I, Anne Stiles, PhD, faculty liaison for the Department of English at Saint Louis University, affirm that 1818 ACC high school adjunct instructors delivering courses for the English 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, I assure compliance in several ways.

- I provide sample course syllabi to prospective high school liaisons for guidance in their syllabus preparation, available both through the 1818 ACC Program office, and directly through the 1818english.com web site.
- I maintain the 1818english.com web site which contains departmental news; significant documents such as general course expectations, rubrics, grading guidelines, sample syllabi, and past programs and presentations; a departmental calendar; and contact information.
- I inform high school adjuncts of any departmental curricular changes in a timely way. Over the past two years high school adjuncts have been informed and engaged in on-going conversations regarding changes in 100 and 200 level course through presentations at summer orientation, summer pre-service training, and annual English Colloquium. Undergraduate curriculum changes are being implemented on campus and by early high school adopters during the 2014-2015 academic year, with full adoption in 2015-2016.
- 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.
- During site visits and classroom observations, I have the opportunity to determine whether the syllabi are being implemented appropriately.

A2, 1818 ACC “students are held to the same grading standards as those expected of students in on-campus sections.” The English Department utilizes a standardized departmental grading scale which is communicated to campus department members as well as high school adjuncts at the beginning of each semester. Copy of the
text is included. To help ensure the standardization of grades across campus sections and high school sections, the department has conducted several norming sessions for determining a common writing rubric. My experience has been that high school adjuncts have been somewhat more rigorous in their evaluations than the campus professors and instructors in assessing campus students’ work. The department has plans to implement norming sessions across high school campus sections of 100 and 200 level courses in the near future. Departmental grade guidelines and the departmental writing rubric are attached with this document.

A3, 1818 ACC “students are assessed using the same methods (e.g., papers, portfolios, quizzes, PowerPoint presentations, 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 assign a minimum of 12 pages (3,750 words) of formal and informal graded prose for students’ final grades in all 200-level English courses. In 100-level courses, high school adjuncts must assign a minimum of 25 pages of formal and informal graded prose. The English Department does not implement a departmental requirement of a final exam. The standard of minimum page requirements, along with the required use of the departmental grading rubric for prose helps assure common rigor across sections of 100 and 200 level English courses whether on campus or in the high schools.

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

- Discussion of the department’s common course goals at summer orientation, summer pre-service training, and English Colloquium annually gives new instructors directions, reminds all instructors of expectations, and provides veterans with affirmation of their meeting or exceeding departmental standards.
- Summer New Instructor Orientation and Veteran Pre-Service training allow me the opportunity to communicate departmental goals to the high school adjunct instructors.
- The 1818 ACC English web site 1818english.com provides sample syllabi from campus professors and instructors, as well as high school adjunct instructors. High school adjuncts are free to borrow ideas at will.
- The annual English Colloquium provides an opportunity for high school adjuncts to see presentations on cutting edge English instruction, delivered by both University faculty and fellow high school adjuncts. The English 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. computer access, technology capabilities, writing lab facilities, video capabilities, interactive opportunities, etc.
- Site visits allow me to discuss with high school adjuncts their frustrations with constraints placed on them inherent in their being in high school, and allow for the opportunity to brainstorm 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.
• Contact information by phone is made available to all English instructors through the 1818 ACC Program office.
• Email contact information is publicly available on the 1818 ACC Program web site (1818.slu.edu).
• Emails go to all high school adjuncts through an 1818 ACC English listserv regarding topics of interest (plays, lectures, book signings, readings, etc.) that occur on campus.

Sincerely,

[Signature]

Anne Stiles
Associate Professor
Department of English
Saint Louis University
11/14/2014
I, Vincent Casaregola, PhD, faculty liaison for the Film Studies Program at Saint Louis University, affirm that 1818 ACC high school adjunct instructors delivering courses for the Film Studies 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, available both through the 1818 ACC Program office, and directly through email request to me.
- I maintain communication about the course through classroom visits, digital communications, and regular one on one and cohort meetings during the year to discuss significant documents such as general course expectations, rubrics, grading guidelines, sample syllabi, and past programs and presentations; a departmental calendar; and contact information.
- I inform high school adjuncts of any departmental curricular changes in a timely way. Over the past two years high school adjuncts have been informed and engaged in on-going conversations regarding changes in the 200 (2000) level course through presentations at summer orientation, summer pre-service training, and partnering with presentations at the annual English Colloquium. Undergraduate curriculum changes are being implemented on campus and by early high school adopters during the 2014-2015 academic year, with full adoption in 2015-2016. Note the old Film Studies Course (FSTD 270, that was the equivalent of English 270) has been changed. Its FSTD number remains 270, but it is now the equivalent of the new English 2750: Film, Culture, and Literature. Instructors have been briefed on this change, and in general, they welcome it.
- 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.
- During site visits and classroom observations, I have the opportunity to determine whether the syllabi are being implemented appropriately.

A2. 1818 ACC “students are held to the same grading standards as those expected of students in on-campus sections.” The English Department utilizes a standardized departmental grading scale which is communicated to campus department members as well as high school adjuncts at the beginning of each semester. Copy of the text is included. To help ensure the standardization of grades across campus sections and high school sections, the department has conducted several norming sessions for determining a common writing rubric. My experience has been that high school adjuncts have been somewhat more rigorous in their evaluations than the campus professors and instructors in assessing campus students’ work. The department has plans to implement norming sessions across high school campus sections of 100 and 200 level courses in the near future. Departmental grade guidelines and the departmental writing rubric are attached with this document. (The Film Studies course taught through 1818 is the same as the English 2750, and so it conforms to the same standards, since both are cross-listed versions of the same course.)

A3. 1818 ACC “students are assessed using the same methods (e.g., papers, portfolios, quizzes, PowerPoint presentations, 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 assign a minimum of 12 pages (3,750 words) of formal and informal graded prose for students’ final grades in all 200-level English courses (Now 2000-level). The standard of minimum page requirements, along with the required use of the departmental grading rubric for prose helps assure common rigor across sections of 100 and 200 level English courses whether on campus or in the high schools (Now 1000 and 2000 level).

C2 Saint Louis University courses offered through 1818 ACC “reflect the pedagogical, theoretical, and philosophical orientation of the Film Studies Program of Saint Louis University." I help assure that compliance in the following ways:
- Discussion of the common course goals at summer orientation, summer pre-service training, English Colloquium, and cohort meetings annually gives new instructors directions, and reminds all instructors of expectations, and provides veterans with affirmation of their meeting or exceeding departmental standards.
- Summer New Instructor Orientation and Veteran Pre-Service training allow me the opportunity to communicate program goals to the high school adjunct instructors.
- The annual English Colloquium (which includes a portion for the Film Studies courses) provides an opportunity for high school adjuncts to see presentations on the cutting edge English and Film Studies instruction, delivered by both University faculty and fellow high school adjuncts. The Film Studies Program 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.

- Cohort meetings and one-on-one meetings allow me to address questions regarding curriculum, grading, pedagogy, etc. and collaborate/share ideas and on-campus programming opportunities with high school instructors.
- 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. computer access, technology capabilities, writing lab facilities, video capabilities, interactive opportunities, etc. In at least one case, a high school’s film production capabilities far exceed those of the university.
- Site visits allow me to discuss with high school adjuncts their frustrations with constraints placed on them inherent in their being in high school, and allow for the opportunity to brainstorm 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.
- Contact information by phone is made available to all English instructors through the 1818 ACC Program office.
- Emails go to all high school adjuncts through an 1818 ACC English listserv regarding topics of interest (plays, lectures, book signings, readings, etc.) that occur on campus.

Sincerely,

Vincent Casaregola, Professor of English
Director of Film Studies
casarevg@slu.edu
314-330-2960