
Professional Development Resources

Skyline College



Final Draft

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Message from the President

Professional development is integrated throughout the fiber of Skyline College. In order to effectively carry out our mission of empowering and transforming a global community of learners, our faculty and staff must continually deepen their own professional development and enhance excellence in all aspects of teaching, learning, and student support. Skyline College faculty, staff and administrators regularly engage in capacity building opportunities that strengthen student learning, engagement, support, and success.

Key to this endeavor is the development of the Skyline College *Center for Transformative Teaching and Learning* (CTTL). The CTTL will serve as the hub of innovation and professional development for the entire campus, creating a centralized physical and virtual space that promotes innovative approaches to nourishing the potential of all learners; nurtures thoughtful reflection and implementation of inclusive and effective pedagogies; provides educational and instructional resources for faculty, staff, and administration; and deepens scholarship, assessment, and practice.

Professional development efforts support the strategic planning directions of the college, and promote institutional learning outcomes. Each constituency has a wide range of resources and opportunities available for enhancing its knowledge and skills, as well as extensive forums for sharing new information and resources with the broader campus community. Skyline College has long been recognized for widespread innovation and commitment to student learning. Professional development fuels that effort. This manual provides a brief overview of the central opportunities and resources available.

About Skyline College

Skyline College opened in 1969 as part of the San Mateo County Community College District. Located on a 111-acre site overlooking the Pacific Ocean just south of San Francisco, Skyline College offers world-class educational opportunities to residents from North San Mateo County and beyond.

Over 10,000 students enroll in a broad range of affordable day, evening, weekend and online courses. Many students complete lower division general education requirements at Skyline College, and then transfer to four-year colleges and universities to earn a bachelor's degree. Other Skyline College students graduate and achieve an Associate in Arts (A.A.) or Associate in Science (A.S.) degree. Additionally, Skyline College offers the latest in career technical education through such nationally acclaimed programs as Automotive Technology, Networking, Business, Environmental Technology and Allied Health. The students benefit from state-of-the-art technology, One Stop Student Support Services, SparkPoint at Skyline College, integrated student services, instruction through learning communities, and an environment designed to support student success.

The curriculum consists of 42 Associate Degree Programs, 52 Certificate Programs, Honors Transfer Program, an Interdisciplinary Studies major, and various Learning Communities; such as ASTEP, Kababayan, MESA, Puente, First Year Experience, Scholar Athlete and Women in Transition.

The mission – vision – values and goals of Skyline College both reflect and guide the college's professional development efforts and priorities.

Mission – Vision – Values and Goals

Skyline College's vision of inspiring a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment is advanced through the mission – vision – values and goals of the college. The college's mission is to empower and transform a global community of learners.

We believe that education is the foundation of our civilized democratic society. Thus, we have identified the following values:

Campus Climate: We value a campus-wide climate that reflects a 'students first philosophy' with mutual respect between all constituencies and appreciation for diversity. Both instruction and student services are dedicated to providing every student with an avenue to success.

Open Access: We are committed to the availability of quality educational programs and services for every member of our community regardless of level of preparation, socio-economic status, cultural, religious or ethnic background, or disability. We are committed to providing students with open access to programs and responsive student services that enable them to advance steadily toward their goals.

Student Success: We value students' success in achieving their goals, and strengthening their voices as they transform their lives through their educational experience.

Academic Excellence: We value excellence in all aspects of our mission as a comprehensive community college offering preparation for transfer to a baccalaureate institution, workforce and economic development through career technical education programs and certificates, Associate of Arts and Associate of Science degrees, skills development, and lifelong learning. We are committed to academic rigor and quality with relevant, recent, and evolving curriculum and well-equipped programs that include new and emerging areas of study. We are dedicated to an

educational climate that values creativity, innovation and freedom of intellectual exploration, discovery, thought, and exchange of ideas.

Community Connection: We value a deep engagement with the community we serve and our role as an academic and cultural center for community including business, industry, labor, non-profits, government and the arts. We are dedicated to maintaining a college culture and institutional climate that is warm and welcoming to all.

Participatory Governance: We value just, fair, inclusive, and well understood, transparent governance processes based upon open and honest communication.

Sustainability: We value an institutional culture that represents a strong commitment to environmental sustainability and justice. We are committed to the following tenet of sustainability: “To meet present needs without compromising the ability of future generations to meet their needs.”

Building on the strong foundation of our mission – vision – values, the college leadership has set the following goals:

1. Develop the scope, quality, accessibility and accountability of instructional and student service offerings, programs, and services to lead the San Francisco Bay region in transferring students, awarding degrees and certificates, and reflecting social and educational equity.
2. Enhance institutional effectiveness in planning and decision-making processes through cooperative leadership, effective communication, and participatory governance.
3. Fulfill the college’s role as a leading academic and cultural center for the community.
4. Play a central role in the preparation of the region’s workforce and expand networks and partnerships with business, the community, and non-profit organizations.

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5. Provide human, physical, technological and financial resources to assure excellent educational programs and student services in order to support students in attaining their educational goals and improve institutional effectiveness.
 6. Establish and maintain fiscal stability and alignment of programs and services to the core mission – vision – values of the college.
 7. Recruit, retain and support a world-class faculty, staff, and administration that is committed to ongoing improvement through access to opportunities for professional growth and advancement.
 8. Internationalize the educational experience by enriching the college with a diverse community of learners representing the collective resources of humanity and engaging in a vibrant dialogue that engenders an understanding of others.

The Skyline College vision, mission – vision – values and goals are further codified and implemented through our Institutional (Student) Learning Outcomes (ILOs):

Institutional (Student) Learning Outcomes (ILOs)

Upon completing an A.A. / A.S. Degree and/or transfer preparation, students will show evidence of ability in the following core competency areas:

1. **Critical Thinking** – Demonstrate critical thinking skills in problem-solving across the disciplines and in daily life.
2. **Effective Communication** – Communicate and comprehend effectively.
3. **Citizenship** – Use knowledge acquired from their experiences at this College to be ethically responsible, culturally proficient citizens, informed and involved in civic affairs locally, nationally, and globally.
4. **Information Literacy** – Demonstrate skills central to information literacy.
5. **Lifelong Wellness** – Demonstrate an understanding of lifelong wellness through physical fitness and personal development.

Each of these Institutional Learning Outcomes is enhanced through a robust and varied comprehensive approach to professional development. The connections between student learning and engagement and professional development are both simple and profound: knowledge is dynamic in both content and teaching/learning processes; and as life-long learners and educators, it is imperative to remain both inspired and informed. The development of the *Center for Transformative Teaching and Learning* creates rich opportunities for Skyline College faculty, staff, and administrators to learn from one another, engage in ongoing and meaningful dialogue, maximize resources from national and regional conferences, and invite external expertise while enhancing internal expertise in the service of student learning and success.

Center for Transformative Teaching & Learning (CTTL)

The CTTL is designed to integrate several key dimensions that maximize professional development and student learning. Key among these are the creation of a centralized professional development “space and place” that invites deep dialogue and strengthens collegiality; the ongoing development and implementation of transformative educational praxis for campus-wide professional development; and the continuous capacity building of online teaching and learning technologies that enhance both traditional classrooms and distance learning. Although closely interwoven, each of these dimensions serves a distinct purpose. However; as transformative teaching and learning form the core of the Center, a more nuanced understanding of its particular philosophical and pedagogical threads will be helpful in exploring these interconnections.

The following two quotes provide a window into the complexities and rewards of transformative teaching and learning:

...transformational teaching [is] an approach to teaching in which life changing experiences are expected. These change experiences are not random but rather are directly related to the course content and intended to help students truly internalize the course content. The foundation of transformational teaching lies within active learning.... [But in order for it to be transformational], what we need to do is deepen the level at which our students integrate course material.¹

Transformative learning is the process by which we call into question our taken for granted frames of reference (habits of mind or mindsets) to make them more inclusive, discriminating, open, and reflective so that they may generate beliefs and opinions that will prove more true or justified to guide action. Transformative learning often involves deep, powerful emotions or beliefs and is evidenced in action. 'We experience a sense of surprise oftentimes, an acute sense that things may look otherwise, feel otherwise, be otherwise than we have assumed'² and suddenly the world seems new, with possibilities still to be explored.³

What both authors have captured in these quotes is the empowerment, efficacy, and action that result from transformative teaching and learning. The specific tools, strategies, and pedagogical approaches that elicit those results often prove more elusive. The particular design and structure of the CTTL aim to provide the Skyline College community with the necessary dimensions and resources to master both the effective means and the desired outcomes of transformative teaching and learning.

¹ Slavich, G. (2005). *Transformational teaching*. E-xcellence in Teaching, 5. www.georgeslavich.com/Transformational_Teaching.html. Accessed 18 November 2001; original retrieval October 4th, 2005, from <http://list.kennesaw.edu/archives/psychteacher.html>

² Greene, M. (2001). *Variations on a Blue Guitar*. N.Y.: Teachers College Press, p. 116, quoted in Wiessner, C. et. al., Eds., (2003), p. 4.

³ Wiessner, C. et. al., Eds., (2003). Proceedings, *Fifth International Transformative Learning Conference*, Teachers College, Columbia University, October 23–25. p. 4.

CTTL Vision Statement:

By enhancing the teaching and learning experience through innovation, technology and pedagogy, the *Center for Transformative Teaching and Learning* supports the Skyline College vision of inspiring a global and diverse community of learners to achieve intellectual, cultural, social, economic, and personal fulfillment.

CTTL Mission Statement:

The *Center for Transformative Teaching and Learning* (CTTL) is the foremost provider of educational and instructional resources for faculty, staff and administration of Skyline College. The CTTL is “the hub” of innovation where the transformation of teaching and learning occurs. Through the integration of pedagogical and technological instruction, the promotion of best practices, collaboration, research, inquiry and reflection, members of the Skyline College community achieve deep learning and student success to empower and transform members of a global community.

The *Center for Transformative Teaching and Learning* engages faculty and staff in collaborative co-creation of innovative and effective pedagogy, scholarship, and curriculum development that engages and challenges students to learn deeply, communicate effectively, and excel academically. CTTL broadens the campus’ commitment to professional development by centralizing, integrating, and expanding information and resources for ongoing improvement. It builds capacity among faculty and staff through collegial mentoring, deepening their understanding of multiple ways of learning and creating classrooms guided by principles of Universal Design and Inclusive Excellence.

Dimensions of the Center

The *Center for Transformative Teaching and Learning* includes three primary dimensions: collegial “space and place;” transformative educational praxis; and online teaching and learning technologies, including distance education.

The dimension of collegial “space and place” is critical to the success of the other two dimensions, and further strengthens both the culture of inquiry and the “students first” philosophy so integral to Skyline College. It provides both a physical and a virtual space where a community of faculty can come together and engage in ongoing dialogue and assessment of student learning needs, best teaching practices, emerging theories on student learning, and effective use of learning technologies. Student support staff can share similar dialogues on effective engagement and retention, promising practices in their fields, and developing or strengthening a “multiple points of entry” approach to student services. Instructional and support personnel can collaboratively gain deeper insights into holistic student experiences, and develop more meaningful partnerships in support of student learning and engagement. The CTTL will serve as a place where faculty and staff can explore new technological tools in a non-threatening and low-risk environment, with ample support and the opportunity to de-mystify these new tools. CTTL also provides faculty consultations on both proactive and responsive classroom issues. The resource library includes extensive scholarship on promising practices in teaching and learning; emerging scholarship on the effective interface of technology and pedagogy; faculty publications; archives of resources from conferences, and extensive materials on universal design for learning (UDL), curriculum diversification, cultural fluency, and inclusive excellence.

The transformative educational praxis dimension of the CTTL identifies professional enrichment and development needs for the campus, and designs and delivers professional

development opportunities that meet those needs. Working closely with campus and district advisory committees across constituencies, the CTTL utilizes both quantitative and qualitative needs assessment mechanisms to identify these needs, measure effectiveness, and prioritize and provide training and capacity building to meet those needs. It establishes an online, year-long calendar of both on-campus professional development opportunities and regional and national conferences and workshops. It coordinates webinars and podcasts of interest to the campus community, and provides forums for exploring and implementing pedagogical shifts and implementation tools. It also centralizes information for each constituency on accessing professional development funds.

CTTL's online teaching and learning technologies dimension spans and strengthens both the Distance Education program and the "traditional" classroom. CTTL designs and implements innovative educational opportunities that enhance student learning through online, hybrid, and flipped courses; utilizing both synchronous and asynchronous modes of delivery. It enhances the effectiveness of shared tools; such as WebAccess, by identifying gaps in faculty understanding and implementation of this tool, and providing the necessary support and training to achieve campus-wide effective usage. It assists faculty in understanding how different learning management systems affect communication with students and changing expectations from students about communication with faculty; particularly from "digital natives." CTTL provides training for faculty to keep current with and effectively use these technologies, and to adjust their pedagogies as appropriate when implementing these tools. In keeping with the SMCCCD's and Skyline College's Distance Education Strategic Plans, Distance Education strives to provide quality education, increase access, and provide responsive support services that lead to increased

student success, retention rates, and degree completion. Distance Education also enhances the global education component of Skyline College’s mission.

While each of the dimensions of the CTTL has a distinct charge and purview, each also intersects and continually informs the other. For example, if faculty members seek to incorporate podcasts or place-based learning as pedagogical components of particular courses, they might begin with a collegial dialogue at the Center to explore how other faculty have attempted this shift and what outcomes have resulted; they might then request or attend a transformative educational praxis workshop addressing that particular interest; and they might conclude by requesting training from the online teaching and learning technologies dimension, and using the Center to experiment with some of these resources and tools prior to implementing them in the classroom. The cycle can then repeat as faculty members who have gone through this process provide mentoring to other colleagues who also wish to explore these shifts.

CTTL Resources

CTTL Resources include the following but are not limited to:

Services	Facilities	Resources
Support personnel	Instructional state of the art training for faculty and staff.	CTTL online
Accessibility	Hardware & software workshops for faculty and staff.	Repository/ Library
Workshops and support: Work / Life Balance Teaching Practices/Pedagogies Webaccess, Websmart Classroom, Curricunet, and other computer/ online-based tools.	Innovation Lab for experimenting with new techniques for innovative instructional delivery.	Best practices information and discussion. Examples: Fair use, CCC, copyright, OER (open educational resources).
Instructional: Publisher materials, Merlot and other OER	“Collaboration Hub” for sharing and innovation.	Online conferences

		Online Certification such as SMCCCD: STOT (structured training in online teaching)
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Relationship with Advisory Committees and Task Forces

CTTL works closely with a number of campus and District Advisory Committees and Task Forces in effectively streamlining communication and resources that maximize access to professional development opportunities. The key groups include:

CTTL Advisory Task Force

The CTTL Advisory Task Force explores ways that professional development can most effectively support the college in its strategic directions; and streamlines information about funding opportunities for faculty and staff to participate in national conferences and dialogues. It encourages and facilitates the creation of workshops and dialogues on campus; and supports the creation and management by CTTL of all aspects of the workshop calendar for the entire year; including technology training, speakers, webinars, and leadership programs.

Professional Enrichment and Development Advisory Committee (PEDAC)

PEDAC is charged with serving as an overarching professional development committee to:

(a) assess professional enrichment and development needs for all categories of staff consistent with Skyline College's mission and based on identified teaching, learning and service needs;

(b) make recommendations regarding an institutional professional development plan that meets the need of all personnel;

(c) develop a systematic evaluation process for professional development programs that includes all classifications of employee and all professional development related activities;

(d) recommending flex calendar activities in response to assessed needs;

(e) recommending funding for submitted proposals for professional development resourced by new state professional development funds; and

(f) establish a one-stop professional development information resource center.

Skyline College Distance Education Advisory Committee

The Skyline College Distance Education Advisory Committee (SCDEAC) is a subcommittee of the Technology Advisory Committee (TAC). TAC is the forum for the investigation, discussion, innovation and planning for all technology-related instruction, support, and operational needs of the college. TAC responsibilities include oversight of online and teaching technologies, development and ongoing review of the college's technology plan, integration of accessibility in technology, recommendations of budget allocations for technology, and setting standards for technology equipment. The Technology Advisory Committee provides leadership and support for ongoing technological innovation.

The Skyline College Distance Education Advisory Committee (description is being drafted by the committee).

SMCCCD Distance Education Advisory Committee

The SMCCCD Distance Education Advisory Committee (DEAC) focuses on supporting the three District Colleges in broadening access to postsecondary educational opportunities for the county's residents and beyond, and evaluating the district's technology needs in assisting

student learning and enhancing efforts in the assessment and expansion of distance/ online based instructional modalities.

Faculty Professional Development Program (Article 13)

Skyline College's commitment to professional development for faculty builds upon the foundation established through the American Federation of Teachers (AFT) contract. Article 13 establishes that:

There shall be an academic Employee Professional Development Program to provide opportunities for the individual professional development of regular academic employees for the purpose of maintaining and enhancing the excellence of the educational programs of the District. The main thrust of this program is to update, retain, and extend the expertise of faculty to meet the current and future needs of our students in accord with college priorities. (AFT Contract 2009, 13.1).

The contract outlines four types of leave options with varying duration, and addresses funding and compensation. The full text can be accessed at

 [AFT Contract 2009.docx](#)

In addition to conferences, professional meetings, and short-term projects; the AFT contract provides for long-term projects (between three weeks and one semester in duration) and extended projects (duration of one academic year, with full release from regular duties) for eligible full-time faculty. Extended leaves are designed to “enable [faculty] to respond to **changing educational conditions and to engage in substantive professional growth projects.**” (13.2) **Part-time faculty are eligible to apply for participation in short-term professional development activities, including conference participation.**

Each college in the San Mateo Community College District has a Faculty Professional Development Committee (PDC), which oversees the application and selection process for faculty development funding. The PDC is comprised of three AFT-appointed faculty members, one Academic Senate-appointed representative, and two administrators. The PDC screens and prioritizes faculty proposals for long-term and short-term professional development projects, and submits recommendations to the President for final approval after consultation with the appropriate Dean. (13.11)

Primary funding for faculty professional development is also governed by the AFT contract (13.3), and is administered through the **Faculty Professional Development Fund**. The funding level is one percent (1%) of the District budget for regular faculty salaries; and may also include Partnership for Excellence funds, when available. Links to the application forms for Faculty Professional Development Fund monies are located in the Appendices. Additional funding separate from the Faculty Professional Development Program may be available through the **President's Innovation Fund (PIF)**, described in more detail on p. 23; or through the Professional Enrichment and Development Advisory Committee (PEDAC), described on p. 21; or the Center for Transformative Teaching and Learning (CTTL) Task Force, described on p. 14.

San Mateo County Community College District (SMCCCD) Classified Staff Professional Development

Professional development opportunities for classified staff are governed by the San Mateo County Community College District policy on **Classified Staff Development (CSD)**. (Appendix **XX**) Guided by the recognition that “the quality of its educational offerings and services is enhanced by the professional growth and development of its employees,” the District

provides opportunities to apply for CSD funds to participate in conferences and workshops that “promote outstanding District departments, programs and services, while fostering the creativity, personal growth and advancement of our employees.” The District established this program in 1985, and has supported hundreds of employees over the years in advancing their professional and educational goals. In addition to supporting conference attendance and workshop participation, the District provides opportunities for classified staff to apply to receive reimbursement for approved tuition and educational materials expenses, in pursuit of either a certificate or degree, or to upgrade their skills. There is a maximum annual cap for each applicant for general professional development funds, and a separate annual maximum cap for the same applicant for tuition and educational expenses reimbursement. Links to forms for CSD funding and conference attendance approval are provided in the Appendices.

Although staff development funds come from the District, each college has its own application process. At Skyline College, the application process for classified staff professional development funds is through the Office of the Vice President for Instruction (VPI). The District Human Resources Office notifies the Skyline College Office of the Vice President for Instruction when professional development funds become available, and the VPI Office begins to advertise the availability of funds, the eligibility requirements, the annual maximum of funds available per applicant, and the application process. The information is both publically advertised across the campus, and sent directly to all classified staff, supervisors, and deans in order to maximize outreach and awareness. All classified staff that have completed their six month probationary periods are eligible to apply for these funds.

Once the applications are received by the VPI Office, complete applications are processed and incomplete applications are returned to the applicant with further instruction. If

an applicant has exceeded the annual individual maximum amount, their application is also returned. The VPI Office notifies applicants, along with their supervisors and deans, once their applications have been approved. The District Human Resources Office is also notified. Additional funding for classified staff professional development may also be available through the President's Innovation Fund (PIF); which will be discussed on page 23, or through limited grant funding or categorical funding, discussed on p. 21.

Professional Development for Administrators

Skyline College is committed to professional development at all levels of the college, including administrators. Professional development ensures that opportunities are available to support administrators in staying current in their professional areas; promotes the sharing of promising practices, networks, and resources; and strengthens leadership development. Administrators generally have limited resources for professional development opportunities. Depending on the overall fiscal climate; sources for professional development funding come from grants, college funding, or external sources. These funds may be used to support professional organization memberships, publications, and travel for conferences built in to the individual departmental budgets. A very small **Manager's Development Fund** has been available, and administrators may apply for funding to partially supplement travel. In recent years, travel for professional development has been very limited, resulting in prioritizing essential functions, such as sending the Chief Financial Officer to the Statewide Association of Chief Business Officers Conference.

Grant Funding & State Categorical Funding

Skyline College continuously searches for additional opportunities to support the professional development of faculty and staff. Grants and State Categorical funding can present such opportunities, depending upon the nature of the grant. When grants allow for professional development, the College usually builds that in to the project proposal. Two recent examples of grant-funded projects that enhance professional development are the Career Advancement Academies (CAA) and SparkPoint at Skyline College.

The Career Advancement Academies are a State-wide initiative; with programs in the San Francisco East Bay, the Central Valley, and El Camino College in the LA region. The San Mateo CAA is supported with funding from the California Community College Chancellors Office, with additional assistance from the Bay Area Workforce Funding Collaborative. Technical assistance for all Career Advancement Academies is provided through the Career Ladders Project. The CAA grant has supported both travel and conference attendance for faculty and staff working on the project. The professional development has provided specific training and information to support the curriculum and program development of the CAA pathways.

SparkPoint at Skyline College provides educational pathways, career services, and a wide array of resources and services to support student success. Working in partnership with the United Way of The Bay Area; SparkPoint at Skyline College is designed to serve individuals and families who are working to achieve financial self-sufficiency, with the ultimate goal of eradicating poverty in our community. The program serves as an economic strategy leading to social justice and equity through educational attainment. Funding through SparkPoint grants has supported faculty and staff in the SparkPoint Center in professional development activities that enhance expertise in the support activities of the Center. Additional services include financial

coaching, tax assistance, scholarships, services for English Learners, and a food pantry. Skyline College was the first college in California to feature a SparkPoint model based on the Annie E. Casey Foundation's *Centers for Working Families*.

As a number of funded grants include provisions for professional development opportunities that can enhance deliverables, the *Center for Transformative Teaching and Learning* will provide tips for effective grant writing and links to the executive summaries of grant proposals that have been successfully funded on campus. These resources will stimulate discussion and collaboration for designing new proposals as an additional avenue to meet professional development needs on campus. Professional development that is grant-funded varies from grant to grant, and is managed directly by the Project Director. State Categorical funding for professional development serves primarily to ensure that professional staff who are working in specific programs; such as EOPS (Extended Opportunity Programs and Services) or DSPS (Disabled Students Programs and Services), may remain current in their fields and enhance student support and success. However, many also offer opportunities for faculty and staff across the campus to enhance their knowledge and skills in particular content areas. For example, the **Basic Skills Initiative (BSI)** provides funding to supplement (up to \$200) Professional Development Program funding, when the latter is insufficient to cover necessary professional development costs. BSI funding is allocated through PEDAC, and is “designed specifically for professional development activities in the area of basic skills.”

President's Innovation Fund (PIF)

One final funding source for professional development at Skyline College is through the **President's Innovation Fund (PIF)**. The President's Innovation Fund provides seed money to encourage Skyline College's faculty and staff to take innovative ideas and make them a reality.

Although broader in scope, funding from the PIF is inclusive of professional development requests, including capacity building, skills development, speakers series, and instructional materials, among others.

Many projects funded through the PIF in past years have been institutionalized and are now a vital part of the fabric of Skyline College. A few examples of recently funded projects that enhance professional development include the Sustainable Campus Initiative, a Business Technology Speaker Series, a College Lecture Series, and the Young Entrepreneurs Program (YEP). Student involvement in a President's Innovation Fund project additionally builds excellent leadership and project management skills, enhances the student's college experience, and provides excellent networking opportunities.

Appendices

(will be finalized and sequenced in the final draft)

August 2012 Flex Program.pdf

 111 kb [Ver](#) [Descargar](#)

march2012flexdayprogramfinal.pdf

 121 kb [Ver](#) [Descargar](#)

Educational Leadership Case Studies Conference - Program-final.doc

 292 kb [Ver](#) [Descargar](#)

nccbaa_paaaa_career_institute_program_final.doc

 7898 kb [Ver](#) [Descargar](#)

[AFT web site.](#)

Application Forms for Faculty Professional Development Funding:

[2012-2013 Long-Term Professional Development Proposal](#)

[2012-2013 Short-Term Professional Development Proposal](#)

[2012-2013 Conference Attendance Form](#)

RequestForProposalsFacultyFund.pdf

 21 kb [Ver](#) [Descargar](#)

Classified Staff & Administrative Professional Development:

[Classified Staff Development 2011-2012 Policies](#)

[Conference Attendance Approval Form](#)

[Application for College Course Tuition](#)

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