



FSC

**UNIVERSITY
IN THE HIGH SCHOOL**

CHAIR & FACULTY LIAISON HANDBOOK

2026/2027

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State College**

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CHAIR AND FACULTY LIAISON HANDBOOK

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FSC | **UNIVERSITY IN THE HIGH SCHOOL**

Dear Farmingdale State College Chairs and Faculty Liaisons:

Welcome to the Farmingdale State College University in the High School Program (UHS). UHS allows students to earn college credit, at a reduced rate, for a college-level course they take at their high school. The mission of the UHS Program is to help bridge the gap between high school and college-level study. The success of our program is based on the collaborative efforts between FSC and high school instructors, principals, and school counselors.

The UHS Program started in 1998 with one high school. The UHS Program has grown consistently over the years, and we now have partnerships with over 100 high schools. Over 6,000 students receive FSC college credit through UHS each year.

Farmingdale State College (FSC) was awarded accreditation by the National Alliance of Concurrent Enrollment Partnerships (NACEP) in May 2020 and reaccreditation in May of 2026. NACEP's standards serve as the model criteria for ensuring parity in faculty, course content, student outcomes, and support. Receiving NACEP accreditation means an institution has met the nation's most rigorous standard in concurrent enrollment program development, management, and evaluation across multiple, multifaceted program areas. NACEP accreditation distinguishes UHS as one of the nation's leading concurrent enrollment programs.

There are many benefits to participating in UHS:

- Earn extra service compensation.
- Collaborate with FSC staff/faculty on professional projects.
- Network with colleagues on other college and high school campuses.
- Participate in and/or present at NACEP conferences and events.
- Get the opportunity to engage with potential students.

Please contact the office at UHOffice@farmingdale.edu or call 934-420-2199 if you have questions that are not answered after reading this book.

We look forward to working with you.

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University in the High School Program Description

The University in the High School Program (UHS) is FSC's concurrent enrollment program. Sometimes referred to as "dual enrollment" or "dual credit," concurrent enrollment is the subset of dual enrollment courses taught by college-approved high school teachers in a secondary environment. UHS enables qualified high school students to earn college credit for approved courses offered in their own school. Students who register with Farmingdale State College (FSC) and successfully complete a course will be eligible to earn undergraduate college credits. Credits will be recorded on an official Farmingdale transcript and can be used to pursue a degree at Farmingdale or transferred to another institution. All UHS courses offered through UHS are in the FSC College Catalog.

FSC helps bridge the gap between high school and college. UHS Primary Contacts are high school administrators or instructors who serve as the primary liaison to the UHS Office. UHS instructors are FSC-approved high school teachers who teach UHS courses. UHS faculty liaisons are FSC faculty who are subject matter experts that provide UHS instructors with training and professional development, and conduct site visits to high schools.

NACEP Accreditation

Farmingdale State College (FSC) was awarded National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation for the University in the High School (UHS) program in May 2020 and reaccreditation in May of 2026. FSC is the only four-year SUNY institution with this distinction. NACEP accreditation is valid for five years for initial programs and seven years for a re-accredited program. FSC is required to submit an annual report to NACEP to confirm adherence to the NACEP Standards.

FSC faculty members are essential to the success of UHS, and to NACEP accreditation.

At the heart of NACEP's standards is a belief that regular college faculty bear primary responsibility for ensuring that concurrent enrollment course content, assessments, and expectations are of comparable quality, and that institutions must provide adequate resources to support faculty in fulfilling this responsibility (NACEP Accreditation Guide V6, p. 3).

There are 16 NACEP accreditation standards, many of which cannot be met without faculty liaison support and participation. This Handbook lists and describes faculty liaison responsibilities, which also support NACEP accreditation standards.

Faculty Liaison Responsibilities

Faculty liaisons are appointed by their academic department to oversee and support UHS courses. They are subject experts in the disciplines they oversee. Liaisons are responsible for ensuring that UHS course content, assessments, and expectations are of comparable quality to FSC on-campus courses. Liaisons must communicate with UHS instructors, the UHS Office, and their home academic department. Faculty liaisons:

- Initially meet with UHS leadership for Faculty Liaison Training (see Appendix A for sample agenda).
- May, in collaboration with their FSC academic department chair, evaluate high school teachers' credentials for approval of new UHS courses/instructors.
- Independently submit extra service requests (UP8) in a timely fashion, upon receipt of the assignment.
- Host UHS Instructor Course-Specific Training.
- Share syllabi and other resources with UHS instructors.
- Schedule and conduct site visits to high schools.
- Review examples of assessments and student work.
- Have an understanding of commonly used technology, especially video conference technology (i.e., Google Meet, Microsoft Teams).
- Communicate with UHS instructors, including following up via email when needed.
- Provide UHS instructors with annual discipline-specific professional development (PD).
- Submit reports, syllabi, and/or other supporting materials to the UHS Office by the deadline.
- Alert UHS Office to any problems with UHS courses.
- Maintain communications with the UHS Office.

UHS Instructors

High school teachers who wish to become UHS instructors must be approved by the FSC academic department that hosts the course, and must meet the minimum qualifications for instructors teaching the course on-campus. Interested teachers must apply via the application link, and upload a resume, and supporting materials (i.e., transcripts) that show that the applicant meets the minimum credentials required for the discipline.

Every year, the UHS Office requests that FSC academic department Chairs/Deans confirm or revise the minimum acceptable credentials needed to teach, and UHS publishes the language that the FSC academic department provides to the UHS Office. **FSC academic departments may not change the minimum credentials mid-year.** FSC academic departments must adhere to their own minimum credentials and provide justification if a teacher is denied. If an FSC academic department denies a prospective high school teacher without justification, UHS leadership will appeal to the FSC Provost's Office.

UHS instructors must acknowledge their responsibilities, as listed and described in the Partnership Agreement, UHS Administrator & Instructor Handbook, and below:

- Submit an updated syllabus to the Primary Contact for each course taught in the academic year.
- Follow the syllabus as approved by the FSC academic department, including: learning outcomes, content and rigor requirements, grading/assessment criteria, etc.
- Review the syllabus (including course requirements) with students.
- Submit grades 72 hours after the last day of the course.
- Attend a mandatory New Instructor Course Training hosted by FSC faculty liaisons, as applicable.
- Attend a mandatory New Instructor Administrative Orientation with UHS Office staff, as applicable.
- Attend one annual discipline-specific professional development (PD) event, hosted or approved by FSC.
- Schedule and participate with FSC faculty liaisons for site visits.
- Provide faculty liaisons with course-related materials at their request, including: syllabi, assessment instruments (tests/quizzes), examples of graded student work, etc.

UHS Instructor's Extended Absence

If a UHS instructor will be out for extended leave or illness, the UHS Office must be notified immediately. The substitute teacher must submit their resume for approval. As is regular practice, if the resume meets the minimum credentials as posted on the UHS webpage, the UHS Office will forward the resume to the FSC academic department/faculty liaison for approval. If the substitute teacher is approved, they must complete New Instructor Orientation and Course-Specific Training as quickly as possible. They must teach the course as it was approved. A faculty liaison may conduct a site visit, depending on when the change occurs.

Instructor Course-Specific Training

Faculty liaisons provide new UHS instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the start of the course. Veteran instructors who have been approved for new/additional courses must also attend Course-Specific Training ("Training"). Training takes place prior to the start of the academic year. The UHS Office will send faculty liaisons a list of the new UHS instructors for the upcoming academic year, and include the number of Training meetings needed in the extra service assignment. Faculty liaisons must submit a Course-Specific Training coversheet form for every Training meeting hosted (see Appendix B).

The UHS Office monitors attendance at course-specific training(s) and contacts UHS instructor(s) who missed the training(s). UHS leadership and the faculty liaison(s) will determine how/when the missed training may be made up.

Syllabi & Textbooks

All UHS courses offered through UHS are FSC cataloged courses with the same departmental designations, course descriptions, numbers, titles, and credits. Course requirements and curriculum for a UHS course are equivalent to curriculum for the course taught on the FSC campus. Instructor qualifications, syllabi, assignments, textbooks, exams, and grading requirements are also equivalent. Any differences in curriculum are due to the high school having more seat time to either prep, and/or cover content beyond what is covered on-campus. UHS instructors work with faculty liaisons to ensure syllabus alignment, and adoption of appropriate textbooks and materials.

Site Visits

Faculty liaisons will conduct site visits to connect with UHS instructors, and observe course content and student discourse and rapport. Site visits are one way to help ensure that UHS courses are equivalent to FSC on-campus courses. New, first-year UHS instructors are visited in their first semester of teaching. The UHS Office tracks all UHS course sections, and collaborates very closely with FSC academic chairs to administer faculty liaison site visit assignments. In instances when a new, first-year instructor cannot or is not visited in their first semester, the UHS Office works closely with the faculty liaison and high school to identify and coordinate a day/time for a visit as soon as possible.

UHS operates on a 5-year site visitation schedule. Every UHS instructor will be visited at least once (for each course they teach) every five years. Faculty liaisons complete a site visit form for every course section they visit (see Appendix C).

If/when a faculty liaison reports a problem with a UHS course, a meeting is scheduled with UHS leadership and the faculty liaison and/or department chair to discuss the area of concern and develop a plan to address the issue and monitor the course. UHS leadership will notify the UHS Primary Contact, and request a meeting to discuss the course and the remedial plan.

Travel

Faculty liaisons may wish to request a state vehicle for site visits, or take a personal vehicle and submit for mileage reimbursement. Both processes require the proper authorizations from a supervisor and area vice president, or designees. Prior to traveling, you must submit a travel authorization form with justification of the need. The UHS Office does not process travel requests. Follow the policies and procedures that are found on the [FSC Travel webpage \(aries.farmingdale.edu/travel\)](https://aries.farmingdale.edu/travel).

Professional Development

All UHS instructors must participate in annual discipline-specific professional development (PD). The purpose of annual PD is to encourage ongoing collegial interaction to enhance instructors' pedagogy and breadth of knowledge in the discipline. Faculty liaisons are responsible for offering PD to UHS instructors.

FSC offers a variety of PD, across disciplines, and in different formats, such as on-campus events, webinars, and small group meetings. It is at the faculty liaison's discretion to determine what is appropriate PD for their UHS instructors. Occasionally, regional professional meetings or other events not sponsored by FSC are appropriate; however, all PD must be approved by the FSC academic departments. The UHS Office tracks PD participation, and sends periodic reminders to UHS Primary Contacts. Please see Policies section below for information about non-compliance for non-participation in annual discipline-specific PD.

Extra Service

Faculty Liaisons must submit an extra service request via [Interview Exchange \(interviewexchange.com\)](https://interviewexchange.com) **prior to any work being done.**

Extra service requests must be submitted on a semester basis, and/or when the need for UHS-related extra service arises.

Every semester, the UHS Office will provide faculty liaisons with:

- Step-by-step instructions for filling out the extra service request "UP8" form in Interview Exchange
- UHS ES form (see Appendix)
- List of UHS course sections that are due site visits
- List of new course trainings needed

The process is as follows:

- UHS Office sends all of the above to the faculty liaison.
- The faculty liaison must log into Interview Exchange and initiate the extra service request by filling out the UP8 form and uploading the UHS ES form (describing the extra service activities).
- The UP8 is routed for approvals.
- Once the UP8 is approved by all necessary parties, the UHS Office will send contact information for the UHS instructors/Primary Contacts.
- The faculty liaison can begin the extra service.
- The faculty liaison submits all site visit forms, Course-Training forms, and supporting documentation (i.e., syllabi, agendas, assessments, etc.) to the UHS Office.
- UHS leadership approves the payment.

As per [SUNY Extra Service policy \(farmingdale.edu/policies/?pid=214289\)](https://farmingdale.edu/policies/?pid=214289), extra service should only be used for an employee when the work to be performed by the employee is: 1) performed entirely outside an employee's normal work day/shift, and 2) substantially different from an individual's professional work obligation as defined by the employee's performance program, and 3) must not interfere with the employee's regular responsibilities. Additionally, SUNY Policy states that compensation for Extra Service is not to exceed an amount equal to twenty (20) percent of an employee's base annual salary in a fiscal (calendar) year beginning July 1 or academic year beginning September 1, as appropriate.

Advisory Board

The UHS Advisory Board is a small group consisting of high school Primary Contacts, UHS Instructors, and Faculty Liaisons. The purpose of the Advisory Board is to collaborate with UHS leaders to

- Determine the needs for new and/or current policies and practices.
- Provide information and feedback that will help update, modify, expand and improve the quality of the program.
- Review and discuss program initiatives.

Contact the UHS Office if you are interested in volunteering to serve on the Advisory Board.

Policies

FERPA

In accordance with the provisions of the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g; 34 CFR Part 99), FSC has adopted regulations to protect the privacy rights of its students, available at <https://www.farmingdale.edu/registrar/ferpa.shtml>. Copies of this statement as well as the law are available upon request in the FSC Office of the Registrar.

Non-Compete

A UHS instructor may only offer their course through one higher education institution for college credit. In other words, the UHS course may only be offered for credit through FSC, and not any other college/university. This complies with SUNY and NACEP accreditation requirements.

Non-Compliance

Non-participation in annual discipline-specific professional development

UHS instructors must participate in annual discipline-specific professional development (PD). Failure to participate will result in an e-mail stating the non-compliance, with the Primary Contact. The instructor must complete PD the following year. Should the instructor fail to complete PD the following year, they, along with the Primary Contact, must meet with UHS leadership to review the Partnership Agreement, which includes UHS Instructor responsibilities. If the instructor and Primary Contact do not agree to the terms, the instructors' status will be changed to non-active in the UHS database. If they wish to resume teaching in the future, they must re-apply.

Failure to fulfill UHS Administrator and/or Instructor Responsibilities

UHS retains the right to revoke an approval of a high school to offer a UHS course and/or of a teacher to teach a UHS course. UHS may revoke an approval if the terms of the Partnership Agreement are not met.

Prerequisites

University in the High School (UHS) courses are college courses; therefore, all FSC course prerequisites apply. Students will not be registered for UHS courses without verification that they have met the prerequisite requirement(s). See [UHS Pre-Requisite Guide \(https://www.farmingdale.edu/university-in-the-high-school/prerequisite_guide.shtml\)](https://www.farmingdale.edu/university-in-the-high-school/prerequisite_guide.shtml) for information about prerequisite procedures.

Grade Differences

It is possible for the high school grade and the UHS grade to differ. UHS grades must follow the standards of the FSC academic department offering the credit. For example, the UHS grade may reflect how the FSC academic department weighs the mid-term and final exams, papers, or projects as a percentage of a student's overall course grade. If there are circumstances that warrant two different grades, the high school grade should appear on the high school transcript and the UHS grade should be entered into the FSC system. The UHS grade will appear on the students' official FSC transcript. High school transcripts must have the concurrent enrollment class listed.

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UNIVERSITY IN THE HIGH SCHOOL NEW FACULTY LIAISON TRAINING AGENDA Dates scheduled as needed

Role of the FSC Faculty Liaison, including responsibilities related to:

- Reviewing high school teacher resumes and syllabi
- Providing UHS Office and UHS instructors with syllabi
- Approving & training new UHS instructors
- Site visits
- Hosting professional development for UHS instructors
- Communicating with the UHS Office

NACEP Accreditation, including relevant standards and required evidence

- Review NACEP Standards C2, C3, A1, F1, F2, F3

Requests for extra service (done on a semester basis)

- Approved funding model
- Interview Exchange
 - ◊ UP8
 - ◊ Supporting documentation (“UHS ES Form”)
 - ◊ Routing for approval
- Documentation needed (by deadline) to receive payment:
 - ◊ New Instructor Course Training form(s)
 - ◊ Hosting live events, and sharing agendas, slides, and/or other documentation of PD events
 - ◊ Site Visit Report forms

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University in the High School Course-Specific Training

FSC Department & Course: _____

Name(s) of UHS Instructor(s) *(Attach additional pages if necessary):* _____

Format: ☒ Virtual meeting ☐ In-person meeting ☐ Other: _____

Date: _____

Topics Covered:

- ☐ Role of the FSC Faculty Liaison: Site Visits and Professional Development
- ☐ Syllabus/Course objectives/learning outcomes/required topics
- ☐ Academic philosophy/pedagogy for the course
- ☐ Prerequisites, required skills
- ☐ Class materials/resources, including those available through the College (i.e., textbooks, software, laboratory manuals/equipment, etc.)
- ☐ Expectations for exams, assignments, and assessments (i.e., sharing examples, discussing required assessments, reviewing the rigor/level of assessments)
- ☐ Grading standards (i.e., weighting of assessments within course grade, sharing of rubrics and/or graded student work, discussion of any allowable use of partial or extra credit or revisions)

Additional Comments/Summary: *(Attach additional pages if necessary)*

Supporting Materials:

- ☐ Agenda
- ☐ Sign-In Sheet/Attendance Report
- ☐ Materials Used (handouts, PowerPoint, etc.)
- ☐ Surveys

Faculty Liaison Signature: _____ **Date:** _____

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University in the High School Site Visit Report

Concurrent Enrollment Instructor: _____

High School: _____

Concurrent Enrollment Course(s): _____

FSC Faculty Liaison: _____

Date: _____

Check all that apply from the visit:

- | | |
|---|---|
| ☐ Observed student discourse and rapport

☐ Discussed progress of the class with the instructor

☐ Reviewed examples of assessment instruments

☐ Other (i.e. guest lectured, provided professional development, or other discussion topics): | ☐ Discussed grading of student work with instructor

☐ Discussed how learning objectives are being met

☐ Reviewed samples of student work |
|---|---|

Is the UHS instructor using an approved textbook or course materials? (i.e. online materials, open educational resources, etc.) ☐ Yes ☒ No

Is the UHS instructor following an approved course syllabus? ☐ Yes ☒ No

Are you satisfied that the curriculum is being delivered successfully in the class? ☐ Yes ☒ No

If you respond NO to any of the above, please provide specific reasons why and the steps the instructor can take to improve the UHS course in the Faculty Liaison Feedback section on the reverse side.

Faculty Liaison Signature: _____ Date: _____

Did you discuss/share your feedback with the UHS Instructor? ☐ Yes ☒ No

If No, would you like UHS to share a copy on your behalf? ☐ Yes ☒ No

This report is for the sole purpose of maintaining the alignment of UHS concurrent enrollment courses with those taught at FSC. It is not intended as a teacher evaluation, and is not shared with school districts or administrators.

Comments (e.g., topics covered, class learning activities, etc.):

Faculty Liaison Feedback (suggestions shared with instructor, etc.):

Suggestions for Future Professional Development:

Other Comments:

Please attach additional comments/supporting documents as necessary.

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