FALL PROFESSIONAL DEVELOPMENT WEEK

August 12 – 18, 2016

College of the Canyons
Office of Professional Development
It’s YOUR Opportunity for Professional Growth and Well Being

Welcome to Fall 2016 Professional Development Week!

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

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

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

Teresa Ciardi (Chair) – Physical Science
Mehgen Andrade - Psychology
Sandy Carroll - Nursing
Alexa Dimakos - English
Phil Gussin – Political Science
Lee Hilliard – Computer Networking
Brandon Hilst - Math
Ted Iacenda – Physical Education

Kevin Jenkins – Graphic Media Design
Susan Ling – Counseling (DSPS)
KC Manji - Music
Ruth Rassool - English
Galeen Roe - Library
Diane Sionko - Business
Cindy Stephens – Early Childhood Education

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

Sincerely,
Leslie Carr
Director, Professional Development
# Table of Contents

- Workshops listed by strategic goal................................................................. 4 - 5
- About the Professional Development Program.............................................. 6
- Why do we have Professional Development days?....................................... 6 - 7
- Faculty obligation.......................................................................................... 7
- How is Success Measured?............................................................................ 8
- Program Support............................................................................................ 8
- Frequently Asked Questions.......................................................................... 9
- Fall 2016 Workshops..................................................................................... 11 - 37
- How can you earn Professional Development credit?................................. 38 – 45

---

**It’s YOUR Opportunity for Professional Growth and Well Being**
Workshops by Strategic Goal

Institutional Effectiveness

Save a Life! American Red Cross First Aid/CPR/AED Training ......................................................... 11
Getting More Out of Your Data ................................................................................................................. 16
Revising Curriculum Fast and Relatively Pain Free ................................................................................. 19
Non-Credit: Re-Thinking the Role of Curriculum in a Community College Setting .................................... 20
Emergency Preparedness and Response .................................................................................................... 23, 25, 31
What’s New at the Canyon Country Campus? ......................................................................................... 27
Academic Affairs Convocation .................................................................................................................. 29
Do You Speak Pay-Stub Lingo? .................................................................................................................. 32
What’s New at COC? A Conversation with the SCCCD Board of Trustees .............................................. 36
Department Retreats .................................................................................................................................... 37

Teaching and Learning

Enhancing Your Class with Wildlife ........................................................................................................... 12
Supplemental Learning Activities .............................................................................................................. 17
Update on the Center for Excellence in Teaching and Learning ................................................................. 17
COC’s Chemical Hygiene Plan: Safety in the Lab ...................................................................................... 18
The NEW MLA Guidelines You Need to Know! .......................................................................................... 18
Are Your Students Reading? ..................................................................................................................... 28
Peter Pan Goes to College: Children’s Literature in Higher Education .................................................... 33
Astronomical Discoveries for the Classroom ............................................................................................... 33

Student Support

The Online Writing Lab in the TLC (The Learning Center) ......................................................................... 32

Leadership

Leading Yourself: It’s Your Growth and Well-being! ................................................................................ 35
Faculty Leadership Institute ....................................................................................................................... 36
Workshops by Strategic Goal

Campus Climate
Welcome Back Lunch, Culture and Teamwork................................................................. 20
Canyon Country Campus Walking Tour........................................................................... 24
Serving the Larger Good: Well-Being of Self and Society Through Civic Action......... 26

Human Resources
New Fulltime Faculty Orientation – Part 1 of 2............................................................ 12
New Fulltime Faculty Orientation – Part 2 of 2............................................................. 28
Overview of the NEW Tenure Committee Procedures................................................. 16
Everything You Ever Wanted to Know About Sabbaticals!......................................... 21

Technological Advancement
MyLearningPlan – Come See the New Professional Development Registration
and Tracking System!..................................................................................................... 13, 27
Canvas Training: Communication/Assessment........................................................... 13
COC Faculty Discuss Canvas....................................................................................... 14
Canvas Training: Organization/Content....................................................................... 14
Introduction to Open Licensing for Open Educational Resources (OER) .................. 19

Cultural Diversity
Creating Equity by Design at Hispanic-Serving Community Colleges ....................... 22

Health and Wellness
Valencia Campus Fitness Power Walk........................................................................... 15
Canyon Country Campus Walking Tour......................................................................... 24
Healthy Eating on the Run.......................................................................................... 24
COC Has a Vineyard?..................................................................................................... 29
Meditation...................................................................................................................... 34
About the Professional Development Program

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

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

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

Why do we have Professional Development days?

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

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

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

**Faculty obligation**

Full time faculty members are required to complete 41 hours of professional development/FLEX activities per academic year. These activities must not overlap with any accountable hours during the regular academic term or special assignments for which the faculty members are regularly compensated. Faculty members can meet their FLEX obligation by participating in workshops offered during the 10 Professional Development/FLEX days offered in fall and spring, or by participating in scheduled and/or unscheduled activities throughout the year, including doing an Independent Project, attending a conference, engaging in outreach or collaborating with another department or program on a project.

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

Adjunct faculty are encouraged and invited to attend any Professional Development/FLEX workshop or activity they like. Adjunct faculty who have a teaching assignment in the semester they attend a Professional Development/FLEX workshop, will receive up to 9 hours pay per semester (fall and spring). The first 5 hours will be paid at the regular instructional rate and the remaining 4 hours will be paid at the non-instructional rate. Compensation for adjunct faculty is limited to FLEX workshops held on-campus at College of the Canyons. Non-credit faculty are eligible for up to 9 hours pay each semester (fall and spring) at their hourly rate for attending approved on-campus FLEX workshops and activities.
How is success measured?
At College of the Canyons, success is measured using the twelve district-wide strategic goals:

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

The Professional Development program aligns all offerings and activities with these established goals to ensure a meaningful and comprehensive program that is focused on achieving defined outcomes through the training of our most valuable resource, our employees.

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

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

**What kind of activities are considered professional development activities?**
The term professional development includes activities that increase knowledge in the discipline or which directly enhance teaching skills, but also activities that improve working relationships with students and staff in and out of the classroom as well as activities that enhance an individual’s physical and mental ability to perform his/her job. The Faculty Development Committee has developed policies and procedures to evaluate activities for Professional Development/FLEX credit. Click HERE to view these policies and procedures.

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

**How do I propose a workshop?**
If you would like to propose a professional development workshop, please submit a workshop proposal online at http://app.canyons.edu/offices/PD/FLEX/Forms/Workshop/. Workshop proposals are encouraged on any topic that would be of interest to COC employees and that correspond to at least one of the district’s strategic goals.

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

**How do I receive Professional Development/FLEX credit?**
Be sure to pre-register using the 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.

**How do I register for a Professional Development/FLEX workshop?**
Registration for all Professional Development/FLEX workshops and activities is done through the Lumens online registration system at www.canyons.communityext.net.
Fall 2016

Professional Development

Week Schedule

How will you grow?
#081F Save a Life! American Red Cross First Aid/CPR/AED Training
8:30am – 3:00pm
EPEK 101
FLEX credit – 6 hours
Presenter: Chad Peters, Athletic Trainer
Strategic Goal: 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.
#082F New Fulltime Faculty Orientation – Part 1 of 2
8:30am – 3:00pm
UCEN 325
FLEX credit – 6.5 hours
Presenters: Denee Pescarmona, Dean, Instructional Support and Student Success and Brent Riffel, History Professor
Strategic Goal: Human Resources
*A continental breakfast and lunch will be provided.
*The last hour of the orientation will be spent doing a campus tour.
As a new fulltime faculty member, you will encounter many new challenges and interesting opportunities in the coming year. To help you become more acclimated to our campus culture, you are invited to attend a New Faculty Orientation. The orientation is designed to help you feel comfortable in your new position, and provide you with basic information that will assist you as you navigate through your first year. The orientation program provides new faculty with the opportunity to meet other faculty and staff members in various departments on campus, and will help you become acquainted with the college.

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

#083F Enhancing Your Class with Wildlife
9:00 – 10:50am
BYKH 105
FLEX credit – 2 hours
Presenter: Amy Foote, Adjunct Faculty - Biology
Strategic Goal: Teaching & Learning
Participants will experience wildlife through education and learn about local wildlife and rescue efforts for these precious animals. This session will show the potential for class projects in the following disciplines: Art, Photography, ECE, Biology, Environmental, Anthropology, Business, Political Science, TV and Film, Welding and many more. The possibilities are endless. Awareness and education together are powerful and having such a great resource near COC provides numerous opportunities for collaboration!

Learning Outcome: Participants will interact with rescued animals and learn about what the sanctuary has to offer the animals. Participants will be able to bring back to their classroom potential projects and field trip ideas to enhance their curriculum.
#084F MyLearningPlan – Come See the New Professional Development Registration and Tracking System!
9:00 – 9:50am
BONH 106
FLEX credit – 1 hour
Presenters: Leslie Carr, Director Professional Development and Chloe McGinley, Professional Development Specialist
Strategic Goal: Technological Advancement
MyLearningPlan is a NEW Professional Development Management System that will allow you to register for Professional Development training opportunities online, track your completed Professional Development hours, apply for Professional Development credit for attending conference, external trainings, collaboration, etc., and view the full catalog of upcoming Professional Development offerings – 24/7! The presenter will show you how to set up your MyLearningPlan account and how to use its features.

Learning Outcome: Participants will learn how to set up and use the features of MyLearningPlan.

#085F Canvas Training: Communication/Assessment
10:00 – 11:50am
BONH 106
FLEX credit - 2 hours
Presenter: Brian Weston, Director – Distance and Accelerated Learning and Chad Estrella, Online Services and System Administration
Strategic Goal: Technological Advancement
This workshop will compare the differences between Canvas and Blackboard. We will also demonstrate the communication tools (Email, announcements, notifications, etc.) and explain student assessment (Tests, gradebook, feedback, etc.).

Note: Please sign up at least 24 hours in advance so that a Canvas shell that is necessary for the workshop can be created for you.

Learning Outcome: By the end of this session, participants will be able to demonstrate the communication tools and student assessment in Canvas.
#086F COC Faculty Discuss Canvas
12:00 – 12:50pm
BONH 330
FLEX credit - 1 hour
Presenter: Brent Riffel, Faculty - History
Strategic Goal: Technological Advancement
Faculty will be able to ask questions and learn from a panel of faculty who have completed COC's mandatory Canvas training and are teaching spring 2016 classes with Canvas. Discussion will focus upon Canvas surprises, challenges, and rewards. Bring your lunch!

Learning Outcome: By the end of this session, participants will have acquired insider knowledge from users of Canvas that will help them pursue their own plans to teach via Canvas.

#087F Canvas Training: Organization/Content
1:00 – 2:50pm
BONH 106
FLEX credit - 2 hours
Presenter: Brian Weston, Director – Distance and Accelerated Learning and Chad Estrella, Online Services and System Administration
Strategic Goal: Technological Advancement
This workshop will compare the differences between Canvas and Blackboard. We will also examine how to create content (upload, add items, applications, etc.), implement class organization (syllabus, calendar, groups, etc.), and demonstrate the use of Canvas Commons.

Note: Please sign up at least 24 hours in advance for us to create your Canvas shell that is necessary for the workshop.

Learning Outcome: By the end of this session, participants will know how to create content, implement class organization, and demonstrate the use of Canvas Commons.
#088F Valencia Campus Fitness Power Walk
8:00 – 8:50am
Meet at main entrance round about near Canyons Hall
FLEX credit - 1 hour
Facilitator: Sheri Barke, Sports and Wellness Dietician
 Strategic Goal: Human Resources
Start the morning with an invigorating 2 mile power walk around the Valencia campus, passing through the beautiful 14 Gardens of the Canyon. You’ll discover how easy it can be to fit in physical activity at work, while enjoying the mental health benefits of being outside in nature. Please wear comfortable shoes and bring a bottle of water.

Learning Outcome: By the end of this session, participants will be able to identify a 1 or 2 mile walking route around the Valencia campus to use for physical activity and stress management at work.
#089F Getting More Out of Your Data
9:00 – 10:50am
HSLH 206
FLEX credit – 2 hours
Presenters: Cindy Stephens, Faculty – Early Childhood Education & SLO Committee Member and Daylene Meuschke, Dean, Institutional Research, Planning and Institutional Effectiveness
Strategic Goal: Institutional Effectiveness
This interactive workshop will provide faculty the opportunity to spend time discussing what they would like to get from the process of both student and program assessment. Cindy Stephens, co-coordinator of Student Learning Outcomes and Daylene Meuschke, Dean of Institutional Research, Planning and Institutional Effectiveness, will provide data from Program Review that will help you create action plans for your department that help to validate resource requests.

Learning Outcomes: Participants will leave with a greater understanding of how to use program review and SLO data to help your department establish and evaluate progress toward its goals.

#090F Overview of the NEW Tenure Committee Procedures
9:00 – 9:50am
HSLH 203
FLEX credit – 1 hour
Presenter: Nicole Faudree, Faculty – Paralegal Studies
Strategic Goal: Human Resources
This session is for everyone who is on a tenure committee and/or going through the tenure process. Two years ago, the forms for tenure changed. Come learn about the additions to the process, including the new cover sheet, remedial plans (where necessary), and deadline for the paperwork to be completed.

Learning Outcomes: By the end of this session, participants will be able to describe the tenure process, including the new forms and new deadlines.
#091F Supplemental Learning Activities
9:00 – 9:50am
LTLC 146
FLEX credit – 1 hour
Presenter: Erin Delaney, Faculty - English
Strategic Goal: Teaching & Learning; Student Support
This workshop will introduce you to the wonderful world of supplemental learning at College of the Canyons! Supplemental Learning is a set of learning activities student can attend on their own to improve the college experience. The Learning Center (TLC) offers a variety of supplemental learning activities to help students succeed. Join us to find out how these workshops can help your students, no matter what discipline they are studying.

Learning Outcomes: This workshop will provide information about the supplemental learning activities available through TLC. These topics of the supplemental learning workshops are applicable to any discipline and are shown to increase student success.

#092F Update on the Center for Excellence in Teaching and Learning
9:00 – 10:20am
HSLH 204
FLEX credit – 1.5 hours
Presenters: Ron Dreiling, Faculty – English and Brent Riffel, Faculty - History
Strategic Goal: Teaching & Learning
The Center for Excellence in Teaching and Learning (CETL) fosters ongoing development and improvement of teaching skills for all faculty, and encourages the spirit of inquiry and excellence in teaching and learning in a collaborative environment. This session will provide an overview the CETL mission, its plans for implementation, and the ways in which faculty can become involved in its offerings.

Learning Outcomes: By the end of this session, participants will be able to:
• Understand the ways in which faculty can learn about innovations in teaching practices and opportunities for collaboration;
• Provide input for the development of workshops and classes to promote the improvement of teaching skills for both full and part time faculty.
#093F COC's Chemical Hygiene Plan: Safety in the Lab

10:00 – 11:50am  
MENH 343  
FLEX credit – 2 hours  
Presenter: Heidi McMahon, Faculty - Chemistry  
Strategic Goal: Teaching & Learning  
As part of the Colleges most recent Chemical Hygiene Plan, all instructors teaching in areas where hazardous materials/safety is a concern must be provided with mandatory safety training. To that end, and to be compliant with this Plan, a representative from Keenan and Associates will present the Chemical Hygiene Plan, information on safely working with Hazardous materials, and explain the legal aspect/instructor liability for students working in the laboratory. Attending one of these FLEX sessions will meet the requirement of mandatory safety training.

Learning Outcomes: By the end of this session, participants will have a thorough knowledge and comprehension of our college’s most recent Chemical Hygiene Plan and will have received training on working with/around Hazardous Materials. They will understand the legal ramifications/instructor liability for working with students in these settings.

#094F The NEW MLA Guidelines You Need to Know!

10:00 – 10:50am  
LTLC 146  
FLEX credit – 1 hour  
Presenter: Kim Haglund, TLC Coordinator  
Strategic Goal: Teaching & Learning  
The Modern Language Association (MLA) 8th edition is here! Learn about the newest updates that will affect you and your students this fall.

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

- Identify formatting changes for in-text citations and Works Cited pages
- Distinguish between MLA 7th and 8th editions
#095F Revising Curriculum Fast and Relatively Pain Free
11:00 – 11:50am
HSLH 302
FLEX credit – 1 hour
Presenter: Lisa Hooper, Faculty – Physical Education & Curriculum Coordinator
Strategic Goal: Institutional Effectiveness
In this workshop, participants will have the opportunity to revise a course in their department’s curriculum.

*LIMITED TO 15 PARTICIPANTS*

Learning Outcomes: By the end of this session, participants will understand the key elements of the course outline of record (COR) including those components that contribute to approval from the Chancellor’s office and articulation agreements.

#096F Introduction to Open Licensing for Open Educational Resources (OER)
11:00 – 11:50am
HSLH 203
FLEX credit – 1 hour
Presenter: James Glapa-Grossklag, Dean Education Technology, Learning Resources and Distance Education
Strategic Goal: Teaching & Learning; Technological Advancement
A key element of Open Educational Resources (OER) is using a license that permits content to be freely used, re-mixed, and shared. In this session, you will learn the basics of open licensing.
What types of open licenses exist? What are the consequences of using different licenses? How do you search for content with an open license?

Learning Outcomes: By the end of this session, participants will be able to describe the major types of open licenses Describe how to search for content with an open license.
#097F Welcome Back Lunch, Culture and Teamwork  
12:00 – 1:20pm  
UCEN 258  
FLEX credit – 1.5 hours  
Presenters: Teresa Ciardi, Faculty – Earth, Space and Environmental Sciences  
Strategic Goal: Campus Climate  
While enjoying lunch together, we will have an opportunity to discuss classroom culture, how it differs in different sections and commonalities among our different sections; and we will utilize a teamwork activity which may be utilized to encourage teamwork among our variety of students. We will end with a discussion of ways in which we could use the teamwork activity to “celebrate” the unique contributions different cultures (veterans, international students, returning students, millennials, etc.) may bring to the activity.

Learning Outcomes: Participants will compare their experiences with classroom culture (student culture) which will serve to enhance campus climate through collaborative work and sharing a meal.

#098F Non-Credit: Re-Thinking the Role of Curriculum in a Community College Setting  
2:00 – 2:50pm  
UCEN 206  
FLEX credit – 1 hour  
Presenter: Lisa Hooper, Faculty – Physical Education & Curriculum Coordinator  
Strategic Goal: Institutional Effectiveness  
Not all students transfer, nor do they want to transfer. Some students need to refresh their skills, and others want to get new skills to support their current jobs. Non-credit provides coursework that can serve students and community members in meeting goals that exclude the typical transfer model.

Learning Outcomes: By the end of this session, participants will explore opportunities to expand non-credit course offerings in their curriculum.
#099F Everything You Ever Wanted to Know About Sabbaticals!
2:00 – 2:50pm
UCEN 207
FLEX credit – 1 hour
Presenter: Nicole Faudree, Faculty – Paralegal Studies
Strategic Goal: Human Resources
Thinking of taking a Sabbatical? Want to know what is entailed in the application? Come learn about the Sabbatical process and how to make your application the best it can be to increase the chances of obtaining a sabbatical.

Learning Outcomes: By the end of this session, participants will be able to describe the sabbatical process, including the two types and specific requirements.
#100F Creating Equity by Design
3:00 – 4:50pm
UCEN 258
FLEX credit - 2 hours
Presenter: Dr. Lindsey Malcom-Piqueux, Associate Director for Research and Policy, Center for Urban Education and Research Associate Professor, Rossier School of Education, University of Southern California
Strategic Goal: Teaching & Learning; Cultural Diversity

What makes an institution truly Hispanic-Serving beyond the number and proportion of Latino/a students enrolled? While there are many perspectives on this critically important question, there is widespread agreement that authentically Hispanic-Serving institutions (HSIs) foster academic success among Latina and Latino students. However, there has been less agreement about the responsibility of HSIs to create equity in educational experiences and outcomes for Latinas/os. This workshop will serve as a forum for faculty and staff to engage in meaningful dialogue about what it means to serve Latino/a students at the College of the Canyons.

Drawing upon the Center for Urban Education’s previous and ongoing partnerships with community colleges across the nation, this interactive session will focus on the ways in which institutions and practitioners can use data, inquiry, and reflective practice in deliberative and intentional ways to create equity by design.

**Lindsey Malcom-Piqueux, Ph.D.** is the Associate Director for Research and Policy at the Center for Urban Education in the Rossier School of Education at the University of Southern California. Her primary interest centers on equity in educational access, experiences, and outcomes for minoritized women and men in STEM fields. Her previous work has focused on the role of community colleges and four-year minority-serving institutions in creating equity for African Americans, Latinos, and Native Americans in science, math, and engineering. She received her Ph.D. in urban education with an emphasis in higher education from the University of Southern California, and her M.S. and B.S. in planetary science from Caltech and MIT, respectively.

**Learning Outcomes:** By the end of this session, participants will have learned: the meaning of equity; the principles of equity-mindedness; how to use data in equity minded ways; and the ways in which inquiry and reflective practice can be used as a strategy to create equity in student outcomes.
#101F Emergency Preparedness and Response

MANDATORY TRAINING

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

5:00 – 6:50pm

UCEN 206

FLEX credit – 2 hours

Presenter: COC Incident Command Team

Strategic Goal: Institutional Effectiveness

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

Learning Outcomes:

- Attendees will be familiar with the District’s Emergency Preparedness and Response protocols and procedures and understand their roles in responding to specific emergency situations.
- Attendees will know how and when to evacuate any space on campus when the need arises.
- Attendees will be able to evaluate different spaces and understand when and how to Shelter-in-Place if that becomes necessary.
- Attendees will understand when and how to contact the Behavioral Intervention Team.
- Attendees will be able to describe the Emergency Notification System; how it works, why and when.
Please join us for a special professional development day at the Canyon Country Campus! A continental breakfast will be served from 7:30 – 9:00am in CCC 502. Lunch will be provided starting at 12:00pm in CCC 502. We hope you will be able to join us!

#102F Canyon Country Campus Walking Tour
8:00 – 8:50am
Meet at flagpole in Quad 1
FLEX credit - 1 hour
Facilitator: Anthony Michaelides, Acting Dean, Campus Services & Operations (Canyon Country Campus)
Strategic Goal: Campus Climate
Start your day off with a walking tour of the Canyon Country Campus. You will have an opportunity to see where future permanent buildings will be built, including the Science building and planetarium. The walk will start at 8:00 a.m. in the Quad 1 courtyard.

Learning Outcome: By the end of this session, participants will have engaged in a 50 minute guided walk around the Canyon Country campus.

#103F Healthy Eating on the Run
9:00 – 10:20am
CCC 500
FLEX credit – 1.5 hours
Presenter: Sheri Barke, Faculty, Student Health & Wellness Center
Strategic Goal: Human Resources
In this session, explore practical strategies for eating well at home and on the run. Meal planning, grocery shopping, and quick and healthy meal and snack ideas will be discussed. Common misconceptions about carbs, sugars, gluten, fats, and protein in relation to health, weight management, and fitness will also be explored.

Learning Outcomes: By the end of this session, participants will be able to plan balanced meals and snacks, using quick and affordable real food ingredients. Participants will be able to identify the best food sources of carbohydrates, proteins, and fats for optimal health.
#104F Emergency Preparedness and Response

MANDATORY TRAINING

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

9:00 – 10:50am
CCC 501
FLEX credit – 2 hours
Presenter: COC Incident Command Team

Strategic Goal: Institutional Effectiveness

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

Learning Outcomes:

- Attendees will be familiar with the District’s Emergency Preparedness and Response protocols and procedures and understand their roles in responding to specific emergency situations.
- Attendees will know how and when to evacuate any space on campus when the need arises.
- Attendees will be able to evaluate different spaces and understand when and how to Shelter-in-Place if that becomes necessary.
- Attendees will understand when and how to contact the Behavioral Intervention Team.
- Attendees will be able to describe the Emergency Notification System; how it works, why and when.
#105F Serving the Larger Good: Well-Being of Self and Society Through Civic Action
11:00 – 11:50am
CCC 500
FLEX credit - 1 hour
Presenter: Patty Robinson, Director, Center for Civic Engagement

Strategic Goal: Campus Climate
COC has moved the discussion of civic engagement from margin to center and has expanded traditional definitions of engagement from "doing service" only to creating a civic engagement "mindset" based on "learning how to serve" the larger good. By examining a variety of social conditions, as well as proposing action plans of how to confront these problems throughout classroom, club, and campus, attendees will understand the value of social networks. As a result, participants will see how by fostering social capital among others results in greater empathy, awareness, and understanding which creates a sense of community and increased personal and community well-being.

Learning Outcome: By the end of this session, participants will gain an understanding of how working through social networks to resolve social problems can increase personal and community well-being.

12:00 – 1:00pm in CCC 502
Enjoy some lunch and social time with your colleagues and enjoy the beautiful scenery of the Canyon Country Campus.
#106F What’s New at the Canyon Country Campus?
1:00 – 1:50pm
CCC 500
FLEX credit – 1 hour
Presenter: Ryan Theule, Vice President – Canyon Country Campus and Grants Development
Strategic Goal: Institutional Effectiveness
This session will review the history of the Canyon Country Campus since 2007 as well as notable changes made this past year. This workshop will discuss current activities on campus, future plans, and the critical role the campus plays in District planning. By attending this session, you will learn about the growth in instructional programs and services to students, goals for the campus, projects included in the Education and Facilities master plan, and the similarities and unique differences among students at the Canyon Country Campus. You will also learn how the campus is impacting student access and success and how you can get more involved.

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

#107F MyLearningPlan – Come See the New Professional Development Registration System!
2:00 – 2:50pm
CCC 501
FLEX credit – 1 hour
Presenter: Leslie Carr, Director Professional Development
Strategic Goal: Technological Advancement
MyLearningPlan is a NEW Professional Development Management System that will allow you to register for Professional Development training opportunities online, track your completed Professional Development hours, apply for Professional Development credit for attending conference, external trainings, collaboration, etc., and view the full catalog of upcoming Professional Development offerings – 24/7! The presenter will show you how to set up your MyLearningPlan account and how to use its features.

Learning Outcome: Participants will learn how to set up and use the features of MyLearningPlan.
#108F New Fulltime Faculty Orientation – Part 2 of 2
3:00 – 4:50pm
CCC 500
FLEX credit – 2 hours
Presenters: Denee Pescarmona, Dean, Instructional Support and Student Success and Brent Riffel, History Professor
Strategic Goal: Human Resources
As a new fulltime faculty member, you will encounter many new challenges and interesting opportunities in the coming year. To help you become more acclimated to our campus culture, you are invited to attend a New Faculty Orientation. The orientation is designed to help you feel comfortable in your new position, and provide you with basic information that will assist you as you navigate through your first year. The orientation program provides new faculty with the opportunity to meet other faculty and staff members in various departments on campus, and will help you become acquainted with the college.

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

#109F Are Your Students Reading?
3:00 – 4:20pm
CCC 505
FLEX credit – 1.5 hours
Presenter: Kelly Burke, Faculty, Biology and Guest Panel
Strategic Goal: Teaching & Learning; Student Support
Do your students "text"? Are they reading the assigned textbook, articles, documents, etc., assigned in your classes? Would you like to help them become more independent learners in your discipline? This workshop will present Text Centered Inquiry (TCI) reading strategies for all disciplines-humanities, social sciences, CTE, STEM, etc. A panel will present information and activities, based on the Reading Apprenticeship program, adapted for multiple disciplines. Attendees will participate in the activities, a Q & A session, and have a chance to shape future TCI professional development opportunities at COC.

Learning Outcomes: By the end of this session, participants will learn strategies and examine ways to increase student engagement, learning, and independence in reading disciplinary texts.
#110F COC Has a Vineyard?
7:30 – 8:20am
Meet at iCUE (Culinary Arts building)
FLEX credit – 1 hour
Presenter: Wendy Trujillo, Director, Advertising and Social Media
Strategic Goal: Campus Climate
Did you know that COC has its very own vineyard? Join Wendy Trujillo for a walking tour to the vineyard and learn about how we acquired it and what it will be used for. Please wear comfortable shoes and bring a bottle of water.

Learning Outcomes: By the end of this session, participants will learn the history of the vineyard and the District’s plans for its use.

#111F Academic Affairs Fall Convocation
8:00am – 2:00pm
UCEN 258
FLEX credit – 6 hours
Presenters: Jerry Buckley, Assistant Superintendent/Vice President Academic Affairs and Audrey Green, Associate Vice President Academic Affairs
Strategic Goal: Institutional Effectiveness
Welcome back to the new academic year! Rather than our typical “opening day” we wanted a fresh approach to starting our fall semester. This convocation will replace the Friday morning “opening day” meeting and allow time for all of the Schools to conduct a meeting prior to the start of the semester.

Our goal is to start the semester facilitating collaborative discussions with faculty related to student learning and success! To that end we invite you to join Academic Affairs and Deans to discuss the campus’ Canyons Completes theme. We will be hosting breakout sessions on a number of topics including ADTs and UC Pathways, E-Portfolios/Signature Assignments, Certificate and Degree completion, OER faculty panel, Student Engagement, Doing What Matters, Data Visualization using Tableau, and Student Education Plan Implications.
Wednesday, August 17, 2016

Tentative Schedule:

8:00-8:30 Light breakfast and reconnecting
8:30-9:00 Welcome (Jerry Buckley)
9:00-10:00 Keynote
10:00-10:15 Q&A
10:30-11:20 Breakout 1
11:30-12:20 Breakout 2
12:30-1:00 Lunch
1:00-2:00 Group Discussion on Completion
  • Review topics from workshops help with completion
  • How do we engage first-time students on the front end?
  • What can my department do to help with completion?

Learning Outcomes: By the end of this session, participants will have engaged in collaborative discussions with faculty to develop new ideas that will lead to greater student learning and success.
#112F Emergency Preparedness and Response

MANDATORY TRAINING

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

2:00 – 3:50pm
HSLH 230
FLEX credit – 2 hours
Presenter: COC Incident Command Team

Strategic Goal: Institutional Effectiveness

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

Learning Outcomes:

- Attendees will be familiar with the District’s Emergency Preparedness and Response protocols and procedures and understand their roles in responding to specific emergency situations.
- Attendees will know how and when to evacuate any space on campus when the need arises.
- Attendees will be able to evaluate different spaces and understand when and how to Shelter-in-Place if that becomes necessary.
- Attendees will understand when and how to contact the Behavioral Intervention Team.
- Attendees will be able to describe the Emergency Notification System; how it works, why and when.
#113F Do You Speak Pay-Stub Lingo?
2:00 – 2:50pm
HSLH 232
FLEX credit – 1 hour
Presenter: Mimi Spankroy, Director, Payroll Services
Strategic Goal: Institutional Effectiveness
Reductions, Deductions, Contributions, Pre-tax, etc. What do these all mean and how do they affect your net pay? This workshop will remedy those payroll queries and more, no matter what your employee classification.

Learning Outcomes: By the end of this session, participants will receive answers to many of the more commonly asked paycheck questions and understand how to interpret their pay stub.

#114F The Online Writing Lab in the TLC (The Learning Center)
3:00 – 3:50pm
LTLC 146
FLEX credit – 1 hour
Presenter: Kim Haglund, TLC Coordinator
Strategic Goal: Teaching & Learning; Student Support
Learning resources in the Distance Education arena are of paramount importance in helping students succeed in their coursework. With a variety of technologies to both enhance and broaden student access to supplementary academic services, state of the art equipment, software, and programs available to all faculty, participants can not only utilize online tutoring for their students, but see how a collaborative and synchronous environment can be created in an online or hybrid course through use of technology.

Learning Outcomes: By the end of this session, participants will be able to use The Learning Center's cross-disciplinary online writing lab with tutoring and student learning resource as well as know how to integrate tutorial support in their online and hybrid courses.
#115F Peter Pan Goes to College: Children’s Literature in Higher Education
4:00 – 4:50pm
HSLH 232
FLEX credit – 1 hour
Presenter: Erin Delaney, Faculty - English
Strategic Goal: Teaching & Learning
Peter Pan claims that he will never grow up; he prefers to stalk pirates, swim with mermaids, and flirt with fairies. His ambition to remain eternally youthful still resonates today, echoing through our culture in the form of ninety-year-old skydivers, plastic surgery enthusiasts, and fully grown fans of children's literature. Indeed, many of our students' paths to reading have come through children's (and young adult) books like the *Harry Potter* and *Hunger Games* series. In this workshop, we'll discuss what place (if any) children's literature has in various disciplines in higher education. We'll also practice a rigorous, college-level analysis of a children's literature text. Bring your inner child and your analytical genius!

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

- Evaluate children's literature's place in academia
- Analyze a work of children's literature through various academic disciplines and concepts

#116F Astronomical Discoveries for the Classroom
4:00 – 5:50pm
HSLH 230
FLEX credit – 2 hours
Presenters: Teresa Ciardi, Faculty - Physical Sciences and Deborah Levine, Faculty - Physical Sciences
Strategic Goal: Teaching & Learning
A panel of Astronomers will speak on current topics in Astronomy and be available for Q & A. Deborah Levine and Teresa Ciardi will facilitate the panel discussion and provide ideas for implementing current science into your classroom discussions. Astronomy topics can be implemented in a variety of disciplines. This workshop will provide general scientific knowledge, and ideas for use of that knowledge in the classroom for all interested disciplines.

**Learning Outcomes:** By the end of this session, participants will be able to describe current Astronomy findings, and will have a variety of ways to utilize that knowledge in a variety of disciplines.
#117F Meditation
8:00 – 8:50am
UCEN 205
FLEX credit – 1 hour
Presenter: Garrett Hooper, Counselor
Strategic Goal: Human Resources
With the hectic pace and demands of life, many people feel stressed and run down. It often feels like there is just not enough time in the day to get everything done. Our stress and tiredness make us unhappy, impatient and frustrated. It can even affect our health. We are often so busy we feel there is no time to stop and meditate! But meditation actually gives you more time by making your mind calmer and more focused. A short ten or fifteen minute meditation session can help you to overcome your stress and find some inner peace and balance.

Learning Outcomes: By the end of this session, participants will learn how to use meditation to promote positive wellbeing.
#118F Leading Yourself: It’s Your Growth and Well-being!
9:00 – 11:50am
UCEN 258
FLEX credit – 3 hours
Presenter: Dr. Dianne Van Hook, Chancellor

Strategic Goal: Leadership
Leadership matters. Everyone can benefit from learning the behavior and attributes of a leader regardless of your job title or current position. The foundation of any leadership role requires the need for everyone to lead from wherever they are and it is important to recognize that growth opportunities are not always obvious within our complex work environments.

This presentation will focus leadership development and the characteristics which drive success including persistence, flexibility, resilience, and teamwork – areas which are important to keeping skills sets properly aligned with the constantly changing goals and priorities of today’s professional workforce.

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

- Why professional growth is a key component of leadership
- What development goals should be part of your leadership plans
- How to seize opportunity and recognize areas of growth when it’s presented.
- How to become a better leader on campus and the steps for developing your own professional growth plan.
Thursday, August 18, 2016

#119F What’s New at COC? A Conversation with the SCCCD Board of Trustees
12:00 – 1:20pm
UCEN 258
Flex credit: 1.5 hours
Presenters: Members of the SCCCD Board of Trustees
Strategic Goal: Institutional Effectiveness
The goal of this interactive 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.

#120F Faculty Leadership Institute
1:30 – 4:20pm
UCEN 258
FLEX credit – 3 hours
Presenters: Wendy Brill-Wynkoop, Faculty, Photography and COCFA President and Rebecca Eikey, Faculty, Chemistry and Academic Senate President
Strategic Goal: Leadership; Institutional Effectiveness
This is a half day institute that will focus on faculty leadership, participatory governance, and the importance of the faculty voice in continuous improvement of the institution. Topics will include the importance of the faculty role in the Academic Senate (10+1 responsibilities) and opportunities for the empowerment of faculty to transform governance on campus. By understanding faculty leadership responsibilities on campus, faculty will be able to advocate for the needs of instruction and student success.

Learning Outcomes: By the end of this session, participants will be able to navigate legislation, regulations, and local requirements regardless of their leadership role on campus and to advocate for the needs of instruction and student success.
Department Retreats
4:30 – 6:30pm

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 Fall 2016 semester are eligible to receive FLEX pay.

Learning Outcomes: Upon completion of the retreat, participants will be able to identify the key issues the department will be addressing during the upcoming academic year.

Attention Department Chairs: You can download your Department Retreat Roster online at: www.canyons.edu/offices/pd click on “forms” “Department Retreat Roster”
How can you earn FLEX credit?
There are many opportunities to do so throughout the year. The list of activities below describes the variety of options you have.

---

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

**Do an Independent FLEX Project**
- **#001F – Fall 2016 Project**
- **#001S – Spring 2017 Project**

FLEX credit - up to 20.5 hours per year
An independent project proposal form must be submitted to the Professional Development office and approved prior to beginning the project, and by the submission deadline of the first Monday after spring break - April 10, 2017. To receive FLEX credit, a final project must be submitted by June 30, 2016. Proposal forms are available on the Professional Development website, located at: [http://app.canyons.edu/offices/pd/FLEX/Forms/Application/](http://app.canyons.edu/offices/pd/FLEX/Forms/Application/)

**Conduct Adjunct Evaluations**
- **#002F – Fall Evaluations**
- **#002S – Spring Evaluations**

3 hours each evaluation / 21 hours max per year
Please email Chloe McGinley at chloe.mcginley@canyons.edu with the name of the adjunct faculty that you evaluated.
Attend Conferences Outside of Scheduled Work Hours

#003F -- Fall 2016 Conference
#003S – Spring 2017 Conference
FLEX credit - 20.5 hours max per year. Please complete a FLEX Application form online at [http://app.canyons.edu/offices/PD/FLEX/Forms/Conference/](http://app.canyons.edu/offices/PD/FLEX/Forms/Conference/)

#004F/004S 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.

#005F/005S Sign up for Individual Web Page Tutoring (Sharepoint)
FLEX credit – 2 hours max per year
Staff members from Computer Support Services will be available by appointment for tutoring sessions throughout the year. They are available to assist individuals on specific topics related to web page development. When requesting a tutoring session, please indicate your desired topic. To make an appointment, please send an email to Leslie Carr at leslie.carr@canyons.edu.

Engage in Individual SLO Training

#006F -- Fall 2016 Training
#006S – Spring 2017 Training
FLEX credit - 3 hours max per year
Members of the SLO committee are available to meet with you by appointment in order to meet your individual training needs regarding Student Learning Outcomes and Student Learning Outcomes assessment. To set up an appointment, please contact Rebecca Eikey at rebecca.eikey@canyons.edu and include the topic you would like to learn more about as well as your availability. Learning outcomes will vary by session. To receive FLEX credit, please report your training time via email to Leslie Carr at leslie.carr@canyons.edu.
Become a Mentor in the New Faculty Mentor Program  
#007F -- Fall 2016  
#007S – Spring 2017  
FLEX credit - 8 hours semester/16 hours max per year  
Newly hired fulltime faculty can have the benefit of having a “friend in the business” at COC.  
Mentors can help newcomers work on professional projects, develop curriculum or they can be simply a source of guidance and information, all in a non-evaluative manner.  
To sign up to be a mentor, please contact Rebecca Eikey at Rebecca.eikey@canyons.edu.

Become a Mentor in the Professional Development Mentor Program  
#008F -- Fall 2016  
#008S – Spring 2017  
FLEX credit - 8 hours semester/16 hours max per year  
The Office of Professional Development has designed a mentor program for those faculty and staff who aspire to a management or leadership position. It is also for those experienced managers who want to take the next step and move into a higher-level administrative position.  
The purpose of the Professional Development Mentor Program is to provide opportunities for employees who have a desire to develop and enhance their career development opportunities, to be paired with a mentor who will guide, advise and motivate them to continue to improve their skills and knowledge and grow with the College into a management or leadership position.  
The Professional Development Mentor Program is open to all full-time and adjunct faculty, classified and confidential staff and administrators. Applications are accepted prior to the start of the fall and spring semesters. Please contact Leslie Carr at leslie.carr@canyons.edu for the application and additional information.
Become a Mentor in the Mentor Program for Faculty Teaching Canvas

#009F -- Fall 2016
#009S – Spring 2017

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-Grossklang at james.glapa-grossklang@canyons.edu. If you are an experienced online instructor and would like to become a mentor, please contact Brian Weston at brian.weston@canyons.edu.

Become a Mentor in the Mentor Program for Noncredit Faculty

#010F -- Fall 2016
#010S – Spring 2017

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

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

Please contact Leslie Carr via email at leslie.carr@canyons.edu for additional information.

#011F/#011S Become a Mentor in the Mentor Program for Re-Entry Students

#011F -- Fall 2016
#011S – Spring 2017

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

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

Stressed Students

1 hour FLEX credit

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

Complete a Kognito “At Risk” Online Training

Veterans on Campus

1 hour FLEX credit

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

Complete a Kognito Online Training

LGBTQ on Campus for Faculty & Staff

1 hour FLEX credit

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

To Access the Kognito Online Trainings:

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

Please email a copy of your certificate of completion to: chloe.mcginley@canyons.edu.
#015F/#015S Participate in IRB Training  
(Institutional Review Board Training)  
FLEX credit – 6 hours basic/3 hours refresher for IRB board members.  
FLEX credit – 2 hours basic/1 hour refresher for faculty submitting requests to the IRB.

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

Attend Non-COC Provider Training  
#016F -- Fall 2016  
#016S -- Spring 2017  
FLEX credit – 20.5 hours max per year  
Faculty and staff can earn FLEX credit for attending training provided by entities outside of the Professional Development program.  
Please complete a FLEX application form online at http://app.canyons.edu/offices/PD/FLEX/Forms/NonCoc/

Collaborate on a Project  
#017F -- Fall 2016  
#017S – Spring 2017  
FLEX credit – 20.5 hours max per year  
FLEX credit is given for faculty who collaborate with another on-campus department on a project or initiative. Please complete a FLEX application form online at http://www3.canyons.edu/offices/PD/FLEX/Forms/Collaborate/default.asp
Engage in Outreach

#018F -- Fall 2016
#018S – Spring 2017

FLEX credit – 20.5 hours max per year
FLEX credit is given for faculty who engage in outreach activities on behalf of the Santa Clarita Community College District. Please complete a FLEX application form online at http://app.canyons.edu/offices/pd/FLEX/Forms/Outreach/.

Propose a Workshop

Faculty and staff are invited to propose a workshop to be presented as part of the Professional Development program offerings. If you would be interested in proposing a workshop, please complete the online proposal form at http://app.canyons.edu/offices/PD/FLEX/Forms/Workshop/

College of the Canyons is committed to providing the highest quality Professional Development program possible. Over six hundred training opportunities are available to faculty and staff annually on a variety of relevant topics. Every employee is encouraged to complete a personal Professional Development plan each year and engage in training that addresses the needs identified in that plan.

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

Please visit the Professional Development website at www.canyons.edu/offices/pd for a complete list of program offerings and opportunities.
Presentations at Local Adult Living Communities

**COC FACULTY ARE INVITED**
to share their wealth of knowledge with the local community!

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

- **BEL CARO** (WEDNESDAYS AT 4:00PM)
- **FRIENDLY VALLEY** (FRIDAYS AT 1:00PM)

Have fun and *earn FLEX credit too!*

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

Bel Caro - Wednesdays, 4:00pm
#129F (fall presentations)
#19S (spring presentations)

Friendly Valley - Fridays, 1:00pm
#130F (fall presentations)
#20S (spring presentations)

4 hours of FLEX credit per 2-hour presentation.
Please contact Dr. Patty Robinson, Interim Dean Civic Engagement at patty.robinson@canyons.edu to participate.