



Founders School of Continuing Education  
PROFESSIONAL DEVELOPMENT SERVICES

ASHLAND UNIVERSITY – Since 1878

**ADJUNCT MANUAL**  
**PDS GRADUATE CREDIT**

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## **INTRODUCTION**

Ashland University has offered a variety of outreach programs since 1955. Professional Development Services (PDS) has celebrated over 40 years of providing a variety of focused high quality professional learning 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 and e-learning 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 future needs of the business, education and professional communities.

The mission of Ashland University Professional Development Services is to incorporate nationally recognized standards in support of transformative learning opportunities 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 and to foster a culture of continuous improvement for individuals, organizations and school districts.
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) is the number one provider of professional development classes for credit in the state of Ohio serving over 400 school districts in all 88 counties with more affordable graduate credits for use in teaching and/or administration license renewal. 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. Ashland has worked to develop high quality professional learning opportunities in collaboration with National, State and Local partnerships.

## **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.

## **OHIO'S STANDARDS FOR PROFESSIONAL DEVELOPMENT**

Ashland University PDS 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 development 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 student, 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.

## **SETTING UP A GRADUATE CREDIT CLASS**

### **I. Adjunct Instructors**

The sponsoring school/district or organization may recommend a person or team to design, create and present the program. The individual responsible for the class content, content development, 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 on the Professional Development Services Web-site under the Adjunct Resources. You can follow this link: <https://www.ashland.edu/founders/professional-development-services/adjunct-information>. 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. After becoming an adjunct, providers then develop and write the content for courses and submit them through the Professional Development Proposal Form.

## 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 Department of Higher Education 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.

**Hybrid:** Hybrid learning is a combination of 12.5 hours of face-to-face and online instruction.

**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). Instructors must create a log or way to document these 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 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 12.5 full contact hours of online instruction.
- There must be an assigned project that is worked on and completed in addition to the 12.5 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.
- Instructors of online courses are limited to nine credit hours a semester (18 hours a year).

### **BLACKBOARD Class Procedure for PDS**

Adjuncts may use the University’s BLACKBOARD service to set up a PDS class online. It requires that the adjunct follow these procedures:

- Submit a PDS Class Request Form (with the BLACKBOARD fee included) to the appropriate PDS center for approval.
- Work with the center administrative assistant to schedule & attend a BLACKBOARD training with Information Technology Trainer to set up the “live” class for BLACKBOARD. Training Videos are available for you to view.
- 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*

- Address 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 or 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.

- If submitting a job-embedded proposal, you must submit documentation for how the hours will be monitored.

#### **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 is arranged by the provider and in agreement with Ashland University.

## **PDS CLASS REQUIREMENTS**

### **Contact Hours:**

Ashland University Professional Development classes may be offered for one, two, or three semester hours of credit.

#### **I. Face-to-Face**

The Ohio Department of Higher Education 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 in order to allow time for registration, breaks, lunch and to accommodate the adult learner.

#### **II. Hybrid**

Hybrid learning is a combination of 12.5 hours of face-to face and online instruction.

#### **III. 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

#### **IV. Online**

An online class should have 12.5 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.

#### **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 scanning or digitally sending forms to the appropriate Center. 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 should be submitted to your Center Director.

### II. **Grade Rosters**

As a PD adjunct, while you have an active course, you'll be able to access your rosters using Colleague's Self-Service. This is also where you'll post final grades.

To get started: Visit: <https://selfservice.ashland.edu>

- If you don't have a user name, select "Forgot your user name...?".

You'll be prompted to enter your first and last name, along with your email address.

- If you have a user name, but not your password, select "Forgot your.. password?".

After entering your user name and email on file, you'll receive a reset password email. Follow prompts given.

Once logged in:

\* Select "Faculty" to view the courses you are attached to.

\* Once you click on a course, the roster will show.

\* You should also see a tab for "Grading". Check your course agreement for a final grades due date.

\* Select "Final Grade" tab to submit for each student. No dates are necessary.

### III. **Grade Reports/Transcripts**

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

401 College Avenue

Ashland, OH 44805

Fax: 419.289.5029

#### **IV. 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.**

### **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 CREDIT**

Credit for developing a PDS class can only be awarded after the class has been developed and taught the first time. Certain types of classes do not qualify for the credit such as: book studies, commercially packaged PD, or classes taught after a "Train the Trainer" program. 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. Use this form only when requesting instructor credit for developing a PDS class. Submit this request at the conclusion of the class you have taught along with cumulative time log, summative reflection paper and participant evaluations.

### **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.*

Dr. James Powell, Executive Director of PDS, [jpowell1@ashland.edu](mailto:jpowell1@ashland.edu)  
Jenn English, Lead Administrative Assistant, [jenglis2@ashland.edu](mailto:jenglis2@ashland.edu)  
Andrea Maggelet, Administrative Assistant, [amaggele@ashland.edu](mailto:amaggele@ashland.edu)  
[pds@ashland.edu](mailto:pds@ashland.edu)  
401 College Ave  
Ashland, OH 44805  
419.289.5350 | 800.882.1548 Ext, 5350

**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.*

Courtney Kessler, Director, ckessler@ashland.edu  
Laura Turner, Administrative Assistant, lturne12@ashland.edu  
col-pds@ashland.edu  
1900 East Dublin-Granville Rd.  
Columbus, OH 43229  
614.794.4850 | 877.577.9497

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

Dr. James Powell, Executive Director of PDS, jpowell1@ashland.edu  
Avantika Kishorepuria Administrative Assistant, akishore@ashland.edu  
Suite 105, University Center  
1005 N. Abbe Road  
Elyria, OH 44035  
440.366.7495 | 800.995.5222

**Independence:** *Ashtabula, Belmont, Carroll, Columbiana, Coshocton, Geauga, Harrison, Jefferson, Lake, Mahoning, Portage, Stark, Summit, Trumbull, Tuscarawas counties.*

David Silverberg, Ed.D., Director, dsilverb@ashland.edu, 216-524-3000 x4253  
Avantika Kishorepuria, Administrative Assistant, akishore@ashland.edu, 216-292-1100  
6393 Oak Tree Blvd  
Independence, OH 44131

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

Gayle Niehaus, Ed.D., Director, bnierhaus@ashland.edu, 513-598-7842  
Shannon McDonald, Administrative Assistant, smcdona5@ashland.edu, 513-612-7089

**Northwest Center:**

Dee Basinger, Director, cbasinge@ashland.edu, smcdona5@ashland.edu  
Shannon McDonald, Administrative Assistant  
513-612-7089 / 800-670-0395

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