



eASHLAND
PROFESSIONAL LEARNING SERVICES

ASHLAND UNIVERSITY – Since 1878

ADJUNCT MANUAL

Contents

INTRODUCTION.....	4
MISSION STATEMENT.....	4
ASHLAND UNIVERSITY'S PHILOSOPHY.....	4
PROFESSIONAL LEARNING SERVICES	4
PLS ADVISORY COUNCIL.....	5
OHIO'S STANDARDS FOR PROFESSIONAL LEARNING	5
ADJUNCT REQUIREMENTS.....	5
I. Adjunct Instructors	5
TYPES OF CLASSES.....	6
I. In-Person Instruction.....	6
II. Job-Embedded Learning	6
III. Online Opportunities (See section below for Best Practices)	6
IV. Hybrid	6
GUIDELINES & BEST PRACTICES ONLINE/HYBRID CLASSES.....	7
I. Guidelines	7
II. Best Practices (Asynchronously or Synchronous Classes)	7
SETTING UP AN ONLINE COURSE USING BLACKBOARD (Bb)	8
PROPOSAL FORM	8
ADVERTISEMENTING	9
TUITION AND INSTRUCTIONAL FEES	9
SEMESTER HOURS	9
I. Credit hour Guidelines	9
II. Out-of-Class Assignments.....	10
UNDERGRADUATE CREDIT	10
PLS AGREEMENT	10
REGISTRATIONS.....	10
I. Preferred Registration	10
II. Registration – PAPER/PEN	10
III. Late Registration	11
IV. Dropping	11
EVALUATION OF STUDENT WORK.....	11
I. Grading Policy.....	11
II. Rosters and Grade Reporting.....	11
III. Grade Reports/Transcripts.....	12
ADJUNCT INSTRUCTOR COMPENSATION.....	12
I. Entering Grades	12

II. Payment.....	12
III. Electronic Payments	12
ADJUNCT CREDIT	12
ADJUNCT CLASS LOAD.....	13
I. Private Consultants	13
II. ESC (Educational Service Center), SSTs, and School District Employees	13
EVALUATION BY STUDENTS	13
I. Evaluations.....	13
II. Link to Evaluation Form.....	13
III. Paper evaluation.....	13
IV. District Evaluation	13
STUDENTS WITH DISABILITIES	13
ASHLAND UNIVERISTY ACADEMIC INTEGRITY POLICY	13
FURTHER QUESTIONS.....	18
CENTER CONTACT INFORMATION	18
Main Campus Center:	18
Columbus Center:.....	18
Northeast Center:.....	19
Northwest Center.....	19
Southwest Center	19
Telego Center for Educational Improvement.....	19
APPENDIX	20

INTRODUCTION

Since 1955, Ashland University has been actively offering a range of outreach programs. Originally known as Professional Development Services (PDS), it has been rebranded as Professional Learning Services (PLS). With over 40 years of experience, PLS takes pride in delivering high-quality professional learning opportunities for educators in Ohio and globally.

As an integral part of eAshland, PLS has transformed into Ohio's most comprehensive and client-responsive operation of its kind. Collaborating with school districts, administrators, and educators, PLS facilitates site-specific and e-learning graduate credit opportunities. Additionally, it shares educational expertise through the Telego Center for Educational Improvement.

MISSION STATEMENT

eAshland's mission is to offer high-quality educational opportunities for adult learners within distinctive, innovative, and collaborative environments. These environments are designed to meet the future needs of the business, education, and professional communities.

The mission of Ashland University Professional Learning Services (PLS) is to integrate nationally recognized standards to support transformative learning opportunities for educators and other professionals.

ASHLAND UNIVERSITY'S PHILOSOPHY

Ashland University acknowledges its responsibility to contribute to the ongoing professional growth of educators. The university also recognizes the vital role that schools, higher education institutions, independent consultants, and other agencies play in meeting the professional learning needs of individuals, schools, and school districts. To fulfill this commitment, the university focuses on four key areas:

- Collaborating with Ohio schools to bring the best educational thought and research to all educators served by the university.
- Assisting school districts, local professional development committees (LPDC), and schools in designing appropriate professional learning experiences that cater to their staff's needs. This aims to foster a culture of continuous improvement for individuals, organizations, and school districts.
- Providing consultation services to school districts to effectively address educational issues.
- Emphasizing each individual student, faculty, and staff member to maximize the benefits and satisfaction derived from the learning experiences provided by the university.

PROFESSIONAL LEARNING SERVICES

Since 1979, the University has dedicated resources to developing and offering on-site professional learning opportunities specifically for Ohio's school personnel. Operating independently from the office of Graduate Studies in Education, which provides degree programs, the Professional Learning Services (PLS) stands as the foremost provider of professional learning classes for credit in the state of Ohio. It caters to over 400 school districts in all 88 counties, offering more affordable graduate credits applicable to teaching and/or administration license renewal.

Established with the deliberate purpose of assisting schools in numerous ways, including the provision of site-specific graduate credit activities, the Professional Learning Services unit is committed to collaboratively designing and providing inclusive professional learning opportunities. Ashland has actively collaborated with national, state, and local partnerships to create high-quality professional learning opportunities. **A PLS graduate credit requires at least 15 hours of documented engagement, plus a meaningful work product, that align with Ohio's Standards for Professional Learning Standards.**

PLS ADVISORY COUNCIL

The PLS unit follows the guidance of its Professional Learning Advisory Council, comprising administrators from Ashland University Professional Learning and representatives from schools within the areas served by Ashland's five Professional Learning Centers. This council convenes at least once a year to provide input on the university's professional learning offerings. The composition of council members may change from year to year.

OHIO'S STANDARDS FOR PROFESSIONAL LEARNING

Ashland University PLS is guided by the National Staff Development Council's Standards for Professional Development and the Ohio Standards for Professional Development. The Ohio Standards guide high quality professional learning and provide the procedures for content learning and delivery methods intended for our Professional Learning Opportunities. The 7 Ohio Standards for Professional Development are:

1. Learning Communities: Professional learning that increases educator effectiveness and results for all students...occurs within the learning communities committed to continuous improvement, collective responsibility, and goal alignment.
2. Leadership: Professional learning that increases educator effectiveness and results for all students... requires skilled teacher leaders and administrators who develop capacity, and advocate and create support systems for professional learning.
3. Resources: Professional learning that increases educator effectiveness and results for all students... requires prioritizing, monitoring, coordinating resources for educator learning.
4. Data: Professional learning that increases educator effectiveness and results for all students... requires the use of a variety of sources and types of students, educator, and system data to plan, assess, and evaluate professional learning.
5. Learning Designs: Professional learning that increases educator effectiveness and results for all students...integrates theories, research, and models of human learning to achieve its intended outcomes.
6. Implementation: Professional learning that increases educator effectiveness and results for all students...applies research on change and sustains support for implementation of professional learning.
7. Outcomes: Professional learning that increases educator effectiveness and results for all students...aligns its outcomes with educator performance and student curriculum standards

ADJUNCT REQUIREMENTS

I. Adjunct Instructors

- a. The sponsoring school, district, or organization can suggest an individual or team that will design, create, and present a program.
- b. The person responsible for class content, learning, delivery, and grading must be approved as an adjunct instructor by Ashland University.
- c. Approval requires a minimum of a master's degree and demonstrated expertise in the content area.
- d. Adjunct instructor approval packets can be found on the Professional Learning Services website under Adjunct Resources [link: <https://www.ashland.edu/professional-development-adjunct-information>].
- e. Private providers of professional learning must be approved and included in an official agreement through Etrieve to offer classes for Ashland University.
- f. Adjuncts are expected to adhere to all rules, regulations, and procedures of the Professional Learning Services program.
- g. Once approved, adjuncts can develop and submit course content with a syllabus and agenda through the Professional Learning Proposal Form.

TYPES OF CLASSES

Adult learners learn best through reflection, researching, reading, processing the course content and action. Our courses should include components related to these best practices. **A PLS graduate credit requires at least 15 hours of documented engagement, plus a meaningful work product, that aligns with Ohio's Standards for Professional Learning Standards.**

I. In-Person (FACE TO FACE) Instruction

- a. This format adheres to the typical university class structure, incorporating lectures, discussions, group work, and activities.
- b. All aspects must be led by an approved Ashland University adjunct instructor.
- c. Ashland University PLS suggests scheduling classes for 14-15 clock hours to allow time for registration, breaks, lunch, and to accommodate adult learners.

II. Online Opportunities (See section below for Best Practices)

- a. Interest in online learning has significantly increased, and adjunct instructors can either create their own online class or make one available to colleagues through an external agency (e.g., Teacher-Line, ASCD, eCollege).
- b. An approved adjunct must take full responsibility for facilitating the entire program, from application to grade awarding.
- c. Online classes require the appropriate number of hours of focused online engagement along with appropriate outside work and a final product that totals 15, 30 and 45 hours respectively to the semester hours requested.
- d. While not mandatory, a minimum of two high-quality synchronous engagements with students is recommended.

III. Hybrid

- e. Hybrid learning requires a mix of the appropriate number of hours of focused online engagement to include face-to-face/Zoom/Microsoft meetings along with

appropriate outside work and the final product totaling 15, 30 and 45 hours respectively to the semester hours requested.

- f. Hybrid courses will have components of online interaction as groups through Zoom or similar technology.

IV. Job-Embedded Learning

- g. Courses in job-embedded learning concentrate on implementing, analyzing, and enhancing individual and team performance, with a focus on student growth and success.
- h. These courses involve group meetings (at least five hours over at least two sessions) and active on-the-job implementation of improvement strategies (30 hours).
- i. Instructors are required to create a log or documentation for these hours.
- j. Key elements of job-embedded learning include clear goals for professional learning, critical reflection and analysis of performance using data, and subsequent changes in knowledge, skills, and performance.

- V. Unique Design - Prior to submitting a "Unique Design" proposal, meet with the Ashland University Professional Development Director to ensure that University and Ohio Board of Regents credit requirements are met. Unique Design may include an independent study that completes 15/30/45 hours of study or other design as approved by the Executive Director.

GUIDELINES & BEST PRACTICES ONLINE/HYBRID CLASSES

I. Guidelines

- a. The online class must be led by an approved adjunct instructor.
- b. There should be significant opportunities for interaction between the facilitator and students, with a minimum of weekly comments.
- c. Substantial opportunities for interaction among students within the class are necessary.
- d. The curriculum should go beyond independent assignments, and the primary mode of instruction/learning should not solely rely on students working in isolation.
- e. Online instruction should be presented in an interactive, attractive, motivational, informative, and professionally designed multimedia format.
- f. Personalized intervention must be available for students facing difficulties, with support provided to those at risk of receiving an Unsatisfactory (U) grade.
- g. The online class should include 15/30/45 full contact hours of online instruction and a completed product/project per graduate credit.
- h. While not mandatory, it is recommended to have at least one face-to-face meeting for these "hybrid" classes, addressing concerns some students may have about online instruction.
- i. A course proposal needs to be submitted and approved through each of the centers.
- j. Adjuncts eligible to receive instructional fees should consider the work required to consider market pricing, facilitate instruction, and grade assignments. Ashland will

only pay out the course fees if the appropriate contracts and documentation have been submitted.

II. Best Practices (Asynchronously or Synchronous Classes)

- a. **Communicate Expectations:** Clearly explain your plan and expectations for interaction in the course. Make sure students can navigate the course unencumbered. Provide a syllabus that outlines topics, assignments, time needed for completion, and mandatory activities. Ensure students know when to expect communication, i.e., emails, announcements, etc.
- b. **Create Engaging Lectures:** Research shows that 8 minutes is the length of time to hold someone's attention when listening. Break up lectures into 8-to-10-minute sections. This provides smaller digestible chunks of information and allows students to locate and review specific topics they find difficult.
- c. **Encourage Student Interaction and Active Learning:** Forums, workshops that allow for student-to-student feedback, wikis where students can collaborate and build their base of knowledge by sharing research, websites, and personal knowledge. Create assignments that allow students to demonstrate understanding, i.e., creating documents (summaries) visual presentation. Provide feedback, quizzes, websites, and videos that assist students in understanding.
- d. **Provide Effective Feedback:** Be intentional and specific in your feedback that is timely and meaningful; leading the student to improve or expand their knowledge.
- e. **Assignments:** Written assignments, online discussions, papers, critiques of websites, collaborating on project creation, individual or team presentation, journaling, questionnaires, and polls can all be used as assignments to engage your students. For lectures, create an anticipatory activity, where students generate 2 or 3 questions before listening to the lecture regarding what they expect to learn. Guided notes for the lecture can be provided with missing words that the students must complete during the lecture. Document that includes the lecture agenda, key definitions, and space for taking notes and add targeted questions that ask students to apply, compare, contrast, elaborate or make connections to the lecture can also be provided to help student engage with the material provided.
- f. **Instructor Presence:** In an asynchronous course, it can sometimes to be difficult to track students. Make sure to monitor and communicate often, at least weekly if not more with students, so they know you are active in the course. Your activity will help students build a sense of community even if not all students are active at the same time. Post office hours for asynchronous and synchronous classes so students can contact you directly.

SETTING UP AN ONLINE COURSE USING BLACKBOARD (Bb)

- a. Submit a PLS Class Request Form to the relevant PLS center for approval and to set up your Bb account/course.
- b. Training videos are provided within the Bb system.
- c. Take on the role of tech support for participants during the course. If any issues cannot be resolved by the instructor, contact the IT help desk at 419.289.5405.

PROPOSAL FORM

A PLS graduate credit requires at least 15 hours of documented engagement, plus a meaningful work product, that aligns with *Ohio's Standards for Professional Learning Standards*.

- a. There is one proposal template that is to be used when submitting a request for face-to-face courses, online, hybrid, job-embedded learning, or unique design.
- b. Includes specific title, schedule, adjunct, district, and fee information.
- c. Titles must be short and academic. An official transcript can accommodate only 24 characters (including blank spaces).
- d. **Syllabus/Agenda:** Address specific focus, format, data, support, collaboration efforts, planned activities, learning outcomes, evidence gathered and detailed articulation of time. Please submit with dates, use of time (engagement plus products of contact/content, and topic information for each class session.
- e. One important requirement is the completion of a project primarily worked beyond the minimum number of hours required for the graduate credit. Be sure to describe this project in detail (6a on the proposal form).
- f. If submitting a job-embedded proposal, you must submit a documentation log for how the hours will be monitored. One can be provided upon request.
- g. Once you submit your proposal, the director will communicate to you about questions/concerns and when the proposal has completed the approval process in association with the Dwight Schar College of Education.

COMMUNICATION ABOUT COURSES

All participants must know that graduate credit will only be granted upon completion of all requirements.

TUITION AND INSTRUCTIONAL FEES

- I. Beginning September 1st each year, there may be a tuition increase per semester hour for classes.
- II. An optional "Instructional Fee" per semester hour could also be applied to the tuition. If applicable, the instructional fee will be PAID to the adjunct or scheduling organization upon submission of grade. Market research suggests a fee range of \$40-\$50 per person per credit hour.
- III. Methods of Payment
 - a. Individual Billing: In this option, the student pays Ashland University directly using a check, money order, AU voucher, or any major credit/debit card.
 - b. Group Billing: This method is a collaboration between Ashland and the sponsoring organization. Whereas the sponsoring organization covers course fees.

SEMESTER HOURS

- I. Credit hour Guidelines
 - a. Ashland University PLS (AUPLS) emphasizes that quality professional learning goes beyond mere contact hours. Each credit hour must have a total of 15 hours of meaningful engagement with content, adjunct and/or fellow students and an outside product/project. (15/30/45 hours respectively) Adult learners learn best through reflection, researching, reading, processing the course content and action.

Our courses should include components related to these best practices. **Please see the list of possible Outside Assignments.**

- b. Courses that are available for multiple credit options may be completed only once. If a course is offered for 1, 2, or 3 credit hours, students may enroll a single time for the credit value selected at registration. Enrollment in the same course more than once is not permitted. Please confirm courses with your LPDC.

II. Out-of-Class Assignments

We anticipate that those earning graduate credit will complete a graduate-level assignment, dedicating effort beyond the required minimum engagement. The expectation is that for each semester of hour of credit awarded, participants will invest in substantive and meaningful outside work product(s). Some examples of requirements/assignments reflective of High-Quality Professional Learning include:

- a. Action/implementation/lesson plans.
- b. Creation of Assessment tools/rubrics/skills matrix.
- c. Written Critiques/responses to readings/papers.
- d. Critical friends' group participation Log.
- e. Journal entries/review of professional articles/materials review.
- f. Study of content standards implementation plan.
- g. Multimedia or other presentations & projects.
- h. Multidisciplinary/thematic units.
- i. Journalized Observations/visitations/interviews/shadowing.
- j. Logged Peer feedback/coaching/mentoring/modeling.
- k. Portfolios/self-assessments.
- l. Implemented Questionnaires/surveys with outcomes.
- m. Logged use of new technological resources.
- n. Work product related to strategic planning/curriculum learning/school improvement.
- o. Conducting action research: data collection, analysis, and reporting.
- p. Logged Differentiating Instruction.

UNDERGRADUATE CREDIT

It is advisable to inform your regional director in advance if there is a preference for undergraduate credit. Undergraduate credit can be granted to non-degree career and technical teachers, school nurses, and Title I preschool teachers currently employed by school districts with certificates/licenses requiring renewal. All requirements and fees align with the guidelines for graduate credit.

PLS AGREEMENT

- I. Upon approval of the PLS request form in Etrieve, a course number will be assigned, and an official agreement will be prepared and sent to the sponsoring district, school, agency, or adjunct for signature. When contacting your PLS director, please reference the assigned course number. The agreement will be forwarded to the designated adjunct for the necessary signatures.
- II. Instructors are advised to keep a copy of the agreement form and all related materials for their records before digitally submitting the forms to the appropriate PLS director.

REGISTRATIONS

I. Preferred Registration

The Preferred registration process is an online process. A course link will be provided to instructors to distribute to interested participants. Courses for public view will be listed on Ashland's website.

II. Registration

- a. When a local representative assumes responsibility for student registration, they provide the online link to register.
- b. 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. A service fee will be added to the credit card. Be sure to include the CCV code on the registration form.

III. Late Registration

- a. Late registrations may be submitted if approved by the regional PLS director. 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.

IV. Dropping

- a. Dropping with a refund, please contact the regional PLS administrative assistant.

EVALUATION OF STUDENT WORK

I. Grading Policy

- a. Students will be assigned S (Satisfactory = B- or better) or U (Unsatisfactory = C+ or lower) grades based upon appropriate assessments, attendance, and participation.
- b. 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.
- c. A letter grade may be assigned only if there is a district's negotiated agreement requires it. Please submit documentation to justify the need for a letter grade.
- d. Adjunct instructors are required to retain graded student work for a period of five years or submit the materials to their PLS Director for secure retention.

II. Rosters and Grade Reporting

As an Ashland adjunct with an active course, you will be able to access your rosters using Colleague's Self-Service. This is also where you will post final grades.

- a. To get started: Visit: <https://selfservice.ashland.edu/>
- b. You will click the faculty link.
- c. From there, you should also see a tab for "Grading." Check your course agreement for final grades due date.
- d. Select "Final Grade" tab to submit for each student. No dates are necessary.
- e. Grades should not be sent through email/text/messaging or an electronic means that is written which violates FERPA Laws. Please contact your regional administrative assistant or regional director for further directions.

- f. Grades should be posted within ten days of the course conclusion.
- III. Grade Reports/Transcripts
48 hours after grades have been posted, transcripts are available for a fee. A transcript request form can be found at <https://www.ashland.edu/transcript-request>

OPTIONAL ADJUNCT INSTRUCTOR COMPENSATION

The payment process will be contingent on the prompt response to the due date of the grades and completion of contract in the university system Etrieve.

- I. Entering Grades
 - a. Entering grades via self-service, the pay process begins when grades are submitted by the payee.
- II. Sign Etrieve Agreement or SharePoint Agreement.
- III. Payment
 - a. Payment will be a 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.
- IV. Electronic Payments
 - a. Adjuncts will receive electronic notifications that the payment has been deposited.
 - b. If payment has not been received within six weeks after grades have been entered, the adjunct is encouraged to contact your center administrator.

ADJUNCT CREDIT FOR DEVELOPING AND EXECUTING PLS COURSES

- I. Instructional time does not count toward course development. Credit for developing a PLS course may only be awarded after the course has been fully developed and delivered for the first time.
- II. Certain types of classes do not qualify for the credit such as commercially packaged professional development, or classes taught after a "Train the Trainer" program etc...
- III. Adjuncts must do their own research, write the curriculum for the class themselves, submit the class for approval, schedule the class dates, and teach the class.
- IV. The appropriate form will be provided when requesting instructor credit for developing a PLS class.
- V. Submit this request at the conclusion of the class you have taught along with cumulative time log, summative reflection paper and participant evaluations
- VI. Once the class has been conducted with participants, adjunct credit hours awarded will reflect the number of credit hours assigned upon course completion.

ADJUNCT CLASS LOAD

- I. Private Consultants
 - a. Ashland University private consultant adjuncts are limited to 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.
- II. Educational Service Center (ESC), SSTs, and School District Employees

- a. Ashland University adjuncts working as employees of school districts, ESC's, and SSTs, and creating professional learning classes specifically for the school district, with the permission of the superintendent, may create as many classes as the district needs.
- III. Identical classes offered multiple times will only be counted once
- IV. Adjuncts can cap the number of students in the class, please contact the center administrator.

EVALUATION BY STUDENTS

Ashland University adjuncts are expected to take an active role in continually strengthening and enhancing their teaching effectiveness.

- I. Evaluations - Best practices indicate that evaluations of all workshops or classes should be conducted.
- II. Link to Evaluation Form
 - a. A **link for an electronic evaluation** will be provided for each class from the center hosting the class.
- III. Paper evaluation
 - a. Paper evaluation will be provided upon request. When a paper evaluation is completed, the adjunct must send all evaluations to the center director for correlation and analysis. The data will be shared with the adjunct.
- IV. District Evaluation
 - a. If the district requires use of their own evaluation, adjuncts are to provide a copy of the evaluations to be analyzed and correlated by the center.

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 the best interest of the student to have this conversation before the class starts. 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.

ASHLAND UNIVERSITY ACADEMIC INTEGRITY POLICY

Ashland University community strives to model leadership that is based upon Christian beliefs and virtues and that will encourage, develop and sustain men and women of character to serve their professions, their communities, and the world (AU Statement of Ethical Leadership). As members of Ashland University, students hold themselves to the highest standards of academic, personal and social integrity (Ashland University Campus Creed). In keeping with the Ashland University commitment to the highest standards of academic, personal and social integrity, students are expected to abide by the academic integrity standards outlined in this policy.

In addition to plagiarism, fabrication, and cheating, stealing, buying or otherwise obtaining all or part of graded coursework is considered a violation of the Academic Integrity Policy. When a faculty member has not observed a student violating any part of the policy but possesses a firm conviction

of academic dishonesty, based on competent and probative evidence, an allegation may be filed with the Registrar. Please see this link for the full Academic Integrity Policy: [Policy](#)

Academic Integrity Students are responsible for reading, understanding, and abiding by the academic integrity policies in the Ashland University catalogs: <https://www.ashland.edu/administration/office-records-and-registration/academic-integrity-policy>. Students are expected to abide by the academic integrity standards outlined in the official Academic Integrity policy.

Utilizing Artificial Intelligence (AI) for a course: To maintain academic integrity, students are to follow proper citation when using AI models, pretrained algorithms, or any other external resources. Students need to cite the sources and authors of AI models if using them in assignments. Submitting work generated by an AI model without proper understanding or significant original input is considered a violation of academic integrity. The primary purpose of assignments is for students to demonstrate their understanding of the course material and concepts. While AI tools can be valuable aids, the focus should remain on learning rather than solely relying on AI for the assignments.

The format of PLS courses consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional semester offering of this course.

Student Accessibility is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to au-sac@ashland.edu. The Student Accessibility Center and the course instructor will work together to establish accommodations, and to meet your learning needs.

AU provides students with peer tutoring in any of your undergraduate courses, drop-in on most requested courses from Monday – Thursdays 7 – 9 pm. We also offer Time Management, Study Skills, Note Taking, and Test Taking Strategies tutoring.

Please visit www.ashland.edu/tutor for a full drop-in courses schedule or click on “One on One Tutoring” to request a tutor by filling out the form, and we will be in touch with you very soon.

CENTER CONTACT INFORMATION

Ashland University has established Professional Learning Centers.

Main Campus Center: Is dedicated to programming with online vendors state and nationwide.

- Dr. James Powell, Executive Director, jpowell1@ashland.edu
- Claire Hutchings, Administrative Assistant, chutchi7@ashland.edu

ADDRESS:

401 College Ave

Ashland, OH 44805
419.289.5350 | 800.882.1548 Ext, 5350

Columbus Center: *Athens, Belmont, Champaign, Delaware, Fairfield, Franklin, Gallia, Guernsey, Hocking, Jackson, Licking, Logan, Madison, Meigs, Monroe, Muskingum, Noble, Perry, Pickaway, Pike, Ross, Union, Vinton, and Washington counties.*

- Courtney Kessler, Director, ckessler@ashland.edu

ADDRESS:

8050 N High St
Suite 190
Columbus OH 43235
614.794.4850

Northeast Center: *Ashtabula, Carroll, Columbiana, Coshocton, Cuyahoga, Geauga, Harrison, Holmes, Jefferson, Knox, Lake, Lorain, Mahoning, Medina, Portage, Stark, Summit, Trumbull, Tuscarawas, and Wayne counties.*

- Dr. David Silverberg, Director, dsilverb@ashland.edu
- Avantika Kishorepuria, Administrative Assistant, akishore@ashland.edu

ADDRESS:

6393 Oak Tree Blvd
Independence OH 44131
216.292.1100

Northwest Center: *Allen, Ashland, Auglaize, Crawford, Defiance, Erie, Fulton, Hancock, Hardin, Henry, Huron, Lucas, Marion, Mercer, Morrow, Ottawa, Paulding, Putnam, Richland, Sandusky, Seneca, Van Wert, Williams, Wood, Wyandot, counties in Ohio and Hillsdale, Lenawee, and Monroe counties in Michigan.*

- Crissy Lauterbach, Director, jlauterb@ashland.edu
- Avantika Kishorepuria, Administrative Assistant, akishore@ashland.edu

ADDRESS:

401 College Ave
Ashland, OH 44805
419.289.5350 | 800.882.1548 Ext, 5350

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

- Dr. B. Gayle Niehaus, Director, bniehaus@ashland.edu
- Claire Hutchings, Administrative Assistant, chutchi7@ashland.edu

ADDRESS:

3605 Hamilton Middletown Rd
Hamilton OH 45011

Telego Center for Educational Improvement

- **Michelle D'Ambrosio, Director, mdambros@ashland.edu**
ADDRESS:
305 Patterson Dr
Ashland OH 44805
419.289.5376

APPENDIX

Document Name	Document Link
Adjunct Application Form	<u>Adjunct Application Form</u>
Proposal Form	<u>Proposal Form – Fillable PDF</u>
Online Proposal Form Link	<u>Online Proposal Form Link</u>
Syllabus Example	<u>Syllabus Example</u> <u>Syllabus Ex #2</u>
Book Study Example	<u>Book Study Anxious Generation</u>
Agenda	<u>Agenda Example</u>
Adjunct Credit Form	<u>Adjunct Grad Credit for Course Creation</u>
Credit Log for Job-Embedded/Conference (bundling)	<u>Credit Log for Embedded/Conferences/Bundling</u>
Evaluation Link	