

**Contact Us:**

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☐
Office Use Only**(Rev. 8/26)**

Topic: _____

Class #: _____ Term: _____

Registration: _____

Grades Due: _____

Comprehensive Professional Learning Services Proposal Form

All proposals should be submitted at least two weeks before the start of the offering.

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

Class Title (max 24 characters including spaces):Face-to-Face ☐ Online ☐ Hybrid ☐ Job Embedded ☐ Unique Design ☐

(See Item 5, next page, for a description of each type of class offering)

Date Class Begins: _____ **and Ends:** _____

Beginning and Ending Times of Class Sessions:

Contact Hours: _____ (See Item 9, next page, for hour requirements of each type of class: total hours include work product/project)Total Credit Hours: ☐ 1 Credit Hour (15 Total Hrs.), ☐ 2 Credit Hours (30 Total Hrs.), ☐ 3 Credit Hours (45 Total Hrs)**Date Final Projects are due to Adjunct:** _____**Registration Options:****Online Registration:** ☐ **Dates to open and close** _____**In Person by AU Rep.:** ☐ **Requested Date/Time/Location** _____**Sponsoring School or Agency:** _____**Class Location** (please provide the full address with building and room location included):**Adjunct Instructor** responsible for class: _____

Work Phone: _____ Cell Phone: _____ Email: _____

Adjunct/Instructor Status Approved by Ashland University ☐ Adjunct Approval Request in Process ☐

Additional Instructors (if any):

Class Coordinator (all class correspondence will be directed here): _____

Mailing Address:

Work Phone: _____ Cell Phone: _____ Email: _____

Director/Superintendent Designee: _____

Confirm that The Director/Superintendent Designee has approved the submission of this proposal:

Yes ☐

- **Tuition (\$185/credit X the number of credit hours):** \$ _____
- **Instructional Fee:** (max \$106 Instructional fee recommended) \$ _____
- **Payable to:**
- **Address:**
- **Technology fee** \$ _____

Total Student Fee Collected by Ashland University \$ _____Student Will Pay TOTAL to Ashland Directly ☐ --OR-- Ashland University will Bill as a Group Bill ☐

Address for AU to send Tuition Invoice: _____

Separate Fee Paid Directly to District, Organization, or Consultant (Amount) \$ _____

Do you want this course to be posted on the AU website as an open class?

Yes ☐ No ☐

Approximate number of participants registering for credit: _____

Class Description: Provide a one paragraph description of this class. If this class is open to the public, this description will be posted on the Ashland University website.

Professional Learning Services courses are designed to assist educators in enhancing their skills, practices, and professional craft. Professional Learning Services Courses are also used for renewing an existing license. Our courses are not part of a degree seeking program or used for: a new license, transitioning a license, or adding endorsements. Please check your district policies and/or LPDC guidelines to make sure graduate credit from Ashland PLS makes you eligible for salary advancement.

Items listed below directly reference

[Ohio's Standards for Professional Learning \(August 2026\)](#)

1. Learning Foundations and Practices: Professional learning enhances educator effectiveness; is evidence-based; results in transformational outcomes for all students when a culture of support is structured to create and sustain expectations for all staff to understand the contextual elements of students' assets; provides all students with access to learning, and fosters relationships with students, families, and communities.

- ☐ Establish a culture of support and expectations for all educators
- ☐ Understand the contextual elements of student assets.
- ☐ Create structures to provide all students with access to learning.
- ☐ Foster relationships with students, families, and communities.

2. Curriculum Design, Facilitation, and Reflection: Professional learning enhances educator effectiveness, is evidence-based, and results in transformational outcomes for all students when educational personnel design learning experiences to support mastery of content and assess and reflect on student learning.

- ☐ Design learning experiences to support mastery of content.
- ☐ Assess and reflect on student learning.

3. Professional Expertise: Professional learning enhances educator effectiveness, is evidence-based, and results in transformational outcomes for all students when educators apply relevant standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.

- ☐ Apply research and standards to their work.
- ☐ Develop the expertise essential to their roles.
- ☐ Prioritize system coherence and alignment of professional learning.

4. Leadership: Professional learning enhances educator effectiveness, is evidence-based, and results in transformational outcomes for all students when educators establish a collective, compelling, and comprehensive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of the impact of professional learning.

- ☐ Establish a collective, compelling, and comprehensive vision for professional learning.
- ☐ Sustain coherent support to build educator capacity.
- ☐ Advocate for professional learning by sharing the importance and evidence of the impact of professional learning.

5. Culture of Collaborative Inquiry: Professional learning enhances educator effectiveness, is evidence-based, and results in transformational outcomes for all students when it occurs within communities of learning committed to continuous improvement, developing a culture of collaborative inquiry, collective responsibility, and goal alignment.

- ☐ Occurs within communities of learning committed to continuous improvement.
- ☐ Developing a culture of collaborative inquiry, collective responsibility, and goal alignment.

6. Resources: Professional learning enhances educator effectiveness, is evidence-based, and results in transformational outcomes for all students when educators allocate resources for professional learning, prioritize the strategic use of data, creativity, and evaluation of the use and impact of resource investments.

- ☐ Allocate resources for professional learning.
- ☐ Prioritize the strategic use of data, creativity, and evaluation in educators' resource decisions.
- ☐ Evaluate the use and impact of resource investments.

7. Data: Professional learning enhances educator effectiveness, is evidence-based, and results in transformational outcomes for all students when it requires the use of a variety of sources and types of comprehensive system data to plan, assess, and evaluate professional learning.

- ☐ Analyze student, educator, and system data.
- ☐ Assess progress.
- ☐ Evaluate professional learning.

8. Learning Designs: Professional learning enhances educator effectiveness, is evidence-based, and results in transformational outcomes for all students when it integrates learning theories, research, and models of human development to achieve its intended outcomes.

- ☐ Apply learning theories, research, and models.
- ☐ Select learning designs.
- ☐ Promote active engagement.

8a. Describe the current educational issue/problem that this professional development class addresses.

8b. and c. Attach an agenda that describes each session that the class will meet and the activities that will take place outside of class. The agenda must include the date/time for each session and a bullet listing of all topics and activities for all sessions/activities. For each credit requested, your agenda must document...

1. **Face-to-Face**...12.5 hours (excluding breaks and meals) of traditional classroom instruction.
2. **Online**...12.5 hours of adjunct facilitated/monitored online instruction (excluding breaks and meals)
3. **Hybrid**...12.5 hours of a combination of face-to-face and online instruction (excluding breaks and meals)
4. **Job Embedded**...5 hours of traditional classroom instruction (at least 2 meetings) and 30 hours of team and individual study/implementation. Include description and log of how 30 hours will be monitored.
5. **Unique Design**...Prior to submitting a "Unique Design" proposal, meet with the Ashland University Professional Development Director to assure that University and Ohio Board of Regents' credit requirements are met.

9. Implementation: Professional learning enhances educator effectiveness, is evidence-based, and results in transformational outcomes for all students when it applies research on change and support for implementation of sustainable professional learning and allows for engagement in constructive feedback processes.

- ☐ Apply change research.
- ☐ Sustain implementation.
- ☐ Provide productive feedback.

9a. Adult learning requires engagement beyond seat time. What is the Hour Distribution Plan for your course?

Activity	Hours
Direct Instruction	_____
Experiential Learning	_____
Collaboration/Discussion	_____
Reflection/Research	_____
Application/Implementation	_____
Other	_____
Final Product/Project	_____
Total Hours	_____

Verification

- ☐ Total equals a minimum of 15 hours per semester hour proposed
- ☐ Includes meaningful participant product
- ☐ Includes reflection and application activities

9b. Describe in detail the work product given and evidence gathered to assess participant performance and award graduate credit. Adult learners learn best through reflection, reading and writing. The assignment(s) should require outside of class time.

9c. Professional Learning Outcomes: At the end of this course, participants will be able to: