



Handbook for
Faculty Liaisons and
Concurrent Enrollment Instructors
2026



OFFICE OF THE PRESIDENT

Dr. Katherine Fell

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Dear College Credit Plus Partners,

On behalf of the University of Findlay, I want to extend my sincere welcome and gratitude to each of you as we begin another year of partnership through our College Credit Plus program.

Your CCP partnership with UF plays a vital role in expanding educational opportunities for high school students across our region. By offering rigorous college-level coursework, you help students challenge themselves academically, build confidence, and take meaningful steps toward their future educational and career goals. The impact you make reaches far beyond the classroom—many students' first experience with college learning begins with you.

We deeply value the collaboration between our university and the high schools that make this program possible. Your commitment to maintaining strong academic standards while supporting students at an important stage in their development reflects the very best of what higher education strives to achieve.

Thank you for the time, expertise, and care you invest in this partnership. We are grateful for your dedication and are proud to work alongside you in preparing the next generation of learners.

We look forward to a successful term and to the continued growth of this important program.

Sincerely,

A handwritten signature in cursive script that reads "Katherine Fell".

Katherine Fell, Ph.D.
President

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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). The University is dedicated to offering experiential learning in all of its programs as we "advance our commitment to the personal attention essential to the development of our students as whole persons--knowledgeable, creative, ethical, and compassionate leaders in a global environment" (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: the alumni survey suggests that 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 UF faculty liaison based on successful completion of the new CEI training.
- Tested experience may be considered for up to nine credit hours dependent upon experience.

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 Director of College Credit Plus and the Vice President of Academic Affairs (VPAA). When there is a question about credentialing, the corresponding faculty liaison (FL) is asked to contribute to the review. **The department chair or dean may also be consulted.** Continued participation as a CEI is dependent upon approval and meeting the CEI responsibilities outlined below.

- Teacher Registration form (one 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 [required by the State of Ohio](#).

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 CCP teacher has 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 in the UF Workday system 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/or 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 Vice President of Academic Affairs. 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 Director of 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 asynchronous and self-paced. In keeping with University policy for all instructors, CEIs are expected to

- meet with the Director of College Credit Plus for a general orientation to the UF CCP Program.
- complete any additional training required for on-campus faculty. The Director of CCP and the discipline's faculty liaison inform CEIs about what training to expect in keeping with current on-campus practices. Those offices responsible for training (for instance, the Title IX Office) directly will reach out to CEIs with instructions and training, some of which may only be required for new CEIs.

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. CEIs 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 courses every year. While these visits typically occur in the high school classroom, other formats may be used, 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 Director of CCP.

Non-Compliance, Professional Conduct, 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 Vice President of Academic Affairs 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 Vice President of Academic Affairs. 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 Vice President of Academic Affairs 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 Vice President of Academic Affairs and Lead CCP Faculty Liaison of the on-going concerns. The Vice President of Academic Affairs will contact the CEI and/or school district to inform them of concerns. If the above steps do not resolve concerns, the Vice President of Academic Affairs, 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 Vice President of Academic Affairs 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.

Standard of Conduct for CEI and FL:

Both CEIs and FLs are expected to adhere to standards of professional conduct. Among other standards, the UF Employee handbook defines insubordination as conduct that includes but is not limited to “refusal to comply with work assignments or instructions given by a manager or member of management or belligerent, defiant, abusive, or threatening conduct or speech toward

any manager or member of management.” The Employee handbook also notes that disciplinary action may also be taken for “acts of violence; threatening, intimidating, or harassing behavior or bullying; fighting or horseplay.”

When a CEI or FL does not consistently fulfill standards of professional conduct, particularly those noted above, the Lead CCP Faculty Liaison, the Director of CCP, and the Vice President of Academic Affairs will confer about how to rectify the issue and what disciplinary action may be taken. Possibilities include an action plan or the termination of the individual as a CEI or FL, depending upon the severity of the situation. The issue will be documented and, if an action plan is given, it will include an established date for addressing the issue. In cases resulting in termination, the Lead CCP Faculty Liaison, the Director of CCP, and the Vice President of Academic Affairs will communicate in writing the termination to all involved parties and initiate the process for replacing the CEI or FL.

Non-compliance of FL:

When a FL does not consistently fulfill the responsibilities mentioned above, the Lead CCP Faculty Liaison, in consultation with the Vice President of Academic Affairs, will confer with the FL about how to rectify the issue. If there is no improvement by an established date, the Lead CCP Faculty Liaison will communicate that concern with both the Vice President of Academic Affairs and the FL’s dean about replacing the FL. If appropriate, an improvement 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 for CCP courses.

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

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 Director of CCP.

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.

Specifically, when plagiarism occurs, the CEI must notify their corresponding FL of the violation. The FL consults with the CEI about next steps, adhering as closely as possible to the University's policy and levels of violation. If the violation is a first offense, then the incident primarily is handled by the high school administration. Additional consequences in keeping with UF policy and the level of the violation as noted in the [UF catalog](#) may be given to the student, such as a zero on the assignment. For violations at Level 2-4, the FL may consult with the Director of College of Credit Plus and the Vice President of Academic Affairs as to whether or not to involve the UF Student Academic Standards Committee. For second offenses, the violation will be adjudicated by the UF Student Academic Standards Committee, which may impose more severe consequences such as expulsion from the CCP program. Regardless of

violation level, the FL keeps a record of the students incurring an academic integrity violation. If a student with a CCP academic integrity violation matriculates to the University of Findlay, the CCP violation will be considered the first offense.

UF AI Policy

The University, at the date of this review, is working to update AI guidance and create a more comprehensive policy. As of Spring 2026, CCP courses adhere to the guidelines for AI usage as provided in the UF AI guidance document at <https://docs.google.com/document/d/1CFZQFvZcDcOwmzRWAeOWWEoKwVSi1oLU/edit?usp=sharing&ouid=116768663320844397788&rtpof=true&sd=true>. Departments may supplement this guidance with their own AI statement and guidelines, ones that follow the University guidelines but provide more context specific to department courses. CEIs are expected to follow University guidelines as well as any additional guidelines provided by their FL in the delivery of their classes and in their reporting of academic integrity violations.

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 Vice President of Academic Affairs. 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 with a 3.0 GPA or higher will be admitted to the program without test scores. For students with below a 3.0 GPA, they can submit either a 250 or higher 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.

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 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 Accessibility for support upon request.

RESOURCES

CCP Liaisons and Other Contacts

Director of College Credit Plus

Rebecca Hillman – hillman@findlay.edu

Vice President of Academic Affairs

Christine Denecker, Ph.D. - denecker@findlay.edu

Lead College Credit Plus Faculty Liaison

Nicole Diederich, Ph.D. – diederich@findlay.edu

[Faculty Liaisons](#)

[Partner Schools](#)

[UF Library](#)

[UF Writing Center](#)

[UF Academic Support Center](#)

[Information Technology Support](#)

[Office of Accessibility](#)

[Complete list of CCP courses](#)

[UF undergraduate course catalog](#)

Forms and Links

[Application to be an Instructor](#)

[Site Visit](#)