I. Theodore Vitali, C.P., department chair for the Department of Philosophy at Saint Louis University affirm that 1818 ACC high school adjunct instructors delivering courses for the Philosophy 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 department chair, I assure compliance in several ways.

- I provide sample course syllabi to prospective high school adjuncts for guidance in their syllabus preparation.
- I scrutinize prospective adjuncts’ academic records thoroughly to ensure adequate academic preparation for delivering Philosophy 105.
- 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 Philosophy Department of Saint Louis University follows the College of Arts & Sciences broad grading guidelines, and does not have its own departmental grading scale. Instructors may set their own grading policies within their respective courses. All syllabi contain the grading guidelines for the course.

**A3**, 1818 ACC “students are assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students on campus.” The Philosophy Department allows considerable latitude among both on-campus and high school instructors regarding the number and types of assessments used. Despite that latitude, all instructors expect students to write both long and short essays throughout the course. All instructors expect students to complete a final exam.
Saint Louis University courses offered through 1818 ACC “reflect the pedagogical, theoretical, and philosophical orientation” of the Philosophy Department of Saint Louis University. I help assure that compliance in the following ways:

- Our high school adjunct was included in orientation events and is invited to departmental activities arranged for campus adjuncts.
- For professional development, the Philosophy Department encourages our high school adjunct to attend all lectures and events scheduled on campus. The 1818 ACC Program requires instructors to 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 or a designated colleague to evaluate college instruction occurring at the high school sites, and compare its rigor to on-campus sections of Philosophy 105.
- Site visits allow me or a designated colleague 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, video capabilities, interactive opportunities, etc.
- Site visits allow me or a designated colleague to discuss with our high school adjunct his frustrations with constraints placed on him inherent in his being in high school, and allow for brainstorming solutions.
- Site visits alert me or a designated colleague to situations that may need to be addressed with high school administrations. I would bring these types of issues to the 1818 ACC Program Director, who would advocate for needed support systems for high school adjunct instructors and 1818 ACC courses in schools.
- Telephone contact information is made available to the Philosophy instructor through the 1818 ACC Program office.
- Email contact information is publicly available on the 1818 ACC Program web site (1818.slu.edu).

Theodore R. Vitali, C.P.
Chair
December 17, 2014