December 1, 2014

NACEP Accreditation Application

Standard A1
Standard A2
Standard A3
Standard C2

I, Laurie Russell, PhD, faculty liaison for the Department of Biology at Saint Louis University, affirm that 1818 ACC high school adjunct instructors delivering courses for the Biology Department meet the following NACEP standards:

A1. 1818 ACC “students are held to the same standards of achievement as those expected of students on campus.” As departmental liaison and program director, I assure compliance in several ways.

- I provide sample course syllabi to prospective high school liaisons for guidance in their syllabus preparation.
- I review prospective instructors’ syllabi thoroughly prior to approval as a high school adjunct instructor, making recommendations for adjustment as necessary.
- I collect and review veteran instructors’ syllabi annually.
- I provide sample exam questions, a list of key concepts, and copies of past exams to all new and veteran high school adjunct instructors.
- I visit high school adjuncts’ classrooms and labs, and alert 1818 ACC Program leadership if I observe irregularities.
- I inform high school adjuncts of any departmental curricular changes in a timely way.

A2. 1818 ACC “students are held to the same grading standards as those expected of students in on-campus sections.” The Biology Department does not follow a departmental grading standard. Rather it utilizes the broad guidelines of the College of Arts & Sciences. Individual instructors both on and off campus have the freedom to determine their own specific grading scale within that framework, with the expectation that 25% of the student’s grade come from Labs. On-campus BIOL 104/106 instructors meet annually to review the grading scale and weight of each type of assessment included in the grade, and adjustments to the weight each of type of assessment are made periodically at the discretion of the instructors teaching the course. High
school instructors are afforded the same latitude as on-campus instructors in determining the appropriate weight of each type of assessment used.

A3, 1818 ACC: "Students are assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students on campus. The department allows considerable latitude among both on-campus and high school instructors regarding the number and types of assessments used. Within that latitude, high school adjuncts are expected to base 25% of the student’s grade on Labs. The Biology Department does not mandate the order in which topics or concepts are covered throughout Biology 104 and 106, so the schedule for testing over specific concepts may vary by instructor. However, high school instructors are expected to cover key concepts communicated to them by the Biology liaison, and are required to utilize a set of standard questions either in final, mid-term or unit exams. High school adjuncts submit assessment samples to me annually. I review these assessments to verify that key concepts are being taught and assessed effectively."

C2 Saint Louis University courses offered through 1818 ACC "reflect the pedagogical, theoretical, and philosophical orientation of the Biology Department of Saint Louis University. I help assure that compliance in the following ways:

- Facilitating collaboration between campus instructors of BIOL 104/106, as well as among high school adjuncts for these courses has resulted in common expectations for all students enrolling in these two entry level, Biology major courses.
- Facilitating annual summer New Instructor Orientation and Veteran Pre-Service training allows for a time to communicate departmental goals and objectives.
- Annual Biology Day provides the opportunity for collaboration on exam questions, test design, departmental assessment and Biology curriculum and instruction. The Biology Department encourages high school adjuncts to attend annual professional development. The 1818 ACC Program requires that instructors attend professional development at least once every three years to remain an active instructor and to continue teaching in the 1818 ACC Program.
- Site visits allow me to evaluate college instruction occurring at the high school sites, and compare its rigor to on-campus sections.
- Site visits allow me to observe the teaching and learning environment at the high school sites, and compare them to the physical environment of campus, e.g. lab facilities, computer access, video capabilities, interactive opportunities, field opportunities, etc.
- Site visits allow me to discuss with high school adjuncts their frustrations with constraints placed on them inherent with their being in high school, and allow for our brainstorming solutions.
- Site visits alert me to situations that may need to be addressed with high school administrations. I bring these types of issues to the 1818 ACC Program Director, who advocates for needed support systems for high school adjunct instructors and 1818 ACC courses in schools, including possible replacement of ineffective high school adjunct instructors.
- Telephone contact information is made available to all Biology instructors through the 1818 ACC Program office."
• Email contact information is publicly available on the 1818 ACC Program web site (1818.slu.edu).
• A Biology listserv allows me to communicate pertinent campus opportunities to high school adjuncts.

Sincerely,

[Laurie K. Russell, Ph.D.]
Associate Professor
Department of Biology
Saint Louis University

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