spring semester will receive two hours pay.

Learning Outcome: Upon completion of this session, participants will be able to identify the key issues the department will be addressing during the upcoming academic year.
**Friday, February 4, 2011**

#2965 Emergency Preparedness: Shelter in Place  
9:00 – 9:50am  
HSLH 230  
Presenters: Michael Wilding and Tammy Castor  
FLEX credit – 1 hour  
Strategic Goal: Institutional Effectiveness  
Imagine you are teaching class one day when you receive an emergency notice that there is a shooter on campus and you are to “shelter in place,” or “lock down” your classroom. Do you know what to do in this situation? If you don’t, you are invited to attend this workshop to learn what to do in a campus lock-down situation.  

**Learning Outcome:** After completing this session, participants will be able to demonstrate how to perform the “shelter in place” procedure in their classrooms.

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#2975 The Big One: How Earthquakes Happen and What To Do When One Hits  
10:30 – 11:50am  
HSLH 230  
Presenters: John Makevich and Tammy Castor  
FLEX credit – 1.5 hours  
Strategic Goal: Campus Climate  
Why do certain earthquakes make you feel like you’re rolling across hills, while others seem to jolt you up and down? COC Geology adjunct instructor, John Makevich, will explain this phenomenon and help you understand why and how the ground moves during an earthquake. Campus Safety Director, Tammy Castor, will then identify what you need to have in your office, home, and car so that you are prepared when an earthquake hits.  

**Learning Outcome:** At the end of this workshop, participants will understand the source and cause of earthquakes and how to prepare one’s home, office, and car to increase the chance of survival when an earthquake occurs.
Friday, February 4, 2011

#298S American Red Cross First Aid
1:00 – 5:00pm
EPEK 103
Instructor: Chad Peters
FLEX credit – 4 hours
Strategic Goal: Campus Climate
Emergency situations requiring first aid can be frightening, especially if you don’t know how to deal with them properly. Instructor Chad Peters will show you how to provide first aid in a variety of situations. All participants who pass the basic skills and written tests at the end of the class will receive an American Red Cross certificate valid for three years. *Please wear comfortable clothing and bring a snack and beverage.

Learning Outcome: Upon completion of this session, participants who pass the basic skills and written tests will be American Red Cross certified in First Aid.

#299S International Film Festival: Etre et Avoir (To Be and to Have)
Running time: 104 minutes
1:00 – 3:30pm
HSLH 101
Presenter: Pierre Etienne
FLEX credit – 2.5 hours
Strategic Goal: Teaching and Learning
“This is a film that all aspiring teachers should see, as well as veteran teachers who might have lost track of what teaching is all about,” wrote film critic Dennis Schwartz. I would add that this is also a film that students, parents, and administrators of educational institutions should all see. Filmed in a one-room schoolhouse in contemporary rural France over a period of three months, To Be and to Have (denoting, among other things, the two fundamental auxiliary verbs of the French language) is the highest grossing documentary in French film history. Featuring thirteen pupils (ages 4-11), some well-meaning but slightly confused parents, one old-school yet enlightened teacher, and not a single SLO beyond survival in the modern world, this film shows what can be and is accomplished by competence, patience, imagination and love.
Waiting for Superman? There are millions of them out there already.

Learning Outcome: This film will not teach you anything that you don’t already know, but it will undoubtedly trigger a conversation on teaching methods and, most importantly, remind all of us of the many joys of our profession while giving us a much-needed shot of enthusiasm with which to kick off a new semester.
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.

#77F 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

#78F Enroll in the Understanding the Needs of Older Adults Online Course
FLEX credit - 20 hours for part 1 and 20 hours for part 2
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.
#79F Attend the Online Library Resources Workshops  
Ongoing – Watch for email announcements from Librarian Ron Karlin for dates and times.  
FLEX credit - 1.5 hours

#81F Conduct Adjunct Evaluations  
3 hours each/6 hours max per year

#82F 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

#83F 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.

#84F 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.
#85F 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.

#86F 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.

#87F 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.

#88F 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 Fred D’Astoli at campus extension 3710 or at fred.dastoli@canyons.edu.
**#89F 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.

**#90F 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.

**#91F 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.
Welcome to the spring 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 Inspiration – inspired teaching and learning, and inspired student support and success. 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 inspiring our students to 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.

Deanna Davis – Chair  
Lisa Wallace – Vice Chair  
Sandy Carroll  
Mehgen Andrade  
Ron Dreiling  
Brandon Hilst  
Julie Jacobson  
Richard Martinez  
Christy Richter  
Amy Shennum  
Garett Tujague

I encourage you to take advantage of as many of the FLEX workshops as you can.  
Sincerely,

Leslie Carr

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 consists 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.

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.

To apply for an Independent FLEX Project, a conference, training offered by a non-COC provider, or to propose a workshop, please complete a FLEX application form, available online at http://www.canyons.edu/offices/pd/Forms/.
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 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.
Spring 2012
FLEX Workshops
Monday, January 30, 2012

#339S Inspiring New Faculty: New Faculty Orientation – Part 1 of 2
8:00am – 1:00pm  
UCEN 326  
FLEX credit – 5 hours  
Facilitator: Fred D’Astoli
Strategic Goal: Human Resources
As a new full-time faculty member, you will encounter many new challenges and interesting opportunities in the coming months. There will be new roles for you, and new expectations; a host of new names and personalities will enter your life. Just learning the nooks and crannies of the physical layout of the campus will take some time.

At this orientation, you will hear presentations from key campus departments and programs, meet new colleagues, and learn about the exciting campus culture that makes COC a special place to work.

Learning Outcomes: After participating in this session, participants will have learned about the various functions of key campus departments and programs, and resources available that will help them successfully acclimate to COC.

# 340S Skilled Teacher Certificate Program: Module 1 – Community College Teaching for the Twenty-First Century: Contexts Outside the Classroom
8:00am – 9:50am  
HSLH 204  
FLEX credit – 2 hours  
Presenter: Deanna Davis
Strategic Goal: Teaching & Learning
To be a skilled community college teacher in the twenty-first century requires an understanding of the mission of the community colleges and a careful reexamination of the challenges of fulfilling it. This workshop will provide an overview of the key features of the community college mission, including open access, dual focus on career/technical education and transfer education, partnerships with the community, lifelong learning, and excellence in teaching. Workshop participants will also engage in positive discussions of ways to fulfill the community college mission while keeping the classroom focused on what has always defined good teaching: student learning and growth.

Learning Outcomes: By the end of this workshop, participants will be able to:
• Analyze the key features of the community college mission
• Relate these contexts to their own classroom goals and practices
Monday, January 30, 2012

#342S Inspiring and Growing New Ideas at College of the Canyons: An Introduction to our New Idea Incubator Program!
9:30 – 10:20am
HSLH 230
FLEX credit – 1 hour
Presenter: John Makevich
Strategic Goal: Innovation
A new online system is available for employees of the College that allows an individual to contribute a new idea and get some help and guidance in sharing and/or launching the concept. This workshop will introduce participants to this new system and will present the many ways that ideas can now be cultivated at our institution.

Learning Outcome: Participants will be introduced to a new online system for collecting and sharing ideas at the College and will learn how to submit ideas of their own.

# 343S Inspiring Student Success: New Regulations Faculty Need to Know
10:30 – 11:50am
HSLH 232
FLEX credit – 1.5 hours
Presenter: Jasmine Ruys
Strategic Goal: Institutional Effectiveness
This presentation will focus on regulation changes, from the state and local authorities, taking place in 2012. These regulations changes will affect you and your students. We will focus on changes to course repeats, drop dates, drop for non-payment, fee increases, and collection records. These changes will affect the way students add and drop your classes and how you keep track of students in your class. These regulations all become effective throughout the 2012 year. We want you to get the information ahead of time so you are prepared when the students start back this semester.

Learning Outcome: By the end of this session, participants will understand the changes to regulations that pertain to course repeats, drop dates, student records, and fees.
# 344S Inspiring, Motivating and Engaging Students in the Classroom
1:00 – 1:50pm
HSLH 204
FLEX credit – 1 hour
Presenter: Sara Vogler
Strategic Goal: Student Support; Teaching & Learning
Inspiring, motivating and engaging students can be a challenge for any educator. Students, especially those with disabilities, may need additional support to help them achieve their educational goals. At this session, Ms. Sara Vogler, a disability advocate, public speaker, COC alumni, and recent graduate of CSU Sacramento, will share with you – from the student’s perspective – steps you can take to empower and inspire all students to reach their educational goals. This is a unique opportunity for everyone to learn something new!

Learning Outcome: By the end of this session, participants will have learned ways to inspire and motivate students, and engage them in the learning process to help them reach their educational goals.

# 345S Skilled Teacher Certificate Program Overview
1:00 – 1:50pm
HSLH 232
FLEX credit – 1 hour
Presenter: Deanna Davis
Strategic Goal: Teaching & Learning
If you are interested in learning about a new professional development opportunity that will allow you to focus on applying the new research and theory on teaching and learning to your classroom practice, please come to this introduction to the new COC Skilled Teacher Certificate. The certificate will be described and the process for completing it explained. This workshop will also present the rewards of completing the certificate.

Learning Outcomes: After the presentation, participants will be able to:

- Describe the COC Skilled Teacher Certificate
- Explain the process for completing it
- Evaluate its rewards
Monday, January 30, 2012

# 346S Inspiring Innovative Technology: CurricuNET Training
2:00 – 2:50pm
HSLH 204
FLEX credit – 1 hour
Presenter: Ann Lowe
Strategic Goal: Technological Advancement
College of the Canyons is changing its web based curriculum system from WebCMS to CurricuNET. This workshop will provide an overview of its curriculum and SLO functions.

Learning Outcome: By the end of this workshop, participants will be able to explain how the curriculum and SLO functions of CurricuNET work.

# 348S Inspiring Faculty Success through the Synergy Program
2:00 – 3:50pm
HSLH 205
FLEX credit – 2 hours
Presenters: Christina Chung, Fred D’Astoli
Strategic Goal: Teaching & Learning; Campus Climate
All faculty, especially new faculty, are invited to participate in Synergy. Synergy is a learning community cohort that is designed to assist faculty in becoming integrated members of the College. Synergy consists of a year-long set of experiences and training sessions designed to be conducted in a learning community setting that aim to build a strong sense of community on campus, strengthen connections and cultivate opportunities to advance organizational commitment, ensure success in the tenure process, and develop a positive working experience that extends to the larger campus community.

Each Synergy session will have a different focus. This session will focus on:
- First Week Challenges
- Time Management Issues
- Review of Semester Calendar
- DSP&S Presentation
- Wellness and Work/Life Balance
- Teaching Topic

Learning Outcomes: By the end of this session, participants will have learned ways to strengthen campus connections, cultivate opportunities to advance organizational commitment, ensure success in the tenure process all in an effort to build a strong sense of community of campus.
Monday, January 30, 2012

# 349S Inspiring Innovative Technology Using the New ProQuest Platform
2:00 – 3:20pm
HSLH 302
FLEX credit – 1.5 hours
Presenter: Ron Karlin
Strategic Goal: Student Support; Teaching & Learning
Come to this session to learn about the new interface of ProQuest, the Library’s online periodical database. Included in this session will be time for hands-on training using ProQuest.

Learning Outcome: Participants will learn how to use the ProQuest program.

# 353S Skilled Teacher Certificate Program: Module 4, Workshop 1 -- Different Ways of Teaching and Learning: Multiple Intelligences Theory
2:00 – 3:20pm
HSLH 230
FLEX credit – 1.5 hours
Presenter: COC Faculty
Strategic Goal: Teaching & Learning
In 1983, Howard Gardner published Frames of Mind, a book that launched a new theory and inspired new approaches to teaching and learning. Today, his theories are both respected and critiqued, while other approaches to the central problem of different learning styles and preferences have also been developed. This workshop will provide an overview of Gardner’s original theory as well as the newer approaches to learning styles and preferences. The remaining two workshops will provide examples of lesson plans that employ some of these approaches and guide participants on how to write their own lesson plans using them.

Learning Outcomes: By the end of this workshop, participants will be able to:
- Understand how learning styles and multiple intelligences theories apply to the community college classroom
- Apply these theories to their own classroom goals and practices
Monday, January 30, 2012

# 350S Informing Campus Emergency Response
4:00 – 4:50pm
HSLH 204
FLEX credit – 1 hour
Presenter: John McElwain, Michael Wilding
Strategic Goal: Institutional Effectiveness
Most everyone knows that College of the Canyons has published its Emergency Operations Plan and that it includes a lot of information about organizational structure, general “do’s” and “don’ts” that apply to certain emergency scenarios, and information on how the college will interact with other agencies if a major, catastrophic event takes place. But paper plans don’t respond to emergencies; people do! And, as Shakespeare’s Hamlet would say, “Ay, there’s the rub.”

Join Assistant Superintendent/Vice President, Student Services, Michael Wilding and emergency preparedness consultant, John McElwain, in a frank, information-filled discussion about the realities of emergency plan implementation that will answer the most important question of all, “What, specifically, do I do when a real emergency occurs?” This will be the first of many discussions and training sessions that will occur throughout 2012 about the roles we will all play if/when disaster strikes.

Learning Outcome: By the end of this session, participants will understand the District’s emergency plan and what their role is when an emergency situation arises.

# 351S Introducing Blackboard 9.1: An Overview for Current Blackboard Users
5:00 – 6:20pm
HSLH 204
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 Outcome: Participants will be able to locate Blackboard’s features in the new system and will be introduced to new functionality.
**Tuesday, January 31, 2012**

**# 352S Inspiring New Faculty: New Faculty Orientation – Part 2 of 2**
8:00am – 12:00pm
UCEN 326
FLEX credit – 5 hours
Facilitator: Fred D’Astoli
Strategic Goal: Human Resources
As a new full-time faculty member, you will encounter many new challenges and interesting opportunities in the coming months. There will be new roles for you, and new expectations; a host of new names and personalities will enter your life. Just learning the nooks and crannies of the physical layout of the campus will take some time. At this orientation, you will hear presentations from key campus departments and programs, meet new colleagues, and learn about the exciting campus culture that makes COC a special place to work.

The orientation will be followed by the **Chancellor’s New Faculty Luncheon** from 12:00 – 1:30pm in UCEN 327.

**Learning Outcomes:** After participating in this session, participants will have learned about the various functions of key campus departments and programs, and resources available that will help them successfully acclimate to COC.

8:00 – 9:20am
HSLH 204
FLEX credit – 1.5 hours
Presenter: Deanna Davis
Strategic Goal: Teaching & Learning
The goal of all good teaching is the deeper learning that leads to authentic engagement with the subject and the transfer of concepts and skills to later learning experiences. But this kind of teaching is also not easy to achieve. This workshop focuses on educational research and concepts that can help you improve your ability to teach for deeper learning. It includes models and examples of classroom assignments and activities. Participants will have the opportunity to apply this information during the workshop as well as later in a homework assignment.

**Learning Outcomes:** By the end of this workshop, participants will be able to:
- Analyze the different characteristics of community college students
- Evaluate best practices for curriculum, classroom instruction, and assessment to meet the needs of different community college students
**Tuesday, January 31, 2012**

**# 354S Inspiring Preparedness: 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.

- **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:** Upon completion of this training, participants will be certified in American Red Cross First Aid, AED, and CPR.

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**# 355S Institutional Level SLO Dialogue and Closing the Loop**

9:00 – 10:20am  
HSLH 205  
FLEX credit – 1.5 hours  
Presenters: Nicole Lucy, Paul Wickline  
Strategic Goal: Institutional Effectiveness  

At this session, we will discuss the results of Institutional Level SLOs for the Diversity General Education courses. Dialogue will include identification of themes and plans for change for the next assessment cycle.

**Learning Outcome:** At the end of this session, participants will be able to critique the effectiveness of the assessment process for Institution Student Learning Outcomes, evaluate the results of ISLO assessments, and determine if a plan for change is needed.
**Tuesday, January 31, 2012**

**# 356S Human Resources Roundtable for Faculty**  
10:30 – 11:50am  
HSLH 205  
FLEX credit – 1.5 hours  
Presenter: Christina Chung  
Strategic Goal: Human Resources  
Join us for an interactive discussion of HR topics as they relate to our faculty. You may have questions regarding the faculty contract, hiring processes, adjunct faculty, etc. The agenda for this roundtable will be partly driven by suggestions solicited from faculty prior to the workshop. Topic suggestions or questions to be answered should be emailed to Christina Chung at Christina.chung@canyons.edu.

**Learning Outcome:** By the end of this session, participants will understand the key components of the faculty contract, faculty hiring processes, and other human resources topics provided by the presenter.

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**# 357S Skilled Teacher Certificate Program: Module 3, Workshop 2 -- Theory and Research on Learning: The Role of Metacognition in Learning**  
10:30 – 11:50am  
HSLH 230  
FLEX credit – 1.5 hours  
Presenter: Deanna Davis  
Strategic Goal: Teaching & Learning  
One of the most exciting areas of educational research in the past 25 years has been the role of metacognition in learning. This workshop focuses on the ways that metacognition can help students to develop more effective learning styles and habits. Participants will be informed of tools they can use to build metacognition skills in their students and will have the opportunity to apply this information during the workshop as well as later in a homework assignment.

**Learning Outcomes:** By the end of this workshop, participants will be able to:
- Analyze the different characteristics of community college students
- Evaluate best practices for curriculum, classroom instruction, and assessment to meet the needs of different community college students
Tuesday, January 31, 2012

# 358S Inspiring Leadership in Campus Clubs Using Roberts Rules of Order and the Brown Act
1:00 – 2:20pm
HSLH 204
FLEX credit – 1.5 hours
Presenter: Allison Korse-Devlin
Strategic Goal: Institutional Effectiveness
The Ralph M. Brown Act was an act of the California State Legislature, authored by Assembly member Ralph M. Brown and passed in 1953, that guaranteed the public’s right to attend and participate in meetings of local legislative bodies. The Roberts Rules of Order provides instruction on:

- Meeting rules and etiquette
- Voting and elections procedures
- Bylaws and other rules and how to use them

This workshop will provide training to faculty who serve as club advisors on Roberts Rules of Order and the Brown Act, and learn how they relate to campus clubs.

Learning Outcome: Participants will learn how to provide training for club officers using Roberts Rules of Order and the Brown Act.

#359S Introducing Blackboard 9.1: An Overview for Current Blackboard Users
1:00 – 2:20pm
HSLH 230
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 Outcome: Participants will be able to locate Blackboard’s features in the new system and will be introduced to new functionality.
Tuesday, January 31, 2012

# 360S Institutional Level SLO Dialogue and Closing the Loop
1:00 – 2:20pm
HSLH 235
FLEX credit – 1.5 hours
Presenters: Nicole Lucy, Paul Wickline
Strategic Goal: Institutional Effectiveness
At this session, we will discuss the results of Institutional Level SLOs for the Career Technical Education courses. Dialogue will include Identification of themes and plan for change for the next assessment cycle.

Learning Outcome: At the end of this session, participants will be able to critique the effectiveness of the assessment process for Institution Student Learning Outcomes, evaluate the results of ISLO assessments, and determine if a plan for change is needed.

# 361S Informing Campus Emergency Response
2:30 – 3:20pm
HSLH 204
FLEX credit – 1 hour
Presenter: John McElwain
Strategic Goal: Institutional Effectiveness
Most everyone knows that College of the Canyons has published its Emergency Operations Plan and that it includes a lot of information about organizational structure, general “do’s” and “don’ts” that apply to certain emergency scenarios, and information on how the college will interact with other agencies if a major, catastrophic event takes place. But paper plans don’t respond to emergencies; people do! And, as Shakespeare’s Hamlet would say, “Ay, there’s the rub.”

Join Assistant Superintendent/Vice President, Student Services, Michael Wilding and emergency preparedness consultant, John McElwain, in a frank, information-filled discussion about the realities of emergency plan implementation that will answer the most important question of all, “What, specifically, do I do when a real emergency occurs?” This will be the first of many discussions and training sessions that will occur throughout 2012 about the roles we will all play if/when disaster strikes.

Learning Outcome: By the end of this session, participants will understand the District’s emergency plan and what their role is when an emergency situation arises.
Tuesday, January 31, 2012

# 362S Inspiring Campus Culture by Celebrating the Humanities
2:30 – 3:50pm
HSLH 235
FLEX credit – 1.5 hours
Presenters: Alene Terzian, Jia-Yi Cheng-Levine, Chris Blakey
Strategic Goals: Teaching & Learning; Campus Climate
This workshop will provide a forum for Humanities faculty to review the overall goals of the division and to organize interdepartmental activities and collaborations. Specific focus will be directed to planning outreach events and activities that will benefit the college and local community, while showcasing the talents and abilities of Humanities Division faculty.

Learning Outcomes: By the end of this session, faculty will:
- Learn to organize and plan for events that will inform students and community members concerning the Humanities
- Reflect and dialogue on the goals and direction of the overall division, learning how they might collaborate on activities for the overall strengthening of the divisional unit

# 363S Books & Ideas: Book – Wilson by Daniel Clowes
2:30 – 4:00pm
Private Dining Room #2
FLEX credit – 1.5 hours
Presenter: Ron Karlin
Strategic Goal: Campus Climate
Meet Wilson, an opinionated middle-aged loner who loves his dog and quite possibly no one else. In an ongoing quest to find human connection, he badgers friend and stranger alike into a series of one-sided conversations, punctuating his own lofty discursions with a brutally honest, self-negating sense of humor. After his father dies, Wilson, now irrevocably alone, sets out to find his ex-wife with the hope of rekindling their long-dead relationship, and discovers he has a teenage daughter, born after the marriage ended and given up for adoption. Wilson eventually forces all three to reconnect as a family—a doomed mission that will surely, inevitably backfire.

In the first all-new graphic novel from one of the leading cartoonists of our time, Daniel Clowes creates a thoroughly engaging, complex, and fascinating portrait of the modern egoist—outspoken and oblivious to the world around him. Working in a single-page-gag format and drawing in a spectrum of styles, the cartoonist of GhostWorld, Ice Haven, and David Boring gives us his funniest and most deeply affecting novel to date.

Learning Outcome: By the end of this session, participants will have engaged in dialogue about the selected book, its author and meaning, and reflect on its significance to today’s world.
Tuesday, January 31, 2012

# 364S Skilled Teacher Certificate Program: Module 2, Workshop 1 -- Community College Teaching for the Twenty-First Century: Teaching for a Range of Students
3:30 – 4:50pm
HSLH 232
FLEX credit – 1.5 hours
Presenter: Mehgen Andrade
Strategic Goal: Teaching & Learning
Perhaps the most important characteristic of community colleges in California is the wide diversity of their students. The differences in the student population include age, gender, educational and career goals, level of preparation, ethnicity, economic status, ability, and motivational level. A skilled community college teacher knows how to design curriculum, classroom instruction, and assessment that is supple enough to meet the needs of most of the different students in each classroom. This module consists of two workshops focused on ways to identify the most important characteristics of your students early in the semester and how to plan every aspect of your course to meet their learning needs.

Learning Outcomes: By the end of this workshop, participants will be able to:
- Analyze the different characteristics of community college students
- Evaluate best practices for curriculum, classroom instruction, and assessment to meet the needs of different community college students

# 365S Online Courses v. Hybrid Courses: The Pros and Cons
4:00 – 4:50pm
HSLH 204
FLEX credit – 1 hour
Facilitator: John Makevich
Presenters: Faculty Panel
Strategic Goals: Technological Advancement; Teaching & Learning
For years now, College of the Canyons has innovated by providing students with a number of delivery and scheduling formats from which to choose. In our continuing effort to calibrate the ways in which we encourage the best student learning, it is important to engage in some meaningful discussion on the two formats. This panel discussion will bring to the table experienced faculty from both formats and will open up a whole-group discussion. Come join the party!

Learning Outcome: Participants will listen to a panel answer questions about the benefits and challenges of online courses and hybrid courses and will be able to engage in an active Q&A about the two formats.
This year, Dr. Dena Maloney and the CCC faculty are hosting the first ever FLEX day at the Canyon Country Campus. Join them and your faculty colleagues for a day filled with innovative sessions that focus on student support and teaching and learning. You will leave feeling reinvigorated in your teaching and inspired to make the spring semester your best ever!

Please join us starting at 8:00am for coffee and muffins in room 502. The first session of the day will begin at 9:00am. Please see the complete agenda for the day listed below.

*A shuttle van will be available to take you from the Valencia Campus to the Canyon Country Campus and back – an RSVP is required. Please email Leslie Carr at leslie.carr@canyons.edu to reserve a seat on the shuttle. Plenty of parking will also be available at the Canyon Country Campus if you prefer to drive yourself.

Enjoy!

# 366S The Canyon Country Campus: Supporting Student and Faculty Success
9:00 – 9:50am
CCC 405
FLEX credit – 1 hour
Presenters: Dena Maloney and Stephen Branch
Strategic Goal: Institutional Effectiveness
This session will enhance awareness of the many changes at the Canyon Country Campus since it opened in fall 2007. By attending this session, you will discover the growth in instructional programs and services to students, strides made in realizing the projections from the Education and Facilities master plan, strategic goals for the campus in the coming three years, and the similarities and unique differences among students at the Canyon Country Campus. Learn what resources are in place to support effective teaching at the Canyon Country Campus, and the unique rewards of teaching in a small, intimate campus setting. Lastly, you will learn where the campus is headed in the future and how it is impacting student access and success on the eastern side of the Santa Clarita Valley.

Learning Outcome: By the end of this session, participants will have an increased understanding of the progress of the Canyon Country Campus as measured by student success outcomes, instructional resources and support services for students, improvements to the campus teaching and learning infrastructure, and future goals as the campus completes its fifth year of operation.
# 367S What Inspires COC Students?
10:00 – 10:50am
CCC 405
FLEX credit – 1 hour
Presenters: Student Panel
Moderator: Bianca Philippi
Strategic Goal: Student Support; Teaching & Learning
When you inspire a student, you are motivating them to set high goals for themselves and providing support and resources to help them accomplish those goals. But what exactly does inspire COC students? Attend this session to hear from a student panel, facilitated by associate adjunct instructor Bianca Philippi, on what specifically motivates COC students to set and achieve high educational and professional goals, and what on/off-campus support and resources they say are most beneficial and inspire success.

Learning Outcome: By the end of this session, participants will have learned what support and resources are available to assist students attain their educational goals.

# 368S Professional Students: Creating and Inspiring Positive Classroom Experiences through Personal Responsibility
11:00 – 11:50am
CCC 405
FLEX credit – 1 hour
Presenter: Denee Pescarmona
Strategic Goal: Student Support; Teaching & Learning
As instructors, we often perceive that our students do not act professionally or make wise choices in our classes. This perceived attitude occurs because students fail to take personal responsibilities for their actions and experiences. This workshop will encourage faculty to employ On-Course strategies in their classroom that will help students develop a more responsible and active attitude towards the class.

Learning Outcome: Participants will identify strategies to help students accept personal responsibility and create positive outcomes by making wise choices.
FLEX Day at the CCC

Lunch & Campus Tour 12:00 – 1:30pm CCC 502

# 369S Inspiring Student Success: Transferrable Skills and Workplace Competencies Every Student Needs to Know
1:30 – 2:20pm
CCC 405
FLEX credit – 1 hour
Presenters: Steve Tannehill, Stan Wright, Anthony Michaelides
Strategic Goal: Student Support
Today’s employers are looking to hire employees who have the skills set, education and expertise they need to make their company or organization excel above the competition. This workshop will identify the skills students need to get hired, the expertise and skills needed to stay hired, and the process they might use to self-identify these skills from previous experiences.

Learning Outcome: By the end of this session, participants will have knowledge of the skills students need that will help them obtain and maintain employment.

# 370S Skilled Teacher Certificate – Module 3, Workshop 3 -- Theory and Research on Learning
1:30 – 2:50pm
CCC 503
FLEX credit – 1.5 hours
Presenter: COC Faculty
Strategic Goal: Teaching & Learning
The third workshop in Module 3 focuses on how we can create independent learning in our community college students. It will explore ways in which faculty can create an environment that helps to build the necessary skills to becoming an independent learner. Participants will be guided to identify the cognitive and relationship skills necessary to foster independence in learners.

Learning Outcomes: By the end of this workshop, participants will be able to:
- Analyze the different characteristics of community college students
- Evaluate best practices for curriculum, classroom instruction, and assessment to meet the needs of different community college students
FLEX Day at the CCC

# 371S How Can Faculty Inspire and Challenge High Achieving Students?
2:30 – 3:20pm
CCC 405
FLEX credit – 1 hour
Presenters: Patty Robinson, Mehgen Andrade

Strategic Goal: Student Support
While faculty know the importance of assisting Basic Skills students, we recognize that they aren't the only students who can benefit from inspiration. In fact, it is often a challenge for faculty to maintain a challenging and motivating environment for students who are higher achievers. Join us for a discussion about just that: How can faculty inspire and challenge students who have mastered basic skills and now look to thrive in their educational experience? Learn the various kinds of opportunities available to these students through participation in Honors societies, department clubs, special programs or COC Honors.

Learning Outcome: By the end of this session, participants will have learned of the various programs and resources available to enhance and enrich the educational environment of high achieving students.

# 372S Skilled Teacher Certificate – Module 4, Workshop 2 -- Different Ways of Teaching and Learning
3:00 – 4:20pm
CCC 503
FLEX credit – 1.5 hours
Presenter: COC Faculty

Strategic Goal: Teaching & Learning
For the second workshop on Different Style of Learning and Teaching, each participant will develop a lesson plan that incorporates some of the theories discussed in workshop one, in particular those ideas based on Howard Gardner’s Multiple Intelligences theory. Participants are encouraged to explore any of the other major theories as well. At this workshop participants will discuss each of the lesson plans drafted, and then, in pairs and in groups, further develop and refine them for eventual use in the classroom. As “homework” following the second workshop, participants will implement the lesson plan (or at least some aspect of it) in the classroom and report back to the group their findings at the final workshop.

Learning Outcomes: By the end of this workshop, participants will be able to
- Evaluate best practices for developing lesson plans that can apply to a diverse range of learning styles.
- Develop classroom activities that incorporate different learning styles.
**# 373S Inspired Teaching Roundtable**
3:30 – 4:20pm  
CCC 405  
FLEX credit – 1 hour  
Facilitators: Lisa Wallace, Mehgen Andrade  
Strategic Goal: Student Support; Teaching & Learning  
Come together with your faculty colleagues to discuss what inspired you and your teaching from the workshops you attended at the CCC FLEX day, and identify 2 – 3 ideas you plan to implement when classes begin.

**Learning Outcome:** By the end of this session, participants will have identified 2 – 3 innovative teaching strategies they can implement in their classes.

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**# 374S Skilled Teacher Certificate Program Overview**
4:30 – 5:20pm  
CCC 405  
FLEX credit – 1 hour  
Presenter: Ron Dreiling  
Strategic Goal: Teaching & Learning  
If you are interested in learning about a new professional development opportunity that will allow you to focus on applying the new research and theory on teaching and learning to your classroom practice, please come to this introduction to the new COC Skilled Teacher Certificate. The certificate will be described and the process for completing it explained. This workshop will also present the rewards of completing the certificate.

**Learning Outcomes:** After the presentation, participants will be able to:
- Describe the COC Skilled Teacher Certificate
- Explain the process for completing it
- Evaluate its rewards
Thursday, February 2, 2012

# 375S Are You Ready for the Revolution?
8:45 – 11:30am
*A light continental breakfast will be served
UCEN 258
FLEX credit – 2.5 hours
Presenter: Chancellor Dianne Van Hook
Strategic Goal: Leadership
Higher education has been known to hold on to tradition. But change is in the air. Today’s emerging trends promise to push aside the status quo and radically reshape higher education in the next 25 years. Join COC Chancellor Dr. Dianne Van Hook for an engaging, forward-looking discussion that will:

- Examine how technology, accountability, a global economy, and other factors will transform how we deliver education and serve students over the next two decades.
- Explore how we can begin to implement new practices and shape the change, versus react to it.
- Showcase ways we can inspire our students and each other in challenging times.

Exciting times are ahead and this is your chance to get an inside look at the future of higher education.

# 376S Inspiring Teamwork: Department Retreats
1:00 – 2:50pm
FLEX credit – 2 hours
Please contact your Department Chair for the location
Strategic Goal: Institutional Effectiveness; Teaching & Learning
Department Chairs will set the agenda, location, and format for the retreat. Adjunct faculty who attend and who are scheduled to teach during the spring semester will receive two hours pay.

Learning Outcome: Upon completion of this session, participants will be able to identify the key issues the department will be addressing during the upcoming academic year.
Thursday, February 2, 2012

# 377S Inspiring Collaboration and Communication: Q&A with the Board of Trustees
3:00 – 4:20pm
UCEN 258
FLEX credit – 1.5 hours
Presenters: Members of the SCCCD Board of Trustees
Strategic Goal: Campus Climate
Come meet the members of the SCCCD Board of Trustees and learn about the role they play in governing the college district.

The goal of this interactive flex session is to improve communication and better understand our various roles in moving the college forward:

✓ Faculty and staff will have an opportunity to let the Trustees know the great projects you are working on as well as ask questions and provide your input.

✓ Trustees will share their experiences serving on the board as well as discuss their roles and responsibilities, the relationship between the board and employees, how board members are elected and the role of the student trustee.

✓ You will hear about their work in representing the college in the community and at the state level as well as their role in advocacy, fundraising, and partnership creation and discuss and provide information on your role in doing the same.

Bring your ideas and questions to contribute to the dialog. Dessert and beverages will be provided.

Learning Outcome: By the end of this session, participants will have learned the various roles and responsibilities of the board members.
Thursday, February 2, 2012

# 378S Skilled Teacher Certificate – Module 2, Workshop 2 -- Community College Teaching for the Twenty-First Century: Teaching for a Range of Students

3:00 – 4:20pm
HSLH 230
FLEX credit – 1.5 hours
Presenter: Mehgen Delaney
Strategic Goal: Teaching & Learning

Perhaps the most important characteristic of community colleges in California is the wide diversity of their students. The differences in the student population include age, gender, educational and career goals, level of preparation, ethnicity, economic status, ability, and motivational level. A skilled community college teacher knows how to design curriculum, classroom instruction, and assessment that is supple enough to meet the needs of most of the different students in each classroom. This module consists of two workshops focused on ways to identify the most important characteristics of your students early in the semester and how to plan every aspect of your course to meet their learning needs.

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

- Analyze the different characteristics of community college students
- Evaluate best practices for curriculum, classroom instruction, and assessment to meet the needs of different community college students
Thursday, February 2, 2012

# 379S Skilled Teacher Certificate – Module 4, Workshop 3 -- Different Ways of Teaching and Learning
4:30 – 5:50pm
HSLH 204
FLEX credit – 1.5 hours
Presenter: COC Faculty
Strategic Goal: Teaching & Learning

In the final workshop on Different Style of Learning and Teaching, each participant will develop effective assessments that incorporate concepts discussed in prior workshops in this series, particularly those ideas based on Howard Gardner’s Multiple Intelligences theory. Participants will also begin to craft a final portfolio of our work on multiple intelligences and learning styles, and discuss as a group how they plan to implement, or have already have implemented, these techniques and assessments in our classrooms, as well as what effect (or anticipated effect) they might have.

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

- Develop a broad set of formative and summative assessments based on different learning styles.
- Craft and share a peer-reviewed portfolio of classroom activities and assessments developed throughout the module.
Friday, February 3, 2012

# 380S Student Success Skills Symposium
8:30am – 3:30pm
UCEN 258
FLEX credit – 7 hours
Coordinators: S4S Committee
Strategic Goal: Student Support; Teaching & Learning
Now in its fourth year, the S4S Student Success Symposium is an all-day conference designed to help both full-time, part-time, and high school faculty and administrators better recognize and address the needs of their students. The theme for our 2012 Symposium is “Promoting Classroom Environments that Foster Self-Confidence, Esteem, and Academic Success.” This year’s symposium will feature a variety of presentations that will encourage all participants to consider how the ideas of hope and self-confidence can help students be more successful in all aspects of their academic careers.

Our keynote speaker this year is Jeffrey Duncan-Andrade, high school teacher and Professor of Raza Studies at San Francisco State University. Professor Duncan-Andrade’s talk focuses on developing educators that are better equipped to create educational environments that understand and respond to the social toxins that emerge from inequality. Inside of this framing, Duncan-Andrade draws from his 18 years as an urban educator to explore the concept of hope, as essential for nurturing urban youth. He identifies three forms of “false hope”—hokey hope, mythical hope, and hope deferred—pervasive in and peddled by many urban schools. These false hopes give way to Duncan-Andrade’s conception of “critical hope,” explained through the description of three necessary elements of educational practice that produce and sustain hope and transformation. Breakout sessions hosted by COC Faculty will comprise the afternoon offerings.

Learning Outcome: Participants will be able to restate the importance of critical hope as it relates to student success and identify two or three strategies that can help create greater classroom climate and student motivation.

This all-day event will include a light breakfast, keynote speaker and lunch. Events will take place in the University Center. Part-time faculty may opt to receive FLEX or a $100 stipend to attend (limited to the first 25 part-time faculty who register).

8:30 – 9:00 am: Sign in and Light Breakfast

9:00 – 9:30 am: Welcoming Remarks: “Understanding and Creating Environments of Hope and Responsibility” (Audrey Green and Denee Pescarmona)

9:45 – 10:55 am: Keynote Address: “Note to Educators: Hope Required When Growing Roses in Concrete.” (Professor Jeffrey Duncan-Andrade)
11:00 am – 12:00 pm: Large Group Discussion with Professor Duncan-Andrade

12:00 – 12:45 pm: Lunch

12:45 – 2:05 pm: **Breakout Session #1 Topics:**
- Skilled Teacher Certificate Module 5, Workshop 1
- “Empowering Students to Be Self-Motivated”
- “Using Learning Communities within Individual Classrooms”

2:10 – 3:30 pm: **Breakout Session #2 Topics:**
- Skilled Teacher Certificate Module 5, Workshop 2
- “Creating Classroom Culture”
- “Professional Students: Creating Positive Classroom Experiences through Personal Responsibility”
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.

#92F  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

#93F  Enroll in the Understanding the Needs of Older Adults Online Course
FLEX credit - 20 hours for part 1 and 20 hours for part 2
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.
#94 Attend the Online Library Resources Workshops
Ongoing – Watch for email announcements from Librarian Ron Karlin for dates and times.
FLEX credit - 1.5 hours

#95 Conduct Adjunct Evaluations
3 hours each/6 hours max per year

#96 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

#97 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.

#98 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.
#99F  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.*

#100F  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.

#101F  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.

#102F  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 Fred D’Astoli at campus extension 3710 or at fred.dastoli@canyons.edu.
#103F  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.

#104F  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.

#105F  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.
Spring 2014

Professional Development Week

February 3 – 7, 2014

Get Prepared! Get Emergency! Get Tech! Get Fit!
Get Ready to Go!

College of the Canyons
Office of Professional Development
www.canyons.communityext.net
661.362.3100
Getting Our Act Together with Professional Development!

Get Prepared
Get Emergency
Get Tech
Get Fit
Get Ready to Go!

Welcome to the Spring 2014 Professional Development Program!

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

The Faculty Development Committee has designed a comprehensive program that focuses on Emergency Preparedness and getting ourselves ready to spring forward into the semester. 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)  Kevin Jenkins
Teresa Ciardi (Co-Chair)  Heather MacLean
Mehgen Andrade  KC Manji
Sandy Carroll  Bob Segui
Phil Gussin  Diane Sionko
Lee Hilliard  Cindy Stephens
Brandon Hilst

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

Sincerely,

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

How is success measured?

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

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

FLEX at College of the Canyons

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

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

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

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

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

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

If we didn’t have FLEX days, would we have more vacation days?
No. We would have additional service days.
When can I earn my FLEX credit?
You may earn FLEX credit during any time you are not scheduled to teach, hold office hours, or when you are participating in other contractual duties.

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

Can adjunct 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.

Can classified staff and administrators attend FLEX sessions?
Yes! Classified staff and administrators are encouraged to attend any flex workshop or activity they find of interest to them.
Spring 2014
FLEX
Workshop
Schedule
Saturday, February 1, 2014

#3S Blackboard 1,2,3
9:00am – 3:30pm
HSLH 304
FLEX credit – 6 hours
(There will be a 1/2 hour lunch break - please bring a sack lunch)
Presenter: John Makevich
Strategic Goal: Technological Advancement; Teaching and Learning

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

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

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

**Learning Outcome:** By the end of this session, participants will have learned the basics of using the Blackboard 9.1 learning system.
Monday, February 3, 2014

#5S Mental Health First Aid – Part 1 of 2
8:00am – 1:00pm
HSLH 235
FLEX credit – 4 hours per part/8 hours total
Presenters: Gayle Freund, Heather Rousselo
Strategic Goal: Student Support
*Attendance at both parts is required. Part 2 will be offered on Tuesday, February 4th.*

Mental Health First Aid is an 8-hour training course designed to give participants an increased awareness about the signs and symptoms of post-traumatic stress disorder (PTSD), traumatic brain injury (TBI), and depression so that they can better understand how these conditions might impact student success in the classroom and on campus. Participants will have the opportunity to practice intervention strategies and apply what they’ve learned in real-life situations. A panel of student veterans will provide direct feedback about their experiences as veterans on campus.

A continental breakfast, lunch and training manual will be provided by the Student Health & Wellness Center. Participants must attend both days to obtain the 8-hour training certificate, which is valid for three years.

Learning Outcome: By the end of this session, participants will be able to identify:
- Military cultural competence, PTSD, TBI, MSV (military sexual violence) and other transition challenges specific to student vets
- How to respond to issues that emerge in the classroom and on campus
- Where to make referrals for services

#6S Welcome Back!
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 emergency situations you have encountered on campus, how you handled them, and what you would do in an emergency situation today. A continental breakfast will be served.

Learning Outcomes: By the end of this session, participants will have learned how to handle a variety of emergency situations that may occur on campus.
Monday, February 3, 2014

#7S Behavioral Intervention Team (BIT): Behavioral and Crisis Intervention, and Threat Assessment for Students in Distress
9:00 – 9:50am
HSLH 204
FLEX credit – 1 hour
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

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
Monday, February 3, 2014

#8S Tables, Templates & Other Tricks of the Trade Using Microsoft Word
Part 1 of 2
9:00 – 11:50am
HSLH 303
FLEX credit – 3 hours
Presenters: Melanie Lipman, Victor Jadaon, Gina Roscigno
Strategic Goal: Technological Advancement
This workshop teaches beginning through advanced functions and features of Word 2010. Participants will learn how to create and edit documents, work with tables, create templates, use comments, create a password, link and embed objects, use mail merge, and collaborate and secure documents.

Learning Outcomes: By the end of this session, participants will be able to use the basic functions and features of Microsoft Word 2010.

#9S Need Help Using the New Lumens Professional Development Registration System? Drop Into the Tech Center!
10:00 – 11:00am
BONH 106
FLEX credit – Variable
Presenters: Leslie Carr and Chloe McGinley
Strategic Goal: Technological Advancement
Stop by the Faculty and Staff Technology Center anytime this hour to learn how to use the new Lumens online Professional Development workshop registration system.

Learning Outcomes: By the end of this session, participants will have learned how to set up a username and password, register for Professional Development workshops, and view the workshops and hours they have completed.
Monday, February 3, 2014

#10S Emergency Preparedness – How to Shelter in Place
10:00 – 10:50am
HSLH 204
FLEX credit – 1 hour
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. 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, participants will have learned how to effectively use shelter in place techniques in a classroom and office setting.

#11S Emergency Preparedness – Evacuation
11:00 – 11:50am
HSLH 204
FLEX credit – 1 hour
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 evacuate from a building on campus. 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, participants will have learned how to provide leadership to students in the case of an on-campus emergency.
#12S Section 508 Information Technology Compliance

**11:00 – 11:50am**  
BONH 106  
FLEX Credit - 1 hour  
Presenter: Scott McAfee  
Strategic Goal: Technological Advancement  
Find out how to ensure that your departmental purchasing, usage, and design of information technology is compliant under Section 508 of the Rehabilitation Act. Learn how to make your web pages, electronic content, and software compliant with this state and federal law, known as Section 508. Learn what the law requires, how accessibility guidelines affect your department, and how to make sure your use of information technology is compliant.

Learning Outcome: By the end of this session, participants will have learned how to make their web pages, electronic content, and software compliant with Section 508 of the Rehabilitation Act.

#13S Emergency Preparedness – How to Shelter in Place

**1:00 – 1:50pm**  
HSLH 135  
FLEX credit – 1 hour  
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. 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, participants will have learned how to effectively use shelter in place techniques in a classroom and office setting.
Monday, February 3, 2014

#14S Looking for a Way to Easily Store and Share Your Video Content? 3C Media Solutions Can Show You How!
1:00 – 1:50pm
HSLH 233
FLEX credit – 1 hour
Presenter: Experts from 3C Media Solutions

Strategic Goal: Technological Advancement

Learn how to store and share your videos and other media using 3C Media Solutions. It’s easy, searchable, available 24/7, and FREE. This session will present attendees with the services offered to the California Community College System by 3C Media Solutions, (3CMS), the educational media distribution source for video content, podcasts, and event coverage for the 112 campuses of the CCC System.

Attendees will first learn about the practical uses for these services, including how they work in conjunction with CCC Confer and how to leverage the media services offered by 3C Media Solutions to:

- provide timely content to students which enhances student success
- help better prepare students for classroom discussion
- save colleges costs
- reach a wider audience

From there, attendees will create their own account with 3CMS and, hands-on, learn how to:

- Upload videos
- Bring current YouTube videos into their account
- Create playlists
- Share videos/playlists
- Embed video into their LMS
- Organize their media
- Submit videos for captioning
- License content openly as OER

Learning Outcome: By the end of this session, participants will have learned how to store and share your videos and other media using 3C Media Solutions.
Monday, February 3, 2014

#15S Teaching Job Skills in an Academic Class
1:00 – 2:20pm
HSLH 206
FLEX credit – 1.5 hours
Presenters: Kevin Anthony, Keri Aaver, Anthony Michaelides
Strategic Goal: Teaching and Learning; Student Support
This session is designed to address the changes our students will face in employment. The extended downturn in the economy has forced employers in all industries to become more focused on people skills to be successful. Academic course offerings can become a vehicle to address these employment changes. This session will identify the changes in the work environment, provide suggestions on how academic course offerings can address these changes, and how these changes can direct and enhance our student’s career development.

Learning Outcome: By the end of this session, participants will be able to adopt the principles and lesson activities offered in this session into their curriculum.

#16S Emergency Preparedness – Evacuation
2:00 – 2:50pm
HSLH 135
FLEX credit – 1 hour
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 evacuate from a building on campus. 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, participants will have learned how to provide leadership to their students in the case of an on-campus emergency.
Monday, February 3, 2014

#17S Authentic Assessment
1:30 – 2:50pm
HSLH 204
FLEX credit – 1.5 hours
Presenter: Paul Wickline
Strategic Goal: Institutional Effectiveness
Traditional assessment sometimes relies on indirect items such as multiple choice questions focusing on content or facts. In contrast, authentic assessment simulates a real world experience by evaluating the student's ability to apply critical thinking and knowledge or to perform tasks that may approximate those found in the work place or other venues outside of the classroom setting. ACCJC expects that authentic assessment are in place for courses, programs and degrees.(ACCJC SLO Proficiency Rubric) Participants will examine a variety of assessments from diverse disciplines and score the authenticity of each assessment. This is a hands-on, interactive session to help participants better understand the theory and practice of meaningful, authentic assessment.

Learning Outcomes: By the end of this session, participants will be able to:
- Differentiate between traditional and authentic assessments.
- Evaluate assessment methods and techniques for their degree of authenticity.
- Create authentic assessments for their own courses and programs.

#18S All Things Emergency!
3:00 – 3:50pm
HSLH 135
FLEX credit – 1 hour
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, participants 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.
#19S What Do the New Student Success Task Force Initiatives Mean for COC Students?
3:00 – 3:50pm
HSLH 203
FLEX credit – 1 hour
Presenters: Jasmine Ruys, Chelley Maple
Strategic Goal: Institutional Effectiveness
The Student Success Task Force started as a statewide effort to improve Student Success in the California Community Colleges. The legislature has begun passing laws to enact the recommendations put out by the Task Force. In this session we will present these changes, the new board policies that effect enrollment priorities, institutional requirements, academic standing, and the Student Success and Support Program (3SP), formerly known as the Matriculation program.

Learning Outcomes: By the end of this session, participants will have learned the newest board policies related to enrollment priorities and academic standing.

#20S Teambuilding – with Volleyball!
3:00 – 4:50pm
WPEK Gym
FLEX credit – 2 hours
Presenter: Lisa Hooper
Strategic Goal: Campus Climate
Join COC Volleyball coach, Lisa Hooper, for some basic instruction in the sport of volleyball and learn how sports can be an effective teambuilding activity. Instruction will be followed by a friendly game of volleyball!

Learning Outcomes: By the end of this session, participants will have a basic understanding of the rules and techniques of playing volleyball. Participants will also be able to employ basic teambuilding techniques on and off the volleyball court.
Monday, February 3, 2014

#21S Need Resources and Funds to Support Your Program Needs? COC’s New Deputy Sector Navigators Can Help!
4:00 – 4:50pm
HSLH 235
FLEX credit – 1 hour
Presenter: Cindy Dorroh, Pete Bellas, John Cordova, Paula Hodge, Joe Klocko
Strategic Goal: Institutional Effectiveness
This session will describe the Statewide “Doing What Matters” initiative, identify the structure of resources and personnel for this initiative, and introduce participants to the role of the Deputy Sector Navigators (DSN) at our regional level. Three of the six DSNs for our region are based out of College of the Canyons and will be present to describe the outcomes they work towards in terms of connecting K-12, community colleges, and economic workforce needs. Attendees will learn about what the DSNs will be doing at local, regional, and state levels and how they will actively work to seek resources and funds to support local needs.

Learning Outcomes: By the end of this session, participants will be able to
- Describe the “Doing What Matters” initiative and its implications for College of the Canyons and our region.
- Describe the role of the DSNs and identify how the DSNs can support student success and alignment with workforce needs.

#22S Emergency Preparedness: Evacuation and Shelter in Place Procedures
(This is an opportunity for adjuncts that have daytime jobs elsewhere to receive emergency preparedness training)
6:00 – 7:50pm
HSLH 204
FLEX credit – 2 hours
Presenters: COC Incident Command Team
Strategic Goal: Institutional Effectiveness
Participants will learn how to shelter in place and how to use the run-hide-fight strategy when encountering a shooter on campus. Building evacuation procedures will also be taught.

Learning Outcomes: By the end of this session, participants will be able to effectively shelter in place and evacuate from a campus building.
Tuesday, February 4, 2014

#23S Mental Health First Aid – Part 2 of 2
8:00am – 1:00pm
HSLH 233
FLEX credit – 4 hours
Presenters: Gayle Freund, Heather Rousselo
Strategic Goal: Student Support
Mental Health First Aid is an 8-hour training course designed to give participants an increased awareness about the signs and symptoms of post-traumatic stress disorder (PTSD), traumatic brain injury (TBI), and depression so that they can better understand how these conditions might impact student success in the classroom and on campus. Participants will have the opportunity to practice intervention strategies and apply what they’ve learned in real-life situations. A panel of student veterans will provide direct feedback about their experiences as veterans on campus.

A continental breakfast, lunch and training manual will be provided by the Student Health & Wellness Center. Participants must attend both days to obtain the 8-hour training certificate, which is valid for three years.

Learning Outcome: By the end of this session, participants will be able to identify:
- Military cultural competence, PTSD, TBI, MSV (military sexual violence) and other transition challenges specific to student vets
- How to respond to issues that emerge in the classroom and on campus
- Where to make referrals for services

#24S Tables, Templates, & Other Tricks of the Trade Using Microsoft Word
Part 2 of 2
9:00 – 11:50am
HSLH 303
FLEX credit – 3 hours
Presenters: Melanie Lipman, Victor Jadaon, Gina Roscigno
Strategic Goal: Technological Advancement
This workshop teaches beginning through advanced functions and features of Word 2010. Participants will learn how to create and edit documents, work with tables, create templates, use comments, create a password, link and embed objects, use mail merge, and collaborate and secure documents.

Learning Outcomes: By the end of this session, participants will be able to use the basic functions and features of Microsoft Word 2010.
Tuesday, February 4, 2014

#25S Emergency Preparedness – How to Shelter in Place
9:00 – 9:50am
BONH 305
FLEX credit – 1 hour
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. 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, participants will have learned how to effectively use shelter in place techniques in a classroom and office setting.

#26S Designing a Dazzling Website Using Sharepoint
9:00 – 9:50am
BONH 106
FLEX credit – 1 hour
Presenter: Peter Hernandez
Strategic Goal: Technological Advancement
At this session, participants will learn how to use Sharepoint software to design and develop a website.

Learning Outcome: By the end of this session, participants will have learned how to use the features of Sharepoint to design and develop a basic website.
Tuesday, February 4, 2014

#27S Emergency Preparedness – Evacuation
10:00 – 10:50am
BONH 305
FLEX credit – 1 hour
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 evacuate from a building on campus. 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, participants will have learned how to provide leadership to students in the case of an on-campus emergency.

#28S Relax, Revitalize and Renew Yourself with Yoga
10:00 – 10:50am
PCOH 101
FLEX credit – 1 hour
Presenter: Lisa Hooper
Strategic Goal: Campus Climate
At this session, participants will learn and practice basic yoga and stretching exercises that will help you relax and be more physically fit.

**Learning Outcomes:** By the end of this session, participants will be able to use basic yoga and stretching techniques to help them relax and be more physically fit.
Tuesday, February 4, 2014

#29S All Things Emergency!
11:00 – 11:50am
BONH 305
FLEX credit – 1 hour
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, participants 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.

#30S Need Help Using the New Lumens Professional Development Registration System? Drop Into the Tech Center!
11:00am – 12:00pm
BONH 106
FLEX credit – Variable
Presenters: Leslie Carr and Chloe McGinley
Strategic Goal: Technological Advancement
Stop by the Faculty and Staff Technology Center anytime this hour to learn how to use the new Lumens online Professional Development workshop registration system.

Learning Outcomes: By the end of this session, participants will have learned how to set up a username and password, register for Professional Development workshops, and view the workshops and hours they have completed.
Tuesday, February 4, 2014

#31S Welcome Home: Assisting Veterans on Campus
1:00 – 5:00pm
HSLH 235
FLEX credit – 4 hours
Presenter: Experts from the Center for Applied Research Solutions (CARS)
Strategic Goal: Student Support
Many faculty who have veterans in their classes may not be aware of the symptoms of PTSD, depression, or TBI. This training was developed to provide faculty and staff with information and knowledge so they could better respond to issues that emerge in the classroom and on campus, and information on where to make referrals for services on campus and in the community. Resource materials will be provided that will assist faculty and staff in supporting student veterans on campus. Topics that will be covered include military cultural competence, PTSD, TBI, MSV, and other transition challenges specific to student veterans.

Learning Outcomes: By the end of this session, participants will be able to identify transition challenges that student veterans may be experiencing, and the resources available on campus and in the community that can provide support for student veterans.

#32S Place Book Orders the Easy Way with FacultyEnlight!
1:00 – 1:50pm
HSLH 133
FLEX credit – 1 hour
Presenter: Kate Dominguez
Strategic Goal: Institutional Effectiveness
Join COC Bookstore Manager, Kate Dominguez, at this session where she will show you how to place book orders using the FacultyEnlight website. She will also discuss how your textbook choices affect student book options, such as used, rented, and digital textbooks.

Learning Outcome: By the end of this session, participants will be able to use the FacultyEnlight website to easily and more efficiently order textbooks.
#33S Emergency Preparedness – How to Shelter in Place
1:00 – 1:50pm
SCOH 203
FLEX credit – 1 hour
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. 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, participants will have learned how to effectively use shelter in place techniques in a classroom and office setting.

#57S Sustainability Retreat
1:00 - 3:00pm
HSLH 135
FLEX credit - 2 hours
Presenters: Jennifer Brezina & Jia-Yi Cheng-Levine
Strategic Goal: Campus Climate
The Sustainable Development Committee invites you to help foster a culture of sustainability on campus and in the community by joining us to submit ideas and discuss projects that you would like to implement! We will review the milestones the Sustainable Development Committee, the Sustainability Center, and SCEEC (Santa Clarita Environmental Education Consortium) have accomplished in the past year. We will then discuss how faculty and staff can generate ideas and implement sustainability projects for funding support of up to $1,500 per project.

Learning Outcomes: By the end of this session, participants will be able to summarize previous sustainability projects and efforts and discuss and analyze new ideas to promote sustainability on campus.
Tuesday, February 4, 2014

#34S Emergency Preparedness – Evacuation
2:00 – 2:50pm
SCOH 203
FLEX credit – 1 hour
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 evacuate from a building on campus. 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, participants will have learned how to provide leadership to students in the case of an on-campus emergency.

#35S Get Fit with Middle Eastern Dance!
2:00 – 2:50pm
PCOH 101
FLEX credit – 1 hour
Presenter: Fern Zalin Jones
Strategic Goal: Campus Climate
Come enjoy an introduction to dance of the Middle East and Mediterranean areas. Participants will learn about the historical/cultural backgrounds of the region, warm up exercises, and some basic dance steps. Wear comfortable clothing and bring a scarf or sash to tie around your hips.

Learning Outcome: By the end of this session, participants will have learned to perform a simple Middle Eastern dance.
Tuesday, February 4, 2014

#365 Is My Online or Hybrid Course REALLY a Distance Education Course, or NOT?
2:00 – 2:50pm
HSLH 203
FLEX credit – 1 hour
Presenter: John Makevich
Strategic Goal: Teaching & Learning
In this workshop, participants will receive an overview of the differences between distance education and correspondence education, as highlighted by ACCJC and the U.S. Department of Education. The laws and practices behind distance education will be introduced, and a discussion of ideal practices will follow. This workshop is for anyone teaching online or hybrid classes who seek to improve student learning and ensure compliance with federal and accreditation guidelines for distance education.

Learning Outcome: Participants will be introduced to the differences between distance education and correspondence education and engage in discussion about the necessary elements of an effective online or hybrid course.
Tuesday, February 4, 2014

#37S Behavioral Intervention Team (BIT): Behavioral and Crisis Intervention, and Threat Assessment for Students in Distress

3:00 – 3:50pm
SCOH 203
FLEX credit – 1 hour

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

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
#38S Manage Your Professional Calendar and Contacts Using iOS 7
3:00 – 3:50pm
BONH 106
FLEX credit – 1 hour
Presenter: Mauricio Escobar
Strategic Goal: Technological Advancement
This class is will contain an overview of the important changes to the Apple iOS in the recent
months. It will focus on Calendar and Contact management. We will work through the
essentials in calendar organization so that using your smart device doesn’t take up more time
than needed. This workshop is a must for Apple product users.

Learning Outcome: By the end of this session, participants will be able to use the new calendar
and contact management features for their Apple devices.

#39S Registration Dates: Deciding What Works Best for All Stakeholders
4:00 – 4:50pm
HSLH 233
FLEX credit – 1 hour
Presenters: Audrey Green, Jasmine Ruys
Strategic Goal: Institutional Effectiveness
This session is designed for department chairs and others who are interested in exploring
alternative registration calendars.

Learning Outcome: By the end of this session, participants will have identified alternative
registration calendar options.
Join the Faculty Development Committee members and Dr. Ryan Theule, Acting Dean of the Canyon Country Campus, for a morning filled with innovative sessions that will focus on helping you become more prepared for emergencies at the CCC. Carpools are strongly encouraged.

Please join us starting at 8:30am for coffee and muffins in Room 506. The first session of the day will begin at 9:00am. Please see the complete agenda for the day listed below.

Faculty who participate in Flex workshops at CCC in the morning will receive a ticket to be “first” in line for lunch at the Valencia campus.

**Track 1: Emergency Preparedness (3 workshops)**

**#40S Emergency Preparedness – How to Shelter in Place**
9:00 – 9:50am
CCC 405
FLEX credit – 1 hour
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. 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, participants will have learned how to effectively use shelter in place techniques in a classroom and office setting.
Wednesday, February 5, 2014

#41S Emergency Preparedness – Evacuation
10:00 – 10:50am
CCC 405
FLEX credit – 1 hour
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 evacuate from a building on campus. 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, participants will have learned how to provide leadership to students in the case of an on-campus emergency.

#42S All Things Emergency!
11:00 – 11:50am
CCC 405
FLEX credit – 1 hour
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, participants 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.
Wednesday, February 5, 2014

Track 2: Professional Development (3 workshops)

#43S The Canyon Country Campus: A Look Ahead to the Future
9:00 – 9:50am
CCC 504
FLEX credit – 1 hour
Presenter: Ryan Theule
Strategic Goal: Institutional Effectiveness

This session will enhance awareness of the many changes at the Canyon Country Campus since it opened in fall 2007. By attending this session, you will discover the growth in instructional programs and services to students, strides made in realizing the projections from the Education and Facilities master plan, strategic goals for the campus in the coming three years, and the similarities and unique differences among students at the Canyon Country Campus. Lastly, you will learn where the campus is headed in the future and how it is impacting student access and success on the eastern side of the Santa Clarita Valley.

**Learning Outcomes**: By the end of this session, participants will have an increased understanding of the progress of the Canyon Country Campus as measured by student success outcomes, instructional resources and support services for students, improvements to the campus teaching and learning infrastructure, and future goals.

#44S CurricUNET Assessment Module Training
10:00 – 10:50am
CCC 305
FLEX credit - 1 hour
Presenter: Paul Wickline
Strategic Goal: Institutional Effectiveness

Faculty will learn how to use the new CurricUNET Assessment Module to record assessment plans and results to improve student learning and increase institutional effectiveness. Faculty are encouraged to bring assessment plans and results to enter into this module.

**Learning Outcome**: By the end of this session, participants will be able to enter course-level assessment plans and assessment results into the CurricUNET Assessment Module and run assessment reports.
#45S Get Fit and Get Healthy with Good Nutrition
11:00 – 11:50am
CCC 503
FLEX credit - 1 hour
Presenter: Sheri Barke
Strategic Goal: Campus Climate
Participants of this session will learn the basics of healthy nutrition, including healthy meal planning, grocery shopping, and snacking tips. The consequences of poor nutrition will also be discussed.

Learning Outcome: By the end of this session, participants will be able to make healthier choices when shopping, dining and snacking.

At noon, we will drive back to the Valencia Campus for lunch and the afternoon session. Lunch will be served from 11:45 – 1:30pm in UCEN 258. The afternoon session will take place starting at 1:30pm in UCEN 258.
Completion by Design and Lost Momentum Points
1:30 – 3:30pm
UCEN 258
FLEX credit - 2 hours
Presenter: Dr. Rob Johnstone
Strategic Goal: Institutional Effectiveness
Through this initiative, cadres of community college within three states – Florida, North Carolina, and Ohio – are working to increase the ability for large groups of students to succeed by developing coherent pathways of study while containing college costs, maintaining open access and ensuring the quality of college program and credentials.

Completion by Design has identified three key completion goals on which to focus:
- Earning certificates and degrees
- Transferring to four-year institutions
- Raising their value in the labor market

Instrumental in this redesign process is the act of student-focused inquiry that the cadres will use to fundamentally rethink their systems. This activity requires administrators, faculty, student services professionals and students to:

- Construct thoughtful questions to better understand the student experience
- Face realities about the status quo
- Collect and examine various types of data
- Interpret the evidence among colleagues
- Collectively engage in passionate discourse on how to interpret this evidence and use it to inform action

Learning Outcome: By the end of this session, participants will be able to assist their department with the development of a plan to increase student success and completion.
Wednesday, February 5, 2014

#47S Coffee on the Side: The Human Body for Dummies
3:30 – 4:50pm
Aliso Hall 101
FLEX Credit – 1.5 hours
Presenter: Ricardo Rosales
Strategic Goal: Teaching & Learning
This presentation will allow participants to explore the anatomy of the major organ systems of the human body through macroscopic observations of the human cadaver. A discussion on the functions of the various organs will also be presented, as well as a look at some medical interventions present in the cadaver. *Notice: A dissected human cadaver will be used.

Learning Outcome: By the end of the presentation, attendees will be able to identify the major organs of the human body, have a basic understanding of their function and understand how some are related to human disease.

#48S Check Out What’s New at the COC Library: New Interface, New Databases!
3:30 – 4:50pm
HSLH 304
FLEX Credit – 1.5 hours
Presenter: Ron Karlin
Strategic Goal: Student Support; Teaching & Learning
This workshop will introduce attendees to the COC Library’s new website interface, which will help employees and students locate information in the library’s e-book collection and Lexis-Nexis.

Learning Outcome: By the end of the presentation, attendees will be able to find a complete book online using Ebsco Host eBook Collection, a legal case using Lexis Nexis, and periodical sources online using ProQuest Direct or Ebsco Host Academic Source Premier.
Wednesday, February 5, 2014

#4S Section 508 Information Technology Compliance
6:00 – 6:50pm
BONH 106
FLEX Credit - 1 hour
Presenter: Scott McAfee

Strategic Goal: Technological Advancement

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

Learning Outcome: By the end of this session, participants will have learned how to make their web pages, electronic content, and software compliant with Section 508 of the Rehabilitation Act.
Thursday, February 6, 2014

#50S One Style Does Not Fit All: Understanding and Leveraging Generational Communication in the Workplace

9:00 – 11:30am
UCEN 258
FLEX Credit – 2.5 hours
Presenter: Dr. Dianne Van Hook
Strategic Goal: Leadership
With the entry of Millennials (those born 1977-1997) to the work world, the workforce, for the first time, consists of a people from four generations. Do you know how to communicate effectively and successfully with each generational group (some who may be older than your parents)? Or do you find yourself struggling to understand others’ values, lingo and work ethic? You are not alone!

Because we work for a community college, we are on the frontlines experiencing these differences each and every day. It’s easy to make mistakes, which can be seen in a person’s reaction to what you said or a lack of follow through because you didn’t speak to them in the “right” way.

It can be struggle to switch between generational “modes” throughout the day, but with the right information it can be done! In this interactive workshop you will gain an understanding of:

- The importance of each generation’s role in the societal hierarchy
- What each generation needs to help reach and sustain peak performance
- Generational hot buttons in and out of the classroom including tips on how to handle asking for a donation or join in a partnership and networking situations
- Where you need to sharpen your skills to be a more effective communicator across generations
- There will be a question and answer period at the end of the workshop

This is sure to be a lively, informative topic that will provide you with plenty to think about when you return to your office or classroom.

**Learning Outcome:** By the end of this session, participants will be able to understand the communication differences and preferences of each generation and use that knowledge to be a more effective communicator in the workplace.
### #51S What’s New at COC? A Conversation with the SCCCD Board of Trustees

12:30 – 1:50pm  
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. Bring your lunch! Dessert and beverages will be provided.

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

### #52S Department Retreats

2:30 – 4:30pm  
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 spring 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.
Thursday, February 6, 2014

#53S Place Book Orders the Easy Way with FacultyEnlight!
5:00 – 5:50pm
HSLH 203
FLEX credit – 1 hour
Presenter: Kate Dominguez
Strategic Goal: Institutional Effectiveness
Join COC Bookstore Manager, Kate Dominguez, at this session where she will show you how to place book orders using the FacultyEnlight website. She will also discuss how your textbook choices affect student book options, such as used, rented, and digital textbooks.

Learning Outcome: By the end of this session, participants will be able to use the FacultyEnlight website to easily and more efficiently order textbooks.

#54S Emergency Preparedness: Evacuation and Shelter in Place Procedures
(This is an opportunity for adjuncts that have daytime jobs elsewhere to receive emergency preparedness training)
6:00 – 7:50pm
HSLH 205
FLEX credit – 2 hours
Presenters: COC Incident Command Team
Strategic Goal: Institutional Effectiveness
Participants will learn how to shelter in place and how to use the run-hide-fight strategy when encountering a shooter on campus. Building evacuation procedures will also be taught.

Learning Outcomes: By the end of this session, participants will be able to effectively shelter in place and evacuate from a campus building.
#55S Student Success Skills Symposium: Re-Envisioning Student Success

Friday, February 7, 2014

8:00am – 3:00pm
UCEN 258
FLEX credit – 7 hours
Coordinators: Skills4Success Committee
Strategic Goal: Student Support; Teaching & Learning

Our 6th annual S4S Spring Symposium invites participants to re-think what they know about student success, both in their classrooms and at the institutional level. Darla Cooper, keynote presenter and Director of Research and Evaluation for the Research and Planning Group of California, will present research on how other colleges have redefined student success and what common six factors contribute to overall student success. Dr. Cooper will also facilitate a panel of COC students to help illustrate the six factors of success. Participants will also discuss in smaller groups each of the six factors, creating a plan of inquiry and action to engage students and create a culture of student success. This all-day event will include a light breakfast, keynote speaker and lunch.

Learning Outcomes: By the end of the day, participants will have:

- Gained an understanding of factors contributing to student support
- Engaged with colleagues about how to create a culture of student support and success in the classroom
- Envisioned how student support and success can be prioritized across the institution

Adjunct faculty may opt to receive FLEX pay or a $100 stipend to attend (limited to the first 25 adjunct faculty who register with the Office of Professional Development. Adjunct faculty please email Chloe McGinley in Professional Development at chloe.mcginley@canyons.edu to register for the stipend).
#56S 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.
How can you earn FLEX credit? There are many opportunities to do so throughout the year. The list of activities below describes the variety of options you have. Please register for these activities in the “On-Going FLEX Opportunities” section in the Lumens online registration system at www.canyons.communityext.net.

Attend FLEX workshops

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

### #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 of the first Monday after spring break. 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 – 20.5 hours for Part 1 (#41F) and 20.5 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.
#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 of 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

#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. Please be sure to indicate the program or software in which you would like to receive tutoring.

#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.
Prerequisite: Individuals must have completed a one-hour SharePoint workshop prior to meeting with Mr. Gunther.
#49F 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 register for the training in Lumens and then report your training time via email to Leslie Carr at leslie.carr@canyons.edu.

#50F 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.

#51F 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 Edel Alonso at edel.alonso@canyons.edu.

#55F Become a Mentor in the Professional Development Mentor Program  
FLEX credit - 8 hours sem/16 hours max per year  
The Office of Professional Development has designed a mentor program for those faculty and staff who aspire to a management or leadership position. It is also for those experienced managers who want to take the next step and move into a higher-level administrative position.

The purpose of the Professional Development Mentor Program is to provide opportunities for employees who have a desire to develop and enhance their career development opportunities, to be paired with a mentor who will guide, advise and motivate them to continue to improve their skills and knowledge and grow with the College into a management or leadership position.
The Professional Development Mentor Program is open to all full-time and adjunct faculty, classified and confidential staff and administrators. Applications are accepted prior to the start of each semester. Please contact Leslie Carr at leslie.carr@canyons.edu for the application and additional information.

**#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

**#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.
**#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

**#256F  Kognito Online Training – LGBTQ on Campus for Faculty & Staff**

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

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

**Requirement #1: Introduction to Online Teaching and Learning (36 hours)**

Employees can take this course at COC or through @ONE.

**COC Course Info**

**ITL 106: Introduction to Online Teaching and Learning**
- 100% Online Course – January 5 – February 6, 2014
- Instructor: Kelly Burke
- Tuition: $120.00
- COC faculty may be eligible to receive FLEX credit (36 hours) or salary advancement credit (equivalent to 2 units).
- To register, please visit [www.canyons.communityext.net](http://www.canyons.communityext.net), or call Community Education at 661.362.3300. Please direct any questions about this course to Ron Dreiling at ron.dreiling@canyons.edu.

**COC Course Description**

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

**@ONE Course Info**

Information about the @ONE course and how to register is available online at [http://www.onefortraining.org/online-courses](http://www.onefortraining.org/online-courses).
**Requirement #2: Blackboard 1,2,3 (6 hours)**
This course will be offered next on:

**Saturday, February 1, 2014**
9:00am - 3:30pm  
Room  
(There will be a 1/2 hour lunch break - please bring a sack lunch)  
Presenter: John Makevich  
Strategic Goal: Technological Advancement

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

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

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

*To register for this workshop, please visit [www.canyons.communityext.net](http://www.canyons.communityext.net). This workshop can be found under “Professional Development for COC Employees Only” and then “FLEX Schedule.”*

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**Requirement #3: Section 508 Information Technology Compliance**
This course will be offered next on the following date:

**Wednesday, February 5, 2014**
6:00 – 7:00pm  
BONH 106  
FLEX Credit - 1 hour  
Presenter: Scott McAfee  
Strategic Goal: Technological Advancement  
Find out how to ensure that your departmental purchasing, usage, and design of information technology is compliant under Section 508 of the Rehabilitation Act. Learn how to make your web pages, electronic content, and software compliant with this state and federal law, known as Section 508. Learn what the law requires, how accessibility guidelines affect your department, and how to make sure your use of information technology is compliant.
*To register for these workshops, please visit www.canyons.communityext.net. This workshop can be found under “Professional Development for COC Employees Only” and then “FLEX Schedule.”

To receive your certificate, please email Leslie Carr at leslie.carr@canyons.edu once you have completed all three requirements.