



Handbook for  
Faculty Liaisons and  
Concurrent Enrollment Instructors  
2023

**OFFICE OF THE PRESIDENT**

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May 2023

Dear CCP Partners:

The University of Findlay is pleased to collaborate with you in providing high quality educational opportunities to high school students via the College Credit Plus (CCP) program.

UF has served high school students throughout the state of Ohio using the concurrent enrollment model of instruction since 2001 when our first college-in-the-high-school program began. The original program (University of Findlay-University School Articulation/UF-USA) helped set the standard for the best practices in concurrent enrollment instruction that UF is proud to continue to provide.

Thank you for choosing UF as your CCP partner, and I welcome you to Oiler Nation!

Katherine Fell  
President, University of Findlay

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## OVERVIEW/INTRODUCTION

Welcome to The University of Findlay's College Credit Plus Program. While we also offer dual-enrollment classes for high school students on our campus, this handbook is intended as a resource both for concurrent enrollment instructors (CEIs) and faculty liaisons (FLs) working to offer our courses in the high school setting. This handbook also includes some policies and procedures related to students in the program. We have included as many policies and guidelines as possible to assist you in this professional undertaking.

### About The University of Findlay

Founded jointly by the City of Findlay and the Churches of God, General Conference in 1882, the University's mission is to equip our students for meaningful lives and productive careers. Offering over eighty-five bachelor's degrees, the University blends an education in the liberal arts and professional programs (learn more at [https://www.findlay.edu/academics/academic\\_programs](https://www.findlay.edu/academics/academic_programs)). The University is dedicated to offering experiential learning in all of its programs as it "cultivates the potential within each student through academic excellence, transformative experiences, and a supportive community grounded in faith" (learn more about UF at <https://www.findlay.edu/about-uf/uf-mission-vision>).

### About our College Credit Plus Program

As described on the [Ohio Department of Higher Education](#) (ODHE) website, "College Credit Plus is Ohio's dual enrollment program that provides students in grades 7-12 the opportunity to earn college and high school credits at the same time by taking courses from Ohio colleges or universities. The purpose of this program is to enhance students' career readiness and postsecondary success, while providing a wide variety of options to college-ready students, at no or limited costs to students and families" (par. 1).

The University of Findlay's College Credit Plus program (hereafter, CCP) permits high school students the opportunity to get a "jump start" on their college careers. Students have the opportunity to complete a maximum of 120 hours in the program and obtain college credit while they are attending classes in their own high schools with their classmates. Upon successful completion of the course, students will be awarded college credit through The University of Findlay and will receive a UF transcript.

*The goals of the program are to:*

- Help students make successful transitions to college and career;
- Motivate students to achieve high levels of education;
- Offer educators professional development opportunities through the sharing of teaching and learning strategies;
- Prepare high school teachers to teach university classes in their high schools and support them as they deliver the courses.

*A UF-CCP Partnership:*

- Provides high school students the opportunity to complete introductory college courses and obtain college credits upon successful completion of the courses.
- Prepares students for college: ninety-five percent of Findlay dual enrollment students believe they are better prepared for college-level coursework when they graduate.
- Offers educators ongoing professional development through the sharing of collaborative teaching and learning strategies.
- Promotes higher standards for curriculum, instruction, and assessment.
- Fosters partnerships between high school and University faculty.

## INSTRUCTOR SUPPORT AND PROFESSIONAL DEVELOPMENT

### Becoming a [Concurrent Enrollment Instructor](#)

The University of Findlay trains qualified high school teachers to deliver our college-level courses in their classrooms. CCP teachers, known as Concurrent Enrollment Instructors or CEIs, are typically experienced high school teachers who are committed to staying current with both pedagogy and content through reading, research, and ongoing professional development. They are committed to challenging themselves and their students to meet high standards of teaching and learning. These teachers value participation in a dynamic community of learners.

#### *Eligibility:*

High school teachers interested in becoming CEIs are required to meet certain criteria to qualify based on state (ODHE) and regional accreditor (Higher Learning Commission or HLC) guidelines.

- A master's degree in the content area or a master's degree plus the equivalent of 18 semester hours of advanced training in the relevant subject (i.e. content-specific graduate courses, workshops, seminars and curriculum development). Relevant tested experience may also be considered as part of the credentialing process.
- One year experience teaching the course at the high school level.
- Recommendation of the district superintendent and building principal.
- Recommendation of the UF faculty liaison based on successful completion of the new CEI training.

#### *Application process for high school teachers and their schools:*

Application materials are due March 1 and consist of those listed below.

**For Schools:** Schools will be notified by April 1 regarding acceptance into the program. Applications received after March 1 will be considered as space allows:

- School Partnership Application

**For Teachers:** High school teachers' credentials are reviewed on a rolling basis by the Assistant Director of Admissions for College Credit Plus and the Associate Vice President

for Learning and Innovation. When there is a question about credentialing, the corresponding FL is asked to contribute to the review. Continued participation as a CEI is dependent upon approval and meeting the CEI responsibilities outlined below.

- Teacher Registration form (one for each teacher)
- Resume for each teacher
- Official transcripts for teachers new to the program

### **Concurrent Enrollment Instructor Responsibilities**

CEIs must submit their course of study/syllabus to their FL for approval prior to the start of the semester. The high school course of study must meet the same learning outcomes as the on-campus version of the course. CEIs must use the UF syllabus template and follow additional instructions provided by the FLs.

CEIs must submit assignments, tests, and/or projects throughout the year for review by the FL to assure the alignment and integrity of the UF course. Throughout the year, CEIs are expected to communicate with FLs about issues related to the course. Depending on the course, CEIs will be asked to use common assessments, rubrics, or exit processes to ensure alignment with on-campus sections.

CEIs are expected to have FLs visit their classes. Every new CEI gets a site visit in the first year. Annual site visits are encouraged but biennial site visits are expected.

CEIs must submit grades per the process specific to their UF course as instructed by the FL. Note: If a class from the fall continues into the next semester, the grade for the fall semester will be an “EC” (Extended Credit) and grades will be changed at the end of the spring semester. The CEIs have until the end of their school year to submit final grades to UF.

Prospective CEIs must attend the new instructor training prior to teaching the UF course. If they so choose, they may enroll for graduate credit at no cost and receive graduate credit for successfully completing the workshop. See the Training and Course Credit section below for more information.

Returning CEIs must attend annual professional development/training offered by the FL in order to continue to offer the UF course. Reasonable efforts will be made to accommodate returning teachers who are unable to attend the scheduled renewal training.

CEIs must complete any additional trainings required by the University for adjunct instructors, such as Academic Integrity Training. See Orientation section below for more examples.

## **Trainings and Course Credit**

There is no fee for the new CEI training or for the annual professional development/training. If CEIs—new or returning—are interested in taking these trainings for graduate course credit, they should contact Rebecca Hillman (hillman@findlay.edu). CEIs need to complete the financial responsibility statement (available under Resources below) and enroll prior to the start of the training in order to receive graduate course credit.

## **Faculty Liaison (FL) Responsibilities**

Faculty liaisons are subject area experts as determined by their credentials and tested experience. Typically tenured, tenure-track, or long-term non-tenure track professor faculty liaisons are recommended for their position by the Lead CCP Faculty Liaison in consultation with the department chair or college dean. FLs are approved for the position by their academic supervisor, usually a chair or dean, as well as by the Associate Vice President for Learning and Innovation. The Lead CCP Faculty Liaison on boards the FL.

Findlay's faculty liaisons (FLs) must maintain an open line of communication with CEIs throughout the year to ensure quality instruction.

FLs are often asked to help review credentials of new Concurrent Enrollment Instructors (CEIs) (as stated above).

FLs must create and facilitate the initial course-specific training of CEIs as well as annual retraining sessions.

FLs must provide CEIs with the syllabus template, which includes appropriate catalog course description and shared learning outcomes. They must collect and review CEIs' syllabi at the start of each semester, asking for updates and changes as needed, before forwarding these syllabi as required by the dean of their college.

FLs must review and align CEIs' syllabi and assignments, give guidelines for grading, and provide support to CEIs as those CEIs work to uphold the integrity of the courses they teach. Depending on discipline, this alignment may mean requiring CEIs to use common final exam questions or to submit graded work for FL review.

FLs must communicate often with CEIs throughout the semester in a variety of ways including the required site visits (see Site Visit section below for more information).

FLs must conduct site visits in keeping with program, state, and accreditation requirements. FLs also review course evaluations with their CEIs.

FLs serve as resources who encourage, guide, and promote professional development among CEIs.

Depending on the course, FLs may review grades before they are submitted to UF's registrar as well as collect general education assessment data and submit it as part of our CORE+ General Education assessment process.

FLs must attend informational and professional development meetings as members of UF's CCP program.

FLs are compensated for trainings, site visits, and other qualifying work at a rate determined by the University. For current compensation information please contact the Assistant Director of Admissions for College Credit Plus.

## **Orientation**

In addition to new CEI training and annual professional development/training, CEIs receive all other trainings as deemed necessary by the University. Much of this orientation is online and self-paced. In keeping with University policy for all instructors, CEIs are expected to

- meet with the Assistant Director of College Credit Plus for a general orientation to the UF CCP Program.
- complete Academic Integrity training. Only new CEIs need to take the training and they are contacted by a representative of the University to complete the training. CEIs enroll in a self-paced Academic Integrity Training course in our learning management system (Canvas). They receive an email (to their UF address) with instructions for accepting the course invitation.
- complete Title IX training through a self-paced SafeColleges Training course. The University coordinator for Title IX training reaches out to new CEIs to assist them in completing this training.

Orientation may also introduce new CEIs to UF's learning management system (LMS), Canvas. There is a self-paced course available to familiarize instructors with Canvas at: <https://findlay.instructure.com/enroll/BLXWJW>. CEIs and UF courses have access to Canvas in addition to whatever LMS is used in the high school.

## **New CEI Training**

Initial course training for CEIs may be taken for graduate credit and consists of a two-fold focus. First, new instructors are asked to study the disciplinary underpinnings of the course. Second, new instructors are introduced to the theoretical and pedagogical elements of the course, as exemplified by shared course materials like the syllabus template, catalog course description, shared learning outcomes, assessments, and rubrics. This initial workshop gives the FLs the opportunity to align CCP courses with on-campus sections while CEIs design their course. This training can happen via a number of delivery modes (face-to-face, hybrid, remote, asynchronous/synchronous) depending on the discipline, the FL's training style, and the needs of the CEIs.



## **Annual Professional Development/Training**

Each year, all CEIs teaching a UF course attend a professional development session which may be taken for graduate credit. These sessions are distinct from the initial CEI training in that these sessions focus on extending disciplinary knowledge and research. While time may be provided for discussion of issues specific to the UF course, the overall focus is on broader disciplinary issues that relate to each course, such as critical reading, analysis, and using sources, to name just three possibilities that would be typical for professional development in the UF English courses. This broad disciplinary focus allows FLs to connect current developments in their fields to the UF course. This training can happen via a number of delivery modes (face-to-face, hybrid, remote, asynchronous/synchronous) depending on the discipline, the FL's training style, and the needs of the CEI.

## **Additional Professional Development Possibilities**

In addition to the required annual professional development sessions, FLs may invite CEIs to participate in other professional development activities such as attendance at a disciplinary conference, a guest lecture, or an additional focused professional development day, to name just three possibilities.

## **Site Visits**

In keeping with Ohio's CCP legislation, CEIs can expect FLs to [observe their CCP](#) course every year. While these visits typically occur in the high school classroom, other formats may be used in extreme cases, such as a remote visit using a provider like Zoom. The purpose of the site visit is to provide support to CEIs and to ensure that UF courses taught in the high schools are the same as the courses offered on campus. The visits are an extension of the professional development and on-going collegial conversations that occur at the new CEI training and annual professional development sessions.

FLs complete a standard site visit form, which they share and discuss with the CEI after the class session. The FL then sends the form to the Assistant Director of CCP.

## **Non-Compliance and Long-term Absence Policies**

### *Non-compliance of CEI:*

When a CEI does not attend the annual professional development session, the FL works with the instructor to make up the training on an individual basis. If that training is not completed, the FL will communicate that concern with both the Lead CCP Liaison and the Associate Vice President for Learning and Innovation in order to make arrangements for the CEI to make up this training within a reasonable amount of time. If the CEI does not fulfill the annual requirement for continuing as a CEI, the FL and the Lead CCP Faculty Liaison will co-write a letter to the CEI and/or school district administrator

1. identifying specific items of noncompliance and concern;
2. including a specific date by which the noncompliance items need to be addressed or corrected;
3. stating the consequences of not correcting noncompliance items by the above date, which

includes discontinuing offering the UF course at the high school; and, 4. including a place for dated signatures of the CEI, FL, and Associate Vice President for Learning and Innovation. Once the letter has been sent, the FL will follow up with the CEI.

*Concerns about course rigor and alignment:*

If concerns arise over the quality of instruction and/or alignment with the UF course, the following steps will be taken on a case-by-case basis to enable the CEI to address these concerns with the goal of continual improvement.

- The FL will have noted concerns using the site visit form during a site visit.
- The FL will discuss the concerns with the CEI and set a reasonable time frame by which the CEI will address the concerns. Additionally,
- The FL will provide written guidance on the changes they want to see implemented. This written guidance will be shared with the Lead College Credit Plus (CCP) Faculty Liaison and the Associate Vice President for Learning and Innovation prior to communication with the CEI.
- The FL will conduct follow-up observation(s), the timing for which will be noted in the written guidance. The Lead CCP Faculty Liaison may also visit the course with or independently from the FL.

If the concerns are not corrected within a reasonable time (i.e., one semester), the FL will inform the Associate Vice President for Learning and Innovation and Lead CCP Faculty Liaison of the on-going concerns. The Associate Vice President for Learning and Innovation will contact the CEI and/or school district to inform them of concerns. If the above steps do not resolve concerns, the Associate Vice President for Learning and Innovation, Lead CCP Faculty Liaison, and FL will co-write a letter to inform the CEI and the school administrator that the course will be discontinued. If there are any circumstances in which the course may be renewed, those will be detailed in the letter.

*Long-term absence of CEI:*

When a CEI is unable to finish teaching the course, an appropriately qualified substitute will be provided by the school district. That substitute will work with the FL to receive modified training to teach the remainder of the course. If no appropriately qualified substitute is available, the FL, Lead CCP Faculty Liaison, and Associate Vice President for Learning and Innovation will confer and co-write a letter specifying the one-time alternative so that students may complete the course and steps to be taken to maintain the rigor and alignment of the class. Alternatively, a UF instructor might take over the course and teach it remotely with a qualified instructor of their choosing.

*Non-compliance of FL:*

When a FL does not consistently fulfill the responsibilities mentioned above, the Lead CCP Faculty Liaison, in consultation with the Associate Vice President for Learning and Innovation, will confer with the FL about how to rectify the unfulfilled duties. If there is no improvement in upholding these responsibilities by an established date, the Lead CCP Faculty Liaison will

communicate that concern with both the Associate Vice President for Learning and Innovation and the FL's dean about establishing a contract for fulfillment of duties or to replace the FL. The contract will identify the specific items of noncompliance and concern; include a specific date by which the noncompliance items need to be addressed or corrected; state the consequences of not correcting noncompliance items by the above date, which includes replacing the FL. The Lead CCP Faculty Liaison will follow up with the FL to determine compliance or removal.

## **GENERAL COURSE EXPECTATIONS**

### **Syllabus**

All UF courses, both on-campus and CCP, use the standard syllabus template that includes all elements required by the University. While instructors have the academic freedom to modify some elements, the course catalog description and learning outcomes are always included.

FLs review CCP syllabi at the start of each semester, making sure these syllabi have these elements as well as the grading scale for the course, agreed upon grading distribution, and assessments. If not, FLs will ask the CEI to modify the syllabus and resubmit so that it can be sent on in keeping with the syllabus collection policy in that college.

Textbooks used in the CCP courses must be approved by the FL to ensure that the texts are appropriate for the course and align with course learning outcomes.

### **Assessments**

CCP courses must use assessments that uphold the course learning outcomes in a manner that aligns with on-campus assessment so that they can be paired for comparison. FLs will ask CEIs to submit assessments for their review. If a final exam is administered as an assessment, the CEI must submit the final exam to the FL to be filed in the office of the college dean, in keeping with University policy.

When the CCP course fulfills a general education requirement, the CEI will complete the approved general education assessment process for CCP courses, sending the reporting instrument to the FL. The FL will analyze these results and submit this instrument as part of the CORE+ general education assessment process. CCP GE assessment reporting occurs once a year at the end of September.

### **Caps and load**

Enrollment in the CCP courses will adhere to caps for the course on-campus. High school classes must agree to respect the class size limits for those classes in which students are enrolled for UF credit even if not all students in the class are taking the course for CCP credit. If more than the permitted number of eligible students desire to enroll in the class, a diagnostic test may be administered to assist schools in selecting the students for the class or a second section may be opened. These sections should be evenly balanced. In order to not overburden the CEI and to help ensure rigor, CEIs should teach only two course sections per semester, preferably of the

same course preparation. CEIs should teach only one course per semester in the first year of teaching in the program or in the first year teaching that particular course.

### **Grades and reporting, including academic dishonesty**

When a CEI discovers violation of the University's academic integrity policy, they should report this violation to the FL, who will then guide the CEI and student through the established University policy for academic dishonesty, which may result in an "F" in the course.

When plagiarism occurs, the CEI must notify their corresponding Faculty Liaison of the violation. The Faculty Liaison must report the incident following the University's policy protocol. If the violation is a Level 1 offense, then the incident is handled by the high school administration and shares a summary statement of findings and repercussions with the Assistant Director of College Credit Plus. The Assistant Director of College of Credit Plus then forwards the statement to the Student Academic Standards Committee. Offenses that fall within Levels 2-4 should be reported to the Faculty Liaison. These offenses are adjudicated by the University of Findlay's Student Academic Standards Committee.

The CEI will report final grades in the manner established by the FL, which could include sending grades to the FL or directly to the UF registrar.

### **Delivery method**

Generally, CCP courses in the high school are delivered in a face-to-face format during regular high school hours. However, under extenuating circumstances, like those associated with the global COVID-19 pandemic, the delivery method may change to remote online delivery. In such circumstances, CEIs will report their delivery method, including the platform, to their FL, so that they may report this delivery method to the Associate Vice President for Learning and Innovation. CEIs always have the option to use the University's learning management system (LMS) as part of their delivery method.

## **STUDENT INFORMATION AND POLICIES**

### **Eligibility and Placement**

Students will be admitted with a 3.0 GPA. Students below a 3.0 GPA will need to submit either a 250 on the Reading Next-Generation Accuplacer test or a 20 composite score on the ACT. Some courses may administer an additional placement review to make sure the student is prepared for the level of work in the course.

Updated placement and Accuplacer information is available at the above web address.

### **Application deadlines and registration process**

Applications for an academic year are accepted on a rolling basis until September 15 of that current academic year for fall and full-year courses. For spring courses, these applications are accepted on a rolling basis until Jan. 31 of that current academic year.

Student registration forms must be signed by the student, parent, and school representative, and submitted with a high school transcript. Registered students who withdraw from courses after Sept 15 for fall or full-year courses or after Jan. 31 for spring courses will receive a W for the course. Self-pay students who withdraw after these dates will not receive a refund. Registered students who withdraw from courses and notify the university after the withdrawal deadline will receive a letter grade of “F” for the course.

### **Transfer credit and transcripts**

Upon successful completion of a course, each student may request a transcript from The University of Findlay. Students are graded using the University of Findlay’s grading scale for the course. The University is an accredited institution, which means that credits earned will likely transfer seamlessly to another Ohio institution. However, UF recommends that students contact the registrar’s office of prospective colleges prior to enrolling in UF CCP courses to inquire about credit transfer. Click [here](#) for more information on requesting a transcript.

### **Advising and other student resources**

College Credit Plus students benefit from ongoing advising from the Assistant Director of College Credit Plus.

UF CCP students have access to resources in UF’s Shafer Library and its databases; to the University’s Writing Center, which provides online remote consultation; to the Academic Support Center, which provides tutoring in other subjects; to Instructional Technology Services help; and, to Office of Accommodation and Inclusion support upon request.

## **RESOURCES**

### **CCP Liaisons and Other Contacts**

*Assistant Director of College Credit Plus*  
Rebecca Hillman – [hillman@findlay.edu](mailto:hillman@findlay.edu)

*Associate Vice President for Learning and Innovation*  
Christine Denecker, Ph.D. - [denecker@findlay.edu](mailto:denecker@findlay.edu)

*Lead College Credit Plus Faculty Liaison*  
Nicole Diederich, Ph.D. – [diederich@findlay.edu](mailto:diederich@findlay.edu)

[Faculty Liaisons](#)

[Partner Schools](#)

[UF Library](#)

[UF Writing Center](#)

[UF Academic Support Center](#)

[Instructional Technology Support](#)

[Office of Accommodation and Inclusion](#)

[Information for CCP Educators](#)

[Complete list of CCP courses](#)

[UF undergraduate course catalog](#)

### **Forms and Links**

[Application to be an Instructor](#)

[Financial Responsibility Instructions](#)

[Site Visit Form](#)

[UF Syllabus Template](#)

[UF ID, email](#)