NACEP Accreditation Application

Standard A1
Standard A2
Standard A3
Standard C2

Vijai Dixit, PhD, faculty co-liaison with Martin Nikolo, PhD, for the Department of Physics at Saint Louis University affirm that 1818 ACC high school adjunct instructors delivering courses for the Physics 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 review the transcripts of prospective instructors to ascertain that their academic course work is appropriate to their delivering PHYS 122 and 124.
- I provide sample course syllabi to prospective high school adjuncts 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 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 Physics Department of Saint Louis University follows the College of Arts & Sciences broad grading guidelines, and does not have its own departmental grading scale. Rather, the department allows each professor and instructor on campus to determine his or her own particular grading framework, which most include in their syllabi. In an effort to ensure comparability of grades between campus sections and high school sections of Physics 122 and 124, my colleague and I offer sample syllabi to high school partners as models, review standards and practices during site visits, particularly if the visit can be during a lab session, require a key number of particular content questions be embedded in final exams, and collect representative samples of excellent, average, and less meritorious student work.
A3. 1818 ACC "students are assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students on campus." The Physics 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 include key questions on final exams for both Physics 122 and 124 from a bank of questions provided by the Physics Department. High school adjuncts then submit samples of student final exams to me at the end of each term.

C2 Saint Louis University courses offered through 1818 ACC "reflect the pedagogical, theoretical, and philosophical orientation" of the Physics 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 annual Chemistry/Physics Day professional development workshop for high school adjuncts provides the opportunity for me to present the newest thinking in Physics. Because so many 1818 ACC Physics instructors also teach 1818 ACC Chemistry 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 of Physics 122 and 124.
- 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, 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 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 Physics instructors through the 1818 ACC Program office.

• Email contact information is publicly available on the 1818 ACC Program web site (1818.slu.edu).

• I utilize a listserv of all 1818 ACC Physics adjunct instructors to alert them to relevant topics, presentations, and opportunities on campus.
NACEP Accreditation Application

Standard A1
Standard A2
Standard A3
Standard C2

I, Martin Nikolo, PhD, faculty co-liaison with Vijai Dixit, PhD, for the Department of Physics at Saint Louis University, affirm that 1818 ACC high school adjunct instructors delivering courses for the Physics 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.
- I review prospective instructors’ syllabi thoroughly prior to approval as a high school adjunct instructor, making recommendations for adjustment as necessary.
- While not requiring the use of my own textbook, I make mention of my published text as a model of course content. Certain of the 1818 ACC Program instructors utilize my textbook.
- I have implemented an informal mentoring system, pairing new adjunct instructors with highly competent veteran adjunct instructors.
- 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 Physics Department does not have a departmental grading scale, but rather broadly follows the College of Arts & Sciences grading guideline. In that vein, the department allows each professor and instructor on campus to determine his or her own particular grading framework, which most include in their syllabi. In an effort to ensure comparability of grades between campus sections and high school sections of Physics 122 and 124, I offer sample syllabi to high school partners as models, review standards and practices during site visits, particularly if the visit can be during a lab session, require a key number of
particular content questions be embedded in final exams, and collect representative samples of student work.

**A3** 1818 ACC “students are assessed using the same methods (e.g., exams, quizzes, labs, papers, 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 include key questions in final exams for both Physics 122 and 124 from a bank of questions provided by the Physics Department. High school adjuncts then submit samples of student final exams to me at the end of each term.

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- Site visits allow me to evaluate college instruction occurring at the high school sites, in both lecture and lab, and compare the 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, physics 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 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
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- Email contact information is publicly available on the 1818 ACC Program web site (1818.slu.edu).

Martin Nikolo, Ph.D.
Associate Professor of Physics
12-1-2014