I, Charles C. Kirkpatrick, PhD, faculty liaison for the Department of Chemistry at Saint Louis University affirm that 1818 ACC high school adjunct instructors delivering courses for the Chemistry 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 make a concepts/topics guideline for CHEM 163 and 164 available on the Chemistry 1818 Resource Page web page.
- 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 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 Chemistry Department of Saint Louis University follows the College of Arts & Sciences broad grading guidelines, and does not have its own departmental grading scale. At times campus professors and instructors teaching different sections of the same courses collaborate on grading scales; other times they do not. Because of the variances in labs and facilities, 1818 ACC Chemistry sections calendars may vary, with some topics being covered in the fall semester at some schools; spring at others. To encourage consistency in grading a document describing grading standards is distributed and discussed at the New Instructor and Pre-service training days (Attachment 1).

To measure the consistency of instruction the 1818 ACC Chemistry instructors have been asked to utilize a set of designated questions across CHEM 163 & 164 on either final, mid-term or unit exams. Approximately 500 campus students will have answered those same questions on mid-term or final exams. The fraction of students correctly answering the
questions at SLU and at the high schools will be compiled annually and shared with the high school instructors in order to enhance delivery of consistent courses at all sites.

**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. Because of the variance in laboratory facilities, 1818 ACC instructors have the discretion of establishing their own grading scales, and the weight awarded to papers, quizzes, labs and exams. Within that latitude, high school adjuncts are expected to include the Chemistry Department’s key concepts questions and submit their students’ results on each question, per directions on the Chemistry 1818 Resource Page web page.

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

- Summer New Instructor Orientation and Veteran Pre-Service training allow me the opportunity to communicate departmental goals to the high school adjunct instructors.
- The Chemistry 1818 Resource Page outlines course information for CHEM 163 and 164, my contact information, and information on both student assessment and assessment reporting guidelines, along with contact information for all 1818 ACC Program Chemistry high school adjunct instructors.
- The annual Chemistry/Physics Day professional development workshop for high school adjuncts provides the opportunity for me to present the newest thinking in Chemistry. Because so many 1818 ACC Chemistry instructors also teach 1818 ACC Physics classes, the two departments have begun holding a joint professional development day with Physics in the morning, Chemistry in the afternoon, and a joint collegial lunch. The 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. Chemistry lab facilities, video capabilities, interactive opportunities, computer access, 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.
• Telephone contact information is made available to all Chemistry instructors
  through the 1818 ACC Program office.
• Email contact information is publicly available on the 1818 ACC Program web site
  (1818.slu.edu), as well as the Chemistry 1818 Resource Page
• A Chemistry adjuncts listserv allows me to contact all Chemistry adjuncts about
  pertinent events on campus.

Charles C. Kirkpatrick, PhD
Associate Professor of Chemistry
November 29, 2014
Attachment 1: Grading Standards for 1818 Chemistry

1818 sites are not required to utilize the same point distribution for determining course grades as in the SLU course. Differences in testing frequency and the time available for testing makes it unreasonable to expect the 1818 sites to perform testing exactly as it is done on the SLU campus.

1818 site are asked to follow these guidelines for determining course grades:

1. Course homework should not be a significant part of the course grade. The SLU courses give no credit for homework. 1818 sites are asked to keep the maximum homework credit at 10% of the total grade.

2. No credit should be given for “extra” work. No retakes of tests to earn high scores should be allowed. These events may be allowed in the course and may be included in the high school letter grade, but should not be included in the SLU letter grade (see item 4).

3. SLU is able to give tests over multiple chapters (three per semester) because of the 90 minute testing periods in the evenings. 1818 instructors are asked to give tests that span across chapter boundaries that are appropriate for the time available in their regular class periods. Since the 1818 sites do not have 90 minute class periods, it is common for them to schedule more than three tests in a semester.

4. The definitions of SLU grades (as provided by the College of Arts & Sciences) is distributed to 1818 instructors. Since letter grades on this scale may not have the same interpretation and may not be based on the same standards and practices as those at the high schools (see item 2), 1818 instructors may choose to assign different letter grades to the high school and to the SLU class.