Founders School of Continuing Education

PROFESSIONAL DEVELOPMENT SERVICES

ASHLAND UNIVERSITY – Since 1878

ADJUNCT MANUAL
PDS GRADUATE CREDIT
2013-2014
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INTRODUCTION

Ashland University has offered a variety of outreach programs since 1955. Professional Development Services (PDS) has celebrated over 30 years of providing on-site professional development opportunities for educators in Ohio and around the world. As a key component of the Founders School of Continuing Education, PDS has evolved into the most comprehensive, client-responsive operation of its type in Ohio. Through this relationship with school districts, administrators and educators, PDS is able to provide site-specific graduate credit opportunities as well as shared educational expertise through the Telego Center for Educational Improvement.

MISSION STATEMENTS

The mission of the Founders School of Continuing Education is to provide high quality educational opportunities for adult learners in unique, innovative and collaborative environments that meet the 21st Century needs of the business, education and professional communities.

The mission of Ashland University Professional Development Services is to support and provide quality professional learning opportunities that integrate 21st Century Skills with high expectations for educators and other professionals.

ASHLAND UNIVERSITY’S PHILOSOPHY

Ashland University recognizes its responsibility to contribute to the growth of educators throughout their careers. Ashland University also recognizes the role that schools, institutions of higher education, independent consultants, and other agencies have in serving the professional development needs of individuals, schools, and school districts. To that end, the University places its efforts in four main areas:

1. Joining with Ohio schools to bring the finest in educational thought and research to all educators served by the University.

2. Assisting school districts, local professional development committees, and schools to design appropriate professional development experiences to meet the needs of their staff.

3. Providing consultation services to school districts to address educational issues.

4. Placing an accent on each individual student, faculty, and staff member to maximize the benefits and satisfactions of the learning experiences provided by the University.

PROFESSIONAL DEVELOPMENT SERVICES

Since 1979, the University has committed resources to developing and providing on-site professional development opportunities specifically for Ohio’s school personnel. Created independently from the office of Graduate Studies in Education, which offers degree programs, the Professional Development Services (PDS) unit has evolved into one of the most comprehensive and client-responsive operations of its type in Ohio. Intentionally created to assist schools in a variety of ways, including providing site-specific graduate credit activities, the Professional Development Services
unit is committed to collaboratively designing and offering professional development opportunities. In 2009, Ashland University became a designated affiliate with the Partnership for 21st Century Skills.

PDS ADVISORY COUNCIL

The PDS unit is guided by the advice of its own Professional Development Advisory Council. This council consists of Ashland University Professional Development administrators and school representatives from areas served by Ashland’s five Professional Development Centers. These members meet at least one time per year to give input on professional development offerings through the university. Members on this council may change from year to year.

ODE STANDARDS FOR HIGH QUALITY PROFESSIONAL DEVELOPMENT

As you proceed through the topics in this manual, you will be reminded of ODE standards as well as the criteria for high quality professional development. These standards are embedded in the philosophy and requirements of Ashland University’s Professional Development Services. Additionally, the elements of the 21st Century Skills framework are now incorporated into the PDS Proposal forms. http://p21.org

The ODE Standards for High Quality Professional Development state that:

Standard 1: HQPD is a purposeful, structured and continuous process that occurs over time.
Standard 2: HQPD is informed by multiple sources of data.
Standard 3: HQPD is collaborative.
Standard 4: HQPD includes varied learning experiences that accommodate individual educators’ knowledge and skills.
Standard 5: HQPD is evaluated by its short- and long-term impact on professional practice and achievement of all students.
Standard 6: HQPD results in the acquisition, enhancement or refinement of skills and knowledge.

SETTING UP A GRADUATE CREDIT CLASS

I. Adjunct Instructors

The sponsoring school/district may recommend a person or team to present the program. The individual responsible for the class content, delivery, and assignment of grades must be approved as an adjunct instructor with Ashland University. A minimum of a master’s degree as well as demonstrated expertise in the content area are required for adjunct approval. Adjunct instructor approval packets are available from each Center’s Director of Professional Development Services. Private providers of professional development opportunities may offer classes for Ashland University only if they have been approved and included in an official professional development agreement. It is expected that adjuncts of Ashland University adhere to all the rules, regulations, and procedures set forth for the Professional Development Services program.
II. Types of Classes

There are several types of professional development opportunities.

**Face-to-Face Instruction:** These follow the most common university class format with an appropriate combination of lecture, discussion, group work, and activities. All components must be facilitated by an approved Ashland University adjunct instructor. The Ohio Board of Regents stipulates that a semester hour of credit requires 12.5 hours of face-to-face instructional time (this is based on a 50-minute hour). Ashland University PDS recommends scheduling classes for 14-15 clock hours to allow additional time for registration, breaks, lunch, and to accommodate the adult learner.

**Action Research Projects (ARP):** Action research is inquiry or research focusing on a specific topic to improve the quality of individual or team performance around issues of student achievement. It is a project designed and submitted by a district team that involves selecting an area of focus; collecting, organizing, analyzing, and interpreting data; studying the professional literature; taking action; and assessing implementation. A one credit ARP requires BOTH:

1. Eight hours minimum of meeting/planning time spread out over two or more days with everyone in attendance (facilitated by an approved adjunct).
2. Seven hours of smaller group meetings (monitored by the adjunct). These small team-meeting hours may be reduced for each hour of large or whole class time that is added beyond the 8 minimum. Total hours must be at least 15.

**Job-Embedded Learning:** Job-embedded learning courses focus on the implementation, analysis, and improvement of individual and team performance, with a focus on student growth and success. These courses include a combination of group meeting time (minimum five hours over at least two meeting times) and active on-the-job implementation of improvement strategies (minimum of 30 hours). Essential elements of job-embedded learning are explicit goals for professional learning, critical reflection and analysis of performance using data, and subsequent changes in knowledge, skills, and performance.

**Online Opportunities:** Interest in online learning has grown considerably over the past few years and opportunities are available for adjunct instructors to either create their own online class or make one available to colleagues through an outside agency (i.e. Teacher-Line, ASCD, eCollege, etc.). An approved adjunct must be fully responsible for facilitation of the entire program from application through awarding of grades. One-credit online classes require 15 hours of focused, online involvement. Although not required, a minimum of two face-to-face contacts with the students is encouraged. Since online instruction is enriched through discussion boards, chats, and emails, it is encouraged that adjuncts require a minimum enrollment of five students before offering the class.

**Online Class Guidelines**

Ashland University’s Professional Development Services uses the following criteria for approving online classes for graduate credit.

- The class must be actively facilitated by an approved adjunct instructor.
• The class must have significant opportunities for interaction between facilitator and student with a minimum of weekly comments between the facilitator and student.
• The class must have significant opportunities for interaction among students in the class.
• The class maximum size should be 20 students to allow the individualized attention that online instruction permits.
• The curriculum must include more than independent assignments to the student. The primary mode of instruction/learning should not be students working in isolation, completing worksheets and returning them to the instructor.
• Online instruction should include an interactive, attractive, motivational, informative, professional multimedia format.
• Personalized intervention must be available to students who are experiencing difficulties, with assistance offered to those in danger of receiving an Unsatisfactory (U) grade.
• There must be 15 full contact hours of online instruction.
• There must be an assigned project that is worked on and completed in addition to the 15 hours of online instruction.
• Although not required, it is recommended that there be at least one face-to-face meeting of the class. These “hybrids” tend to ease the concerns that some students have about online instruction.
• The final class proposal must be submitted and approved through each of the centers.
• The instructor fee should be based on a corresponding amount of work to facilitate instruction and grade assignments.
• Third party instructors who do not facilitate online instruction and only assign grades shall only be eligible for compensation of up to $20 a credit hour.
• Instructors of online courses are limited to nine credit hours a semester (18 hours a year).

ANGEL Class Procedure for PDS
Adjuncts may use the University’s ANGEL service to set up a PDS class online. It requires that the adjunct follow these procedures:
• Submit a PDS Class Request Form (with the ANGEL fee included) to the appropriate PDS center for approval.
• Work with the center administrative assistant to schedule & attend an Angel training with Information Technology Trainer to set up the “live” class for Angel.
• Serve as the tech support for participants. If the instructor cannot resolve the issue, the instructor is to contact IT help desk at 419.289.5405.

III. PDS Class Proposal Forms
There is one proposal template that is to be used when submitting a request for face-to-face courses, action research, or job-embedded learning.

Request Form: Page 1
• Includes specific title, schedule, adjunct, district, and fee information.
• Titles must be short and academic. An official transcript can accommodate only 24 characters (including blank spaces).
• Do not use words like beginning or introduction as part of the title. Such words infer entry level work rather than graduate level. In addition, the title should be appropriate for inclusion on a transcript - not a catchy advertising slogan.
Syllabus: Page 2 & 3

- Addresses specific focus, format, data support, collaboration efforts, planned activities, anticipated outcomes, and evidence gathered.
- One important requirement is the completion of a project primarily worked on beyond the minimum number of hours required for the graduate credit. Be sure to describe this project in detail. A good rule of thumb is that 3 hours of outside work are expected for each semester hour of credit offered.


Agenda
Submitted with specifies location, dates, time, and topic information for each class session.

IV. Advertisements
All advertisements must include the following statement:
"Graduate credit will be granted upon completion of all requirements."

V. Tuition and Instructional Fees
For classes starting on/after September 1 each year, a tuition increase per each semester hour is possible. An additional suggested "Instructional Fee" per semester hour may be added to the tuition. If applicable, the instructional fee will be returned to the adjunct or scheduling organization once grades have been submitted.

VI. Methods of Payment
There are two options for payment:

- Individual Billing means that the student will pay Ashland University directly with a check, money order, AU voucher, or any major credit/debit card.
- Group Billing means that the provider will collect all payments from the students and then be billed by the University ONLY for tuition.
  o Ashland University will bill the identified agency/district listed on the request form.
  o If payment is made by a school district or provider, please include the assigned class number on the check. Do not send checks, credit card information, etc. from individual persons.
  o Providers are expected to return group payments within 30 days of receiving the invoice.
  o The billing cannot be a combination of individual and group payment.

PDS CLASS REQUIREMENTS

I. Contact Hours:
Ashland University Professional Development classes may be offered for one, two, or three semester hours of credit. PDS classes should be scheduled for 15 clock hours per semester hour, to have time built in for meals and breaks.

II. Face-to-Face and Online Classes:
The Ohio Board of Regents stipulates that a semester hour of credit requires 12.5 hours of face-to-face instructional time (this is based on a 50-minute hour) in which participants will be expected to read, then study and discuss professional literature.
Ashland University PDS recommends scheduling classes for 15 clock hours per semester hour to allow time for registration, breaks, lunch and to accommodate the adult learner.

An online class should have 15 hours expected completion time to allow for individual differences in skill level and background knowledge. Evidence of a project or product (an out-of-class assignment), must be included in the syllabus.

III. **Action Research Projects:**
Action Research Projects must be initiated and submitted by school district personnel and aligned with the district’s continuous improvement initiative.

Ashland University requires 15 contact hours for one graduate credit in an Action Research Project. These 15 hours may consist of both large group meetings, which must be spread over at least two days, **AND** small team meeting time.

For each semester hour of graduate credit requested, an Action Research Project must consist of at least 8 hours of group meetings conducted by the approved Ashland University adjunct instructor. These hours must involve the entire group in the project and are entitled “group meeting hours.” The meetings must be scheduled over two or more days.

Typically, the group information and planning meetings result in the project being divided into smaller segments assigned to individual teams. These smaller teams work independently. For each graduate credit requested, an Action Research Project may consist of no more than 7 hours of team meetings per semester hour.

Within these parameters:
- For each graduate credit, team-meeting hours may make up no more than 7 of the required 15 instructional hours per semester hour of credit.
- An Action Research Project may receive a maximum of 3 semester hours of graduate credit (45 contact hours).
- Breaks, lunch and non-academic time may not be included in any accumulation of hourly totals.

IV. **Job-Embedded Learning:**
Job-embedded learning course proposals must be initiated and submitted by school district personnel and aligned with the district’s continuous improvement initiative.

For each semester hour in a Job-Embedded Learning Course, Ashland University requires a minimum of five hours of group meeting time with at least two meetings, and a minimum of 30 hours of job-embedded learning. These 30 hours should require participants to actively construct, analyze, evaluate, and synthesize knowledge and skills. Job-Embedded Learning hours must include an explicit goal for professional learning, critical reflection and analysis of practice using data, and subsequent changes in knowledge, skills, dispositions and behaviors.

In a Job-Embedded Learning course, the adjunct instructor assumes significant responsibility both in providing support and resources to the individuals and also in monitoring participant involvement and progress through the 30 hours of job-embedded learning. Adjuncts
must describe how participants will report their involvement and progress in the embedded portion of the study. At minimum, this explanation should include:

- General guidelines for reporting
- Description of progress, work completed since last report
- Time log
- Section for analysis and reflection
- Opportunity for questions and requests
- Planned next steps

V. Three Semester Hour Classes
It is the belief of Ashland University's Professional Development Services that quality professional development is more than accumulated contact hours. Even though hours for a three-semester hour class can be scheduled in a one-week time period, it is our belief that some significant time for personal study, research, exploration, inquiry, and reflection is necessary. A three-semester hour class should have sessions scheduled beyond a one week time period.

VI. Out-of-Class Assignments
It is our expectation that those earning graduate credit will have completed a graduate level assignment worked on primarily beyond the required minimum number of hours. It is expected that 3 hours of outside work be completed for each semester hour of credit awarded. Some possible requirements/assignments that reflect High Quality Professional Development are:

- action/implementation/lesson plans,
- assessment tools/rubrics/skills matrix,
- critiques/responses to readings/papers,
- critical friends group,
- journal entries/professional articles/materials review,
- study of content standards,
- multimedia or other presentations & projects,
- multidisciplinary/thematic units,
- observations/visitations/interviews/shadowing,
- peer feedback/coaching/mentoring/modeling,
- portfolios/self-assessments,
- questionnaires/surveys,
- use of new technological resources,
- working on strategic planning/curriculum development/ school improvement,
- conducting action research (data collection & analysis)
- differentiating instruction

VII. Undergraduate Credit
Undergraduate credit may be awarded for non-degree vocational teachers, school nurses, and Title I preschool teachers who are currently employed by school districts under certificates/ licenses requiring renewal. All requirements and fees are identical to the graduate credit guidelines. It is helpful to let our office know in advance when undergraduate credit is desired.

VIII. PDS Agreement
Once the PDS request form is received at the AU Center and approved, a unique number will be assigned and an official agreement drawn up and returned to the sponsoring district, school, agency, or adjunct. **Please refer to the assigned class number when contacting the Center.**

This agreement will be sent to the identified Coordinator for appropriate signatures.

**Please Note: Only the superintendent shall sign the PDS class agreement form. If the superintendent wishes a designee to sign, a written form must be on file with your Center Director.** Please do not fax signed agreement(s) to the Center. It is recommended that the instructor make a copy of the agreement form and all other related materials for his/her records before mailing the original. **Credit will be pending until the agreement has been signed, returned, and approved by the Executive Director of Professional Development Services.**

### REGISTRATIONS

As often as possible, Ashland University representatives will make themselves available to assist adjunct instructors with student registration. In some situations, especially with online classes, it may be necessary for the Adjunct Instructor to coordinate the registration process. Registration should take place at the first class meeting or an alternate time arranged between the Center Director and the Adjunct Instructor.

#### I. Registration Procedures

When a local representative assumes responsibility for student registration, the following procedures must be followed:

a. Students complete the personal information on the Professional Development registration form.

b. Instructors provide the PDS identification information:
   i. Class Number
   ii. Credit Hours - number of semester hours of graduate credit being offered
   iii. Class Title
   iv. Undergraduate/Graduate Credit - select the appropriate category
   v. Tuition cost

c. Students sign the registration form.

d. Payment for the class may be made by check, money order, A.U. tuition voucher, all major debit/credit cards. Please make checks and money orders payable to "Ashland University." Attach checks to the white copy of the registration form in the lower left corner. In the event a credit/debit card is being used, write in the complete card number and expiration date and sign again. A 2.7% service fee will be added to the credit card. Be sure to include the V code on the registration form.

e. The last copy (goldenrod) of the registration form goes to the student. Please also reference important information on the back of this copy regarding how to obtain transcripts, grading policy, WebAdvisor, etc.

f. Tear off the pink copy of the registration form for the instructor’s records.

g. **Return the white registration forms and payments to the Center immediately.** A class roster will be available to the adjunct instructor through WebAdvisor from the Ashland University PDS home page.

#### II. Late Registrations
Late registrations may be submitted if approved by the Center Director and should be mailed immediately to the office address on the registration form. In all situations, late registrations must be completed before the last class session. Late registrations may result in a delay in the student being able to receive their grade report in a timely manner.

III. **Dropping with Refund**
Within three (3) days of initial registration, a student may drop a class and receive a full refund. The Ashland University Center must receive written notification within the 3-day timeframe.

IV. **Dropping without Refund**
After three (3) business days following initial registration and before the class is over, a student may be permitted to drop a class without refund. To do so, the student must receive written permission from the instructor. This letter is to be sent to your regional Center.

**STUDENT EVALUATION**

I. **Grading Policy**
Students will be assigned S (Satisfactory = B- or better) or U (Unsatisfactory = C+ or lower) grades based upon appropriate assessments, attendance, and participation.

Instructors may also choose to issue students a grade of IP (In Progress), however, all requirements must be met and a grade given by the end of the following semester. If all requirements are not met by the end of the following semester, the grade (IP) will automatically convert to U (Unsatisfactory) and the student will not receive credit for the class.

An A or B letter grade may be assigned only if there is a district requirement based on your negotiated agreement, or if the credit is to be transferred to another institution. The instructor must request documentation of that need via a copy of that portion of the district’s negotiated agreement specifying required letter grades or a letter from an advisor of the requesting college/university. That documentation is to be attached to the grade sheet when submitted to Ashland University.

II. **Grade Rosters**
Instructors can view their class grade roster through WebAdvisor where they also enter their grades. Grades are to be assigned and entered by the due date specified on the PDS Agreement. Instructions to access WebAdvisor are available on each center’s adjunct information page. Meeting this grade roster deadline is extremely important for students since they are often relying on the credit to renew teaching licenses and/or qualify for pay increases.

Once grade rosters have been submitted, any grade change requests must be submitted in writing by the instructor to the Ashland University Center Director.

III. **Grade Reports/Transcripts**
Grade reports will be available on WebAdvisor. Transcripts are available for a fee. A transcript request form can be found at [www.ashland.edu/students/registrar/transcript-request](http://www.ashland.edu/students/registrar/transcript-request). Mail or fax to the registrar’s office:

Attn: Registrar, Ashland University
IV. **CEU Credits**
If CEU credits are offered for a course, it is now possible to have the CEUs recorded on an Ashland University transcript. Contact your Regional Center Director for more information.

V. **National Board Certification**
Teachers who are interested in receiving graduate credit for successfully completing the initial or renewal NBCT process should contact our Southwest Regional Center at 1.800.670.0395 and ask to speak with Patrick J. Crahan, Center Director. Pat can also be reached by email at Ashland@greatoaks.com.

**ADJUNCT INSTRUCTOR COMPENSATION**
If payment is due an instructor, the payment process will be contingent on the prompt response to the due date of the grades. Following the entering of grades via WebAdvisor, payment will be made by direct deposit to the financial institution specified by the adjunct. A direct deposit form with voided check and appropriate state/federal tax forms and the federal I-9 form must be on file with the business office. Adjuncts will receive electronic notification that the pay has been deposited. If for some reason payment has not been received within six weeks after grades have been entered, the adjunct is encouraged to contact the main campus Professional Development Office at 800.882.1548 extension 5350.

**ADJUNCT CLASS LOAD**
**Private Consultants**
Ashland University private consultant adjuncts are limited to a maximum of 28 semester hours during the calendar year. This limitation is cumulative regardless of the Center in which the classes are offered. Private consultant adjuncts include those individuals working as self-employed consultants who receive payment beyond the tuition for enrollment in their class.

- Identical classes offered multiple times will only be counted once.
- Classes offered for different credit values will be counted only for the maximum credit value. For example, a 45 clock-hour class offered for 1, 2, or 3 credits will only be counted as a 3-credit hour class.
- Ashland University full-time faculty members are not limited in the number of PDS classes they create.

**School District Employees**
Ashland University adjuncts working as employees of school districts and creating professional development classes specifically for the school district, with the permission of the superintendent, may create as many classes as the district needs.
Student Load
Students may enroll in up to 24 semester hours of professional development credit in one calendar year (January 1 through December 31). Upon enrolling in 15 credit hours, students will be contacted and reminded of the 24-hour cap. Students wishing to enroll in more than 24 hours of professional development credit may do so by providing a letter to Ashland University from their district superintendent stating the district's approval of the increased professional development graduate credit load. Students not currently employed by a school district, and wishing to enroll in more than 24 semester hours, must contact the University immediately and request a meeting to review their request.

EVALUATION BY STUDENTS
As a member of the educational community, Ashland University adjuncts must accept responsibility for improving their teaching performance. Evaluations of all workshops or classes shall be conducted. A summary of locally developed evaluations shall be requested and maintained on file at the regional offices. If a local evaluation is not used, then the PDS Director shall provide the PDS evaluation forms to be completed.

STUDENTS WITH DISABILITIES
Students with documented disabilities, who require academic adjustments for a class, are requested to contact the Regional Center Director to discuss reasonable accommodations. While not required, it is in the best interest of the student to have this conversation before the class starts. In order to receive academic adjustments, paperwork from Disability Services must be provided to document this need. Disability Services can be reached at 800.882.1548 Ext. 5953.

FURTHER QUESTIONS
Please feel free to contact the Professional Development Services Office at your regional Center if you have further questions. If you have questions regarding a specific class, it is important to have the assigned PDS class number available when calling.

For information on a Special Study credit for developing and teaching a new PDS class, contact the Regional Center Director for your area.

CENTER CONTACT INFORMATION
Ashland University has established five Professional Development Centers throughout the state of Ohio. Along with one on main campus, they are located in Columbus, Elyria, Massillon, and Cincinnati.

Main Campus Center: Allen, Ashland, Crawford, Hancock, Hardin, Holmes, Knox, Marion, Morrow, Paulding, Putnam, Richland, Seneca, Van Wert, Wayne, and Wyandot counties. www.ashland.edu/professionals/locations/main-campus-ashland-oh
Dr. Gene Linton, Executive Director of PDS, elinton@ashland.edu
Dale Sevin, Administrative Assistant, dsevin@ashland.edu
Columbus Center: Athens, Auglaize, Champaign, Delaware, Fairfield, Franklin, Gallia, Guernsey, Hocking, Jackson, Lawrence, Licking, Logan, Madison, Meigs, Mercer, Monroe, Morgan, Muskingum, Noble, Perry, Pickaway, Pike, Ross, Scioto, Shelby, Union, Vinton, and Washington counties.

www.ashland.edu/professionals/locations/professional-development-columbus-oh
Georgine Collette, Director, gcollett@ashland.edu
Wendi Bigelow, Administrative Assistant, wbigelow@ashland.edu
1900 East Dublin-Granville Rd.
Columbus, OH 43229
614.794.4850 | 877.577.9497

Elyria Center: Cuyahoga, Defiance, Erie, Fulton, Henry, Huron, Lorain, Lucas, Medina, Ottawa, Sandusky, Williams, and Wood counties.

www.ashland.edu/professionals/locations/elyria-center-elyria-oh
Renee Yoder-Elias, Director, relias@ashland.edu
Sue Jones, Administrative Assistant, sjones3@ashland.edu
Suite 105, University Center
1005 N. Abbe Road
Elyria, OH 44035
440.366.4081 | 800.995.5222

Massillon/Stark Center: Ashtabula, Belmont, Carroll, Columbiana, Coshocton, Geauga, Harrison, Jefferson, Lake, Mahoning, Portage, Stark, Summit, Trumbull, Tuscarawas counties.

www.ashland.edu/professionals/locations/professional-development-massillon-oh
Paul Stellar, Director, pstellar@ashland.edu
Teresa Welch, Administrative Assistant, twelch1@ashland.edu
2800 Richville Dr., S.E.
Massillon, OH 44646
330.837.5301 | 800.723.7655

Southwest Center: Adams, Brown, Butler, Clark, Clermont, Clinton, Darke, Fayette, Greene, Hamilton, Highland, Miami, Montgomery, Preble, and Warren counties.

www.ashland.edu/professionals/locations/southwest-center-cincinnati-oh
Patrick J. Crahan, Director, ashland@greatoaks.com
Sarah Graham, Administrative Assistant, graham.sarah@greatoaks.com
Great Oaks IRC
3254 East Kemper Road
Cincinnati, OH 45241
513.772.5532 | 800.670.0395