

2022

UNIVERSITY IN THE HIGH SCHOOL

FACULTY LIAISON HANDBOOK
2022-2023

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FACULTY LIAISON HANDBOOK

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FSC | **UNIVERSITY IN THE HIGH SCHOOL**

Dear Farmingdale State College Faculty Liaisons:

Welcome to the Farmingdale State College University in the High School Program (UHS). UHS allows students to earn college credit, at reduced tuition, 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 the UHS Program and high school instructors, principals, school counselors and the academic departments at FSC.

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 in the NYC metropolitan region. Over 6,600 students received FSC college credit through UHS in the 2021-22 school year.

Farmingdale State College (FSC) was awarded accreditation by the National Alliance of Concurrent Enrollment Partnerships (NACEP) in May 2020. 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.
- Opportunity to engage with potential students.

Please contact the office at UHSOffice@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.

Department of College-High School Programs Staff

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Assistant Dean

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Assistant Director

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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 either pursue a degree at Farmingdale or a transcript can be sent to any other college the student wishes to attend. All UHS courses offered through UHS are FSC cataloged courses.

FSC helps bridge the gap between high school and college-level study. By providing the UHS program to high school students, we allow students to take college-level course work while attending high school. 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 Partnership (NACEP) accreditation for the University in the High School (UHS) program in May 2020. 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. 2).

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 Role & Responsibilities

Faculty liaisons are appointed by their academic department to oversee 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)
- Along with their FSC academic department chair, evaluate high school teachers' credentials for approval of new UHS courses/instructors

-
- Submit extra service requests for payment in a timely fashion, upon receipt of the assignment
 - Host UHS Instructor Course-Specific Training
 - Share syllabi and other resources with UHS instructors
 - Conduct site visits to high schools
 - Review examples of assessments and student work
 - Encourage communication and/or hold individual meetings as needed with UHS instructors
 - 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. 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. The deadline to apply is February 1st. Submissions will not be entertained after the deadline, unless there is an extenuating circumstance that prevented the high school from meeting the deadline. In that case, an Extenuating Circumstances Appeal form may be submitted along with the resume and supporting materials for consideration.

The required credentials needed to teach UHS courses are consistent with the credentials needed to teach as an adjunct on-campus. Some departments require a master's degree in the discipline (e.g., the sciences, such as biology). Other departments look for specific coursework taken at both the undergraduate and graduate level, and/or recent professional experience. Refer to the webpage UHS Instructor Credentials by Discipline for a list of the minimum UHS credentials by discipline.

UHS instructors must acknowledge their Role & Responsibilities, as listed and described in the UHS Administrator & Instructor Handbook (and below):

- Attend a mandatory UHS New Instructor Administrative Orientation with UHS Office staff
- Attend a mandatory New Instructor Course Training hosted by FSC faculty liaisons
- Attend one annual discipline-specific professional development (PD) event
- 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
- Coordinate with faculty liaisons to schedule and participate in site visits
- Provide faculty liaisons with course-related materials at their request, including: syllabi, assessment instruments (tests/quizzes), examples of graded student work, etc.
- Create and foster a collegiate learning environment in the classroom, and distribute and review the UHS Student Handbook and other UHS-provided advisement materials to/with students
- Distribute registration information and links upon receipt
- Confirm course roster(s) and respond to UHS Office by the deadline
- Communicate as soon as possible when students leave the course
- Submit grades through the online system by the deadline
- Share End-of-Term course evaluation survey links and reminders with students
- Read and respond, when appropriate, to communications from the UHS Office in a timely fashion

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 the semester 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 semester, and include the # of Training meetings needed in the extra service assignment. Faculty liaisons are responsible for contacting new instructors and scheduling a mutually agreeable time for a meeting(s). Faculty liaisons must submit a Course-Specific Training coversheet form for every Training meeting you host. See Appendix A.

UHS instructors who miss the Course-Specific Training must contact the UHS Office. 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 is the same as curriculum for the course taught on the FSC campus. Instructor qualifications, syllabi, assignments, textbooks, exams and grading requirements are also equivalent. 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 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 B).

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 travelling, 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 (<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) **prior to any work being done.**

Extra service requests must be submitted on a semester basis.

- 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 UHS instructors (for Course Training), if applicable

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., agendas, assessments, etc., etc.) to the UHS Office
- UHS leadership approves the payment

As per SUNY Extra Service policy (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.

Compensation

Site Visits

In 2015-16, Deans Council approved a funding model for UHS faculty liaison extra service for site visits to UHS course sections. Faculty members who agree to perform extra service as UHS faculty liaisons and conduct site visits are eligible to receive a flat \$575 stipend once/academic year plus \$115 for each unique course section they visit in the high school(s).

Professional Development and Training

Compensation amounts for training and professional development meetings, events, and webinars are determined by consulting with FSC chairpersons and faculty members to estimate the number of hours the work will take. Hourly rates are used to determine appropriate amounts. Typically, faculty liaisons receive \$575 for producing, hosting, and recording one PD webinar/event, and \$275 for hosting one course-specific training.

Additional Benefits

In addition to earning extra service compensation, there are other benefits to participating in UHS:

- 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.
- Opportunity to engage with potential students.

Advisory Board

The purpose of the Advisory Board is to collaborate with UHS leaders to

- Determine the needs for new and/or current 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 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

Courses are only offered through one higher education institution for college credit. In other words, the course being offered can only be offered for concurrent enrollment credit at FSC. 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 a non-compliance letter being sent to the instructor at the end of the academic year. The instructor must attend PD the following year. Should the instructor fail to participate, they, along with a high school administrator, must attend the annual UHS Administrative Orientation (held annually in late May) or meet with UHS leadership to review and sign an agreement to the UHS Instructor Role & Responsibilities. A faculty liaison will conduct a site visit or meeting the following semester.

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 for the following reasons:

- Repeated inaction on the part of the UHS Primary Contact and/or UHS instructor to comply with their respective Role and Responsibilities as stated on p. 6.
- Repeated lack of cooperation and communication with UHS Office and/or UHS faculty liaisons.

Reasons to revoke an approval are managed by the UHS Office. Extenuating circumstances are taken into consideration. Concerns must be documented by UHS Office staff and/or the UHS faculty liaison(s). The Principal at the high school will be notified of the concerns. When practical, a remedial plan will be developed with input from appropriate stakeholders, which may include high school administrators and UHS faculty liaisons, to avoid revoking approval. The process seeks to balance the welfare of the students and the professional integrity of all personnel involved, as well as the academic integrity of the UHS Program.

No Retroactive Credit

FSC does not allow retroactive credit. Students must understand that if they do not register online for all UHS courses they wish to receive credit for by the posted deadlines, they will not receive FSC credit. Students are unable to receive retroactive credit for a course.

Pre-Requisites

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



**University in the High School
New Faculty Liaison Training Agenda
Dates TBA; 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
 - Deliverables needed (by deadline) to receive payment:
 - Site Visit Report forms
 - Hosting live events, and sharing agendas, slides, and/or other documentation of PD events
 - New Instructor Course Training form(s)



University in the High School New Instructor Training

Faculty Liaisons: Complete the following coversheet each time you offer a course-specific training. Email a copy of this document, along with the required supporting materials to Laura McMullin (mcmulll@farmingdale.edu) and Patty McCormick (mccormvp@farmingdale.edu).

Term/Year: Fall/Year/Spring _____

FSC Department: _____

Course Code and Name: _____

Names of New UHS Instructor(s) (*Attach additional pages if necessary*):

Format (*Indicate all that apply*):

Webinar _____ Meeting _____

Other: _____

Date: _____

Topics Covered:

- _____ Role of the FSC Faculty Liaison, Site Visits
- _____ 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:

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

Faculty Liaison Signature: _____

Date: _____



**University in the High School
2021-22 Site Visit Report**

Concurrent Enrollment Instructor: _____

High School: _____

Concurrent Enrollment Course(s): _____

FSC Faculty Liaison: _____

Date: _____

Check all that apply from the visit:

- | | |
|--|--|
| <input type="checkbox"/> Reviewed course in new platform | <input type="checkbox"/> Discussed grading of student work with instructor |
| <input type="checkbox"/> Discussed progress of the class with the instructor | <input type="checkbox"/> Discussed how learning objectives are being met in the new format |
| <input type="checkbox"/> Reviewed examples of assessment instruments | <input type="checkbox"/> Reviewed samples of student work |
| <input type="checkbox"/> Other (i.e. other discussion topics):
_____ | |

Is the UHS instructor using an approved textbook?	<input type="radio"/> No	<input checked="" type="radio"/> Yes
Is the UHS instructor following an approved course syllabus?	<input type="radio"/> No	<input checked="" type="radio"/> Yes
Are you satisfied that the curriculum is being delivered successfully in the class?	<input type="radio"/> No	<input checked="" type="radio"/> Yes

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?	<input type="radio"/> No	<input type="radio"/> Yes
If No, would you like UHS to share a copy on your behalf?	<input type="radio"/> No	<input type="radio"/> Yes

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.

Farmingdale State College

State University of New York

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