



Partner Handbook

1818 Advanced College Credit Program

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Introduction

About Saint Louis University

Founded in 1818, [Saint Louis University](#) is one of the nation's oldest and most prestigious Catholic institutions. Rooted in Jesuit values and its pioneering history as the first university west of the Mississippi River, SLU offers nearly 13,000 students a rigorous, transformative education of the whole person. At the core of the University's diverse community of scholars is SLU's service-focused mission, which challenges and prepares students to make the world a better, more just place.

The mission of Saint Louis University (SLU) is the pursuit of truth for the greater glory of God and for the service of humanity. The University seeks excellence in the fulfillment of its corporate purposes of teaching, research, health care and service to the community.

SLU Institutional and 1818 Program Accreditations

[The Higher Learning Commission \(HLC\)](#) is an independent corporation founded in 1895 as one of six regional institutional accreditors in the United States. HLC accredits degree-granting post-secondary educational institutions in the Midwest and beyond.

As an institution, Saint Louis University is fully accredited by the Higher Learning Commission (HLC). SLU has been continuously accredited since 1916. Additionally, SLU colleges and programs hold more than 40 national accreditations. For more information on SLU's HLC Accreditation, please visit <https://www.slu.edu/provost/accreditation-compliance/accreditation.php>.

1818 Program Mission and History

Founded in 1959, [Saint Louis University's 1818 Advanced College Credit Program](#) is the oldest dual credit program in America west of the Mississippi River. The 1818 Program has a long history of providing high school students the opportunity to earn college credit from Saint Louis University and their high school at a significantly reduced tuition rate.

The 1818 Advanced College Credit Program originated in 1959 as a joint project between SLU and two Jesuit high schools, Saint Louis University High School and Xavier High School, as a means for accelerating the academic progress of highly motivated and high-achieving students. Today, SLU 1818 is a premiere, nationally recognized dual credit provider. The 1818 Program facilitates collaboration between high school and university faculties to provide rigorous university courses for high school students in the Jesuit educational tradition. Courses offered through the 1818 Program are the same courses taken by SLU's undergraduate, degree-seeking students at our St. Louis, MO, campus and online programs.

The 1818 Program at SLU is administered by the Office of the Provost in collaboration with the College of Arts and Sciences, the School of Science and Engineering, and the Office of Enrollment Management.



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Becoming an 1818 Program Partner High School

Benefits of Partnering with 1818

The primary benefit of being an 1818 Program partner with SLU is the ability to offer highly motivated, high-achieving students the opportunity to earn transferrable college credit from a well-respected national research university while still in high school.

Well-respected college credits earned before graduating from high school enable many students to complete their college careers early and at considerable financial savings. For many other students, the transferable 1818 Program credits provide curricular flexibility while in college if they attend for a full four years (or the equivalent). Double majors, minors, internships, and study abroad programs become much more viable for students who enter college with 1818 Program credit as it frequently satisfies multiple graduation requirements at colleges and universities throughout the U.S.

In addition, the benefits for partner high schools and teachers as SLU adjunct faculty in the 1818 Program include the following:

- Tuition scholarships for 1818 Program faculty toward graduate education at SLU.
- Access to Saint Louis University's extensive educational resources including University libraries and research databases, software, etc.

- Annual discipline-specific professional development for 1818 Program faculty and Coordinators.
- Program awards as recognition for excellence and service.
- Mentoring to 1818 Program faculty provided from discipline-specific SLU faculty liaisons in the form of ongoing classroom visits and professional development to support faculty teaching.
- Support from and collaboration with an expansive network of other 1818 Program partners.
- Opportunities to serve on the 1818 Program Advisory Board.
- A nominal annual honorarium in acknowledgement of the additional work that may be presented by participation in our program.

The Role of the 1818 Instructor

The most important responsibility a SLU 1818 instructor has is to teach the SLU 1818 course while adhering to the standards set by the specific department at SLU. SLU 1818 instructors have been accorded a high degree of professional respect and autonomy. It is expected that all SLU 1818 Instructors will do the following:

- Work with your SLU faculty liaison to ensure that your course design, pedagogy, and assessments of student learning meet SLU expectations.
- Upload your course syllabi annually, adhering to SLU 1818 deadlines for syllabus submission.
- Participate in associated professional development (PD) for your academic discipline. Dates for the academic year are posted each August.
- Submit sample exams, assessments, and other graded material willingly upon the request of the Faculty Liaison or SLU 1818 Program Staff.
- Be knowledgeable about SLU 1818 academic policies and student standards and commit to upholding them.
- Promote the SLU 1818 program to interested and qualified students.
- Facilitate site visits to your classroom by SLU faculty liaisons and 1818 program staff (see below) by communicating the best times and dates for observations.
- Seek to create a college environment in the SLU 1818 Classroom.
- Notify SLU 1818 Program Staff and Faculty Liaisons when challenges arise outside of their control.
- Report grades at the end of each term according to SLU 1818 established deadlines. For fall term classes, grades are due in January. For spring term and yearlong classes, grades are due in June. Timely completion of these grades ensures that students have access to complete transcripts to send to their college(s) of choice.
- Encourage students to complete their SLU-administered student course evaluations.
- Use student course evaluation feedback thoughtfully, along with feedback from your SLU faculty liaison, in your future curriculum design, pedagogy, and assessment work.

Site visits to each individual course are conducted on a biennial basis and are a required element of the Higher Learning Commission's (HLC) accreditation process. Because each individual course must be visited, instructors may be visited more than once in a single academic year. Your faculty liaison will contact you to arrange a site visit if your course is scheduled for a site visit this academic year.

The Role of the SLU 1818 Coordinator

Each partner high school must designate an on-site Coordinator who serves as the primary contact for SLU 1818 Program information. This role is typically fulfilled by a School Counselor or College/Career Counselor because that person can reach out to students across all grade levels in which we operate (grades 10-12), and because

School Counselors engage students in the planning of their academic schedule and goals. This role may alternatively be fulfilled by a SLU 1818 instructor or high school administrator.

The high school Coordinator is SLU's primary contact at each partner institution and is responsible for ensuring full compliance with the 1818 partner MOA and all policies/procedures addressed in this Program Handbook.

The SLU 1818 Coordinator is expected to:

- Be knowledgeable about SLU 1818 academic policies and student standards and commit to upholding them.
- Verify and maintain the list of courses offered via SLU 1818 by ensuring accuracy in course name (both high school and SLU); term offered (yearlong, fall or summer); and approved SLU 1818 instructor name.
- Promote the SLU 1818 program to interested and qualified students.
- Advertise the high school's affiliation with SLU 1818 on the school's website and in the course description/curriculum guide and through communication to students and parents/guardians.
- Provide updated and accurate information to students, parents, and the high school community about the high school's partnership with the SLU 1818 program.
- Demonstrate to outside groups that it is a partner high school with SLU 1818 through brochures, guides, etc.
- Facilitate and engage students in the registration process each term.
- Verify the accuracy of class rosters and grades submitted.
- Assist students, parents/families, and faculty with all 1818 Program-related questions, including those regarding tuition and payment, registration, grading, the applicability of 1818 Program courses/credits at SLU, and the acceptance of 1818 Program courses/credits at other colleges and universities. Ongoing training that supports high school Coordinators will be provided.
- Attend annual professional development hosted by SLU either in-person or virtually each summer (typically early August) and winter (typically late January).
- Review course rosters for accuracy in conjunction with 1818 instructors, notifying the 1818 office of enrollment changes.
- Nominate students for course fee waivers ("scholarships") based on their financial eligibility.
- Respond in a timely manner to SLU 1818 Program staff requests.
- Provide annual updates each spring to the SLU 1818 Program office regarding changes to the list of courses being offered at the partner high school.
- Maintain an accurate list of said courses, which records the SLU 1818 courses being offered at the partner high school each term.

The SLU 1818 Coordinator role is critical to the success of the dual credit program in the high school.

The Role of the High School Principal or Chief Academic Officer

The High School Principal or Chief Academic Officer plays an important role in supporting SLU 1818 dual credit opportunities for their students. This person should be knowledgeable about SLU 1818 and its benefits, academic policies and processes, and instructor qualifications and application. Furthermore, the Principal or Chief Academic Officer should be able to advocate for the program as an opportunity for students to prepare for post-secondary education.

The Role of the SLU 1818 Faculty Liaison and Faculty Liaison Support Coordinator (FLSC)

The 1818 Faculty Liaison is a SLU professor who manages the SLU 1818 course specifications within their appropriate discipline. In certain highly subscribed academic areas, including English, history, and Spanish, the Faculty Liaison role is augmented through the SLU 1818 Program Staff roles of Faculty Liaison Support Coordinator (FLSC); Faculty Liaisons in affiliated academic disciplines oversee the work of their respective FLSC. Faculty Liaison and FLSCs are responsible for ensuring that 1818 courses in their academic discipline area are taught in a manner consistent with the teaching of the same course on campus. The tasks completed by the Faculty Liaison include the following:

- Serving as a mentor to the 1818 instructors who teach your department's courses.
- Meeting with all new faculty prior to the start of each term to orient them to the academic department's disciplinary expectations, pedagogical and course design norms, grading norms, and expectations for the ongoing relationship between the Liaison and the instructor.
- Completing timely and accurate syllabus review of all course syllabi taught by 1818 instructors in the high school setting and providing timely feedback to instructors, with enough time for high school faculty to modify syllabi in advance of each academic term. Faculty Liaisons should respond to course syllabus submission within 10 business days.
- Conducting an in-person visit to each 1818 classroom on a biennial basis, with a minimum of 10 total site visits conducted each academic year. The primary purpose of each visit is to ensure the quality of the teaching and to ensure the course is being conducted in a manner consistent with how it is conducted on the SLU campus.
- Sharing department-specific updates and responding in a timely and collegial fashion to 1818 instructors via email.
- Designing and delivering annual, relevant professional development for 1818 instructors in your discipline (coordination done in support with 1818 office staff), with an online meetup in the opposite semester to assure continued contact with the high school faculty cohort.
- Providing relevant resources to assist 1818 instructors with syllabus development and successful instruction of the course(s) they teach, including annual updates to the syllabus template for each course offered in the discipline area. Resources should be available on the discipline specific website hosted by the 1818 Program.
- Conducting new instructor credentialing evaluation and approval/denial and responding in a timely manner to the 1818 Academic Program Manager.

Partner Application Process

SLU's 1818 Program welcomes partner high schools of all types and enrollments. We are especially interested in partnering with schools that share in SLU's Catholic, Jesuit educational identity, as well as schools that serve historically disadvantaged students who could most benefit from a high-quality, dual enrollment program. An outline of the application process is provided below.

1. Contact the 1818 Program Director for a consultation. Call us at (314) 977-1818 or e-mail us at 1818@slu.edu. Our Program Director will take as much time as is needed to help prospective partners understand the program and its benefits in the particular context of a given high school.
2. Share the high school curriculum guide via the [Institutional Partnership Application](#) with the 1818 Program Director.
3. The 1818 Program Director will arrange for either an on-site or virtual visit to the prospective 1818 Program partner high school.

4. If the 1818 Program Director, in consultation with SLU Faculty Liaisons, determines that the prospective partner high school will be able to successfully implement the 1818 Program at the school, the Director may choose to offer the prospective partner school an 1818 partner Memorandum of Agreement (described below).
5. After signing an 1818 Partner Memorandum of Agreement, new partners work with 1818 Program staff and Faculty Liaisons on course selection, syllabus approval, approval of partner faculty to teach those courses, appointment of a partner Coordinator at the high school, and related planning. Partner participation in required orientation and professional development will always precede the offering of 1818 Program courses.

Because SLU's ability to operate in each U.S. state is governed by the laws and regulations of each state, not all partnership requests are able to be considered. Furthermore, SLU 1818 has limited capacity to expand in certain academic discipline areas because of the need to appropriately support each academic area through the assignment of a Faculty Liaison. Finally, SLU 1818 invests fiscally in its partnerships, and therefore, schools with singular academic discipline area requests or with the prospect of few student enrollments may not be honored.

1818 Partner Memorandum of Agreement

SLU codifies its relationships with its 1818 Program high school partners via an 1818 Partner Memorandum of Agreement (MOA). The MOA serves as the contract between SLU and the partner and articulates the commitments each party makes to the other. The MOA commits the partner to compliance with SLU policies on faculty qualifications to serve as 1818 Program faculty, course and related syllabus policies, as well as all other policies and processes stipulated in the 1818 Program Handbook.

Non-compliance with the MOA can result in either SLU-required modifications to 1818 Program faculty, courses/syllabi, and/or administration at the partner school, as well as suspension or termination of the MOA.



Becoming an 1818 Instructor

1818 Instructor Qualifications

The minimum qualifications required to be hired as a faculty member at SLU are detailed [in SLU's Faculty Qualifications Policy](#). In summary, minimum qualifications for 1818 Program faculty are as follows:

- An earned master's degree (or higher-level degree) in the discipline or interdisciplinary field of study of the 1818 Program course the faculty member is to teach.
OR
- An earned master's degree (or higher-level degree) in any discipline or interdisciplinary field of study that either a) included or b) was supplemented by an additional 18 graduate-level credit hours earned in the discipline or interdisciplinary field of study of the 1818 Program course the faculty member is to teach.

The relevance of an earned degree or its component courses to the course(s) which a prospective 1818 Instructor member applies to teach is determined by the SLU 1818 Faculty Liaison. The Faculty Liaison is also responsible for approving a specific instructor's hiring and teaching assignment on behalf of the respective SLU academic department chair.

Official transcripts of all graduate-level coursework and degrees earned shall be maintained by the 1818 Program Office and may be shared with the University's Office of Faculty Affairs. Those who have earned their higher degrees from SLU do not need to submit their transcripts.

In exceptional cases, faculty who do not meet the minimum academic degree qualifications detailed above may be deemed qualified by SLU based on having a sufficient number of other types of *pertinent professional experience*, either solely or in combination with some amount of appropriate academic coursework and/or degrees, determined by SLU to be equivalent to the degree otherwise required.

Pertinent professional experience may include any combination of the following:

- Professional work experience (non-teaching) that includes a breadth and depth of experience in professional situations closely relevant to the course(s) to which the instructor would be assigned.
- Experience teaching college credit-bearing courses very similar to those which the faculty member would be assigned as an 1818 instructor.

Previous similar teaching experience alone, regardless of the duration, is explicitly not sufficient; such experience must be meaningfully augmented by substantive amounts of other forms of pertinent professional experience.

Final determinations of *pertinent professional experience* are made by the SLU Dean of the College/School offering the 1818 Program course that the prospective 1818 Instructor member would teach; that decision will be made after consultation with the respective Department Chair and Faculty Liaison. All such decisions must conform fully to SLU's Faculty Qualifications Policy.

Meeting the minimum qualifications to teach a SLU course does not guarantee SLU's approval of any prospective teacher of an 1818 Program course.

SLU's policies on faculty qualifications satisfy the requirements of SLU's institutional accreditor, the Higher Learning Commission (see [HLC](#) Criteria 3.C.1, 3.C.2, and 3.C.4), as well as HLC's. These policies also satisfy applicable requirements of boards of higher education in those states in which SLU operates traditional on-ground programs, the 1818 Program, distance education, clinical/practicum oversight, etc. (for example, see the regulations of the [Illinois Board of Higher Education](#)). These policies are not negotiable.

Applying to Become an 1818 Instructor

What You Do (the Instructor)

1. **DETERMINE IF YOUR CREDENTIALS MATCH.** High school faculty from approved partner high schools who hold at least a master's degree in the discipline taught or a master's degree in a separate discipline with 18 graduate credits in the discipline taught are eligible to apply to become a SLU 1818 Instructor.
2. **APPLY.** After determining that your credentials match, you may complete the 1818 instructor application found [here](#).
3. **SEND TRANSCRIPTS.** Send official graduate transcripts via email to 1818@slu.edu *after completing the instructor application*. Graduate transcripts must be submitted for the application to be considered complete.

What We Do (the 1818 Program)

1. Upon receipt of a completed application, the 1818 Program Manager conducts an initial review of the application and evaluation of the transcripts to determine if the instructor meets SLU's minimum academic credentials.
 - a. Instructors who meet the minimum criteria will have their application and transcripts forwarded to the appropriate SLU Dean's Office for review.
 - b. Instructors who do not meet the minimum criteria will be issued a denial letter with feedback on what steps the instructor may take to become eligible to teach a SLU credit-bearing class.
2. The Dean of the affiliated College at SLU conducts a review of the potential faculty credentials.
 - a. Instructors who meet the criteria will have their application and transcripts forwarded to the affiliated 1818 Instructor Liaison in the appropriate academic discipline(s).
 - b. Instructors who do not meet the minimum criteria will be issued a denial letter from the 1818 Program Office at the direction of the Dean with feedback on what steps the instructor may take to become eligible to teach a SLU credit-bearing class.
3. The affiliated Faculty Liaison will review the instructor credentials.
 - a. Faculty liaisons who deem that an instructor is eligible to teach courses in the 1818 Program will notify the 1818 Program Office, which will communicate with the applicant (see below).
 - b. Faculty liaisons who deem that an instructor does not meet the minimum criteria will be issued a denial letter from the 1818 Program Office at the direction of the Faculty Liaison with feedback on what steps the instructor may take to become eligible to teach a SLU credit-bearing class.
4. 1818 Office staff will contact instructors whose credentials have been verified to teach in the 1818 Program to connect them with their affiliated faculty liaison. This email will introduce the Faculty Liaison and explain the next steps in the approval process.
5. The Faculty Liaison will
 - a. Contact the instructor with guidelines for draft syllabus development, including learning outcomes; required texts, materials, assignments, and assessments; and provide at least one sample syllabus.
 - b. Inform the 1818 Program Office of the status of the syllabus submission.
6. Once syllabus submission and review are complete, the Faculty Liaison will contact the 1818 Program Office to communicate the status of the instructor and their syllabus, conferring approval to teach the 1818 course for which the instructor has provided an approved syllabus.
7. The 1818 Program Office will issue an approval letter detailing the academic credentials on which the eligibility approval is based and the 1818 courses the instructor is approved to teach. Approval to teach is renewed on an annual basis.

Orientation & Professional Development

The 1818 Program is committed to continuous faculty improvement. A regular schedule of required and optional orientation and professional development programs are offered.

Required Events

Summer| Instructor/Coordinator Conference

Summer| New Faculty Orientation

Winter | Mid-year Coordinator Meeting

Fall/Spring | Annual Discipline-Specific PD for Instructors

Annual Program Updates

Each year the 1818 Program Office offers on-campus and/or online program meetings that allow 1818 Instructors and Coordinators to ask questions of 1818 Office staff and Faculty Liaisons, discuss program changes, network with colleagues, and plan for program implementation.

All 1818 Coordinators are expected to attend the summer conference and the mid-year coordinator meeting; those unable to attend in-person/synchronously must review recorded presentations from the program to ensure understanding of 1818 requirements and expectations.

Professional Development Days

Throughout each year, the 1818 Program Office and SLU Faculty Liaisons offer a variety of professional development programs that advance faculty disciplinary knowledge and pedagogy while promoting collegiality and collaboration among partner faculty from multiple schools. Attendance at one such professional development session each year is mandatory. Online sessions will be made available for partners outside the St. Louis/eastern Illinois region.

Additional Events

To encourage collaboration and to help educate high schools and their constituencies regarding dual credit, financial aid, college advising, etc., the 1818 Program offers a variety of annual events (in-person and online) including:

- Coordinator and Faculty Webinars
- SLU Visit Days for 1818 students and families
- Dual Credit Parent Presentations, upon request of individual high school
- Dual Credit Student Presentations, upon request of individual high school

Stipends/Honoraria

All SLU 1818 Instructors and Coordinators are eligible to receive an annual \$250 stipend in acknowledgement of the *extra work* participating in our program may represent. This stipend must be applied for each year, and instructors and coordinators will be expected to provide updated information as required. Because the SLU 1818 Program must create payroll for each individual payment, certain biographical and banking information may be requested.

Typically, information is requested at the beginning of each academic year, and requests for stipends may close in late October/early November. This will of course exclude instructors or coordinators who begin working with the 1818 Program in the middle of the academic year.

Scholarships for Graduate Coursework for SLU 1818 Instructors

SLU invests generously in the professional development of its faculty. This generosity extends to 1818 Program partner faculty. In addition to required and optional professional development programs held annually, approved 1818 partner faculty are eligible for several continuing education scholarship opportunities, described below.

Limited scholarships for graduate education at SLU:

- Up to six graduate credit hours per academic year for the 2023-2024 academic year and beyond (used for individual courses or full-degree programs).

Limited reimbursement of tuition paid for graduate education at other colleges and universities:

- Up to six graduate credit hours per academic year for the 2022-2023 academic year and beyond (used for individual courses or full degree programs).
- Per-course and academic year award maximums apply.

Participants are responsible for all applicable fees (beyond tuition) associated with their enrollment. Tuition for any credit earned beyond the six-credit annual scholarship maximum is the responsibility of the participant.

Eligibility Criteria

Scholarship funds can only be used if the partner school is offering 1818 Program courses in the academic year in which the scholarships are provided. Additionally, participating faculty must be approved 1818 Program faculty and be teaching at least one 1818 Program course in each academic year for which the scholarship is provided.

Scholarship funds are not available for any partner school faculty in a SLU academic year during which the partner school does not offer any 1818 Program courses. If either SLU or the partner school terminates its 1818 Program agreement for whatever reason, these scholarship benefits cease at the end of the SLU academic term in which the agreement termination takes effect.

Applying for Admission to SLU

Eligible 1818 partner faculty must apply for admission to SLU as either degree/certificate seeking or non-degree seeking students. Details on admission and the admission process are available [here](#).

- A list of all SLU graduate degree and certificate programs is available [here](#).
- 1818 Program faculty who have submitted all their application materials may email the 1818 Program Office and request that we forward their transcripts to SLU's Office of Graduate Admission.

All questions about admission as a graduate student at SLU should be directed to the desired academic program or the Office of Graduate Admission (314-977-2500 or graduate@slu.edu).

1818 Instructor Rights & Responsibilities as SLU Adjunct Faculty

Approved 1818 instructors serve as SLU adjunct faculty. As such, their contractual relationship with SLU is governed by the terms of their personal Instructor Memorandum of Agreement with SLU, the 1818 Partner Memorandum of Agreement between SLU and the respective partner high school, and SLU's Faculty Manual. *Note that this Partner Handbook is cited by reference in several of those documents and as such, also governs all 1818 Program faculty.*

Each of these documents details in various contexts the rights and responsibilities of all 1818 Program faculty. 1818 Program faculty are responsible for knowing their rights and responsibilities as SLU adjunct faculty and can contact the SLU 1818 Program Director or assigned Faculty Liaison(s) or Faculty Liaison Support Coordinator (FLSC) with any related questions or concerns.



Academic Policies & Processes

List of Available Courses

The 1818 Program at SLU offers undergraduate, 1000- and 2000-level courses from its current catalog; these are courses designed for first- and second-year degree-seeking students. Many satisfy requirements in SLU’s various academic majors and nearly all satisfy requirements of SLU’s current core curricula. Most 1818 Program courses are offered in SLU’s College of Arts and Sciences and our School for Science and Engineering. For a list of all available courses, please visit our website at www.slu.edu/1818/courses.php .

Per SLU policy, all sections of a given SLU course “must be designed to foster student achievement of a common, primary set of defined educational outcomes” as determined by the SLU academic department that offers the course. Additionally, “course content (textbooks, readings, supplemental materials, assignments, exams, assessments, calendar, etc.) and pedagogies employed in discrete sections of a given course may vary by section as deemed appropriate by the faculty member and the faculty member’s supervisor/department.”

Scheduling Courses at the Partner High School

Once the Partner MOA is signed and a high school Coordinator has been appointed, SLU’s 1818 Program staff will work with the Coordinator and SLU Faculty Liaisons or Faculty Liaison Support Coordinator (FLSC) to determine which partner school faculty are qualified to teach which SLU 1818 Program courses. The Coordinator and 1818

staff will then determine the schedule of 1818 Program courses to be offered. The schedule must be reviewed and approved by SLU each year.

Determining what 1818 Program courses the partner school will offer is a collaboration among SLU 1818 staff, SLU Faculty Liaisons, Faculty Liaison Support Coordinator (FLSC), the high school Coordinator, and qualified partner faculty. SLU's approval of any 1818 Program course is tied to its approval by the partner faculty member assigned to teach the course each time it is offered. Only fully qualified partner faculty may teach an 1818 Program course.

Maintaining the list of high school courses is a primary responsibility of the Program Coordinator at each partner school.

Course Syllabi

1818 Program course syllabi must be approved in advance by the appropriate SLU Faculty Liaison or Faculty Liaison Support Coordinator (FLSC). In some cases, an 1818 Instructor may be required to use a common syllabus template. All SLU faculty, including SLU 1818 Instructors, are required to adhere to SLU's [Syllabus Policy](#), which includes specific syllabus components, statements, and links to university resources.

SLU 1818 instructors work with 1818 Program Faculty Liaisons and Faculty Liaison Support Coordinator (FLSC) to ensure their syllabi complies fully with SLU policy. The affiliated faculty liaison or FLSC will review 1818 course syllabi as part of annual and cyclical evaluations. More information about discipline-specific course syllabi may be found on the [Discipline Resources Site](#).

Site Visits

All 1818 courses will be visited by their respective SLU Faculty Liaison or Faculty Liaison Support Coordinator (FLSC) biennially for a formal classroom observation. These visits are scheduled between the 1818 Instructor and SLU liaison or FLSC in advance. During the visit, the liaison or FLSC will observe the class to ensure the course content, rigor, and quality of teaching are aligned with those same elements of an on-campus course.

After each site visit, the 1818 Instructor will receive a Site Visit Report. If the Faculty Liaison or FLSC determines that the course is not aligned with the on-campus course, the Faculty Liaison or FLSC will arrange a follow-up observation to determine whether the 1818 Instructor should be placed on a Professional Growth Plan. Professional Growth Plans will be arranged in consultation with the 1818 Instructor, the on-site Coordinator, the principal or chief academic officer at the high school, the affiliated Faculty Liaison and/or FLSC and the 1818 Program Director.

Assessment of Student Learning

SLU Faculty Liaisons and FLSCs will consult with 1818 Instructor about required and optional assessments of student achievement of course learning outcomes. Common assessments are used to varying extents in sections of SLU courses, including those offered through the 1818 Program.

1818 Program staff and Faculty Liaisons or FLSCs will collect from 1818 Instructor various forms of assessment data, as well as copies of the assessment instruments themselves. SLU's institutional accreditor, the Higher Learning Commission, requires that SLU compare the learning outcomes of students in dual credit courses with those of other student populations. Results from common assessments are regularly shared with the 1818 Instructor as part of professional development programs focused on academic quality and consistency.

Grading

The 1818 Instructor assigns course grades both for a student's high school and SLU's collegiate records. For the high school record, grades are assigned according to the approved high school grading policy. For SLU, the 1818 Instructor must follow the SLU grading scale. This may result in students having two different grades for the same course, one that adheres to the high school's grading policy and one that adheres to SLU policy. This is discussed at greater length in the section titled, "High School and SLU 1818 Grade Differences." The grading system at SLU follows a 0-4.00-point scale. Quality points for grades are assigned according to [this grading scheme](#). Individual academic areas may have specific policies and grading scales; the 1818 instructor is responsible for knowing the grading scale and policies for their individual academic area and should work closely with their Faculty Liaison (and FLSC) to articulate any distinctions on the course syllabus. Information about individual academic area grading scales and policies may be found on the [Discipline Resource Site](#).

The grades earned through the 1818 Program are official SLU grades that will become part of all students' permanent academic records and transcripts, regardless of a student's decision to enroll again at SLU after participation in the 1818 Program.

Instructors must post course grades in SLU's Banner system, which is SLU's electronic data system in which all student, faculty, curriculum, grading, and related information is input and maintained. Instructions on how to post grades may be found [here](#).

In extenuating circumstances (such as a major medical issue for an 1818 student), an extension beyond the end of the scheduled term for the completion of outstanding coursework may be granted with SLU's approval. In such cases, a grade of "I"/Incomplete should be submitted for the student. For additional information, please contact the SLU 1818 Program Office for direction at 1818@slu.edu or 314-977-1818.

Grades in the Banner system may be changed by the 1818 Instructor for up to one year following the original grade submission due date for the respective term.

High School and SLU 1818 Grade Differences

It is possible for the high school grade and SLU 1818 grade to differ. SLU 1818 grades must follow the standards of the specific SLU Department providing the credit. For example, the SLU 1818 grade may reflect how the University department weighs the mid-term and final exams as a percentage of a student's course grade, whereas the high school grading system may reflect different criteria for assessment. *It is to everyone's advantage for such differences to be transparent in the course syllabus.*

If circumstances warrant two different grades for a student, the high school grade should appear on the high school transcript, and the SLU 1818 grade should be entered into the Banner system. The SLU 1818 grade will appear on a student's official SLU transcript.

Information about individual academic area grading scales and policies may be found on the [Discipline Resource Site](#).

Students With Disabilities/Accommodations

SLU 1818 students with learning differences are eligible for accommodations in their SLU 1818 courses. In order to receive accommodations in SLU 1818 courses, the student must have an approved IEP and/or 504 Plan on file with the partnering high school.

The SLU 1818 office affirms the following, which are the guiding values of the Center for Accessibility & Disability Resources (CADR).

The Center for Accessibility and Disability Resources:

- *Recognizes disability through the framework of equity and inclusion. This prioritizes the destigmatization of the image of disability and promotes disability initiatives on Saint Louis University's campus.*
- *Sees disability as holistic, encompassing the mind, the body, and the spirit. We consider all facets of well-being when meeting with students and determining appropriate and reasonable accommodations.*
- *Exists as a resource for the SLU community as an educational and supportive platform to ensure equitable student experiences are present in all areas of student life on campus.*
- *Validates students in navigating disability identity and their right to an accessible campus.*
- *Strives to empower students by encouraging a sense of belonging within the disability community and guiding students to self-advocate and invest in their success.*

Taken from <https://www.slu.edu/life-at-slu/student-success-center/accessibility-and-disability-resources/index.php>

There can be differences between what accommodations an IEP designates and what accommodations Saint Louis University courses will permit. As a result, the 1818 Program and the SLU CADR office have identified which accommodations *do not* require additional review and approval from CADR; these are accommodations that do not fundamentally alter the 1818 Program course objectives for students with a documented IEP (See Section B). In addition, the 1818 Program and the SLU CADR office have identified which student accommodations require students to contact the SLU CADR office for additional review and approval (See Section A).

The student (and parents *with* the FERPA permission from the student) must initiate contact with the CADR office for any accommodations listed in *Section A. Accommodations that Require CADR Approval* within 10 business days of the student's initial registration with SLU 1818's registration system. Once the case has been documented with the SLU CADR, the faculty liaison in consultation with the 1818 Program instructor are then able to discuss and provide the services and accommodations, timeline, and policies, as well as decide what may and may not be allowed for Saint Louis University credit with each student's situation.

By completing [this form](#), instructors or the designated school contact will share with the CADR office which students in the 1818 Program course have been approved for any accommodations listed in Section A. Should an 1818 Program instructor wish to discuss any of the accommodations that fall under Section A, they should contact CADR.

Section A: Accommodations that Require Further Conversation with SLU CADR

- **Flexible Absences:** SLU 1818 instructors must work with individual students to determine the parameters for flexible absences. SLU 1818 instructors determine how many absences may significantly inhibit student learning. For this accommodation to be valid, the 1818 instructor and student complete the Attendance Agreement Form and submit it to the CADR Office within 5 business days of receipt of the form. The Attendance Agreement Form allows for course-specific attendance flexibility and arrangements for assignments due the day of an absence. For absences due to disability-related symptoms, the student must notify the instructor in advance or by the end of the day of the class missed. The Attendance Agreement Form will be emailed to the 1818 instructor upon receipt of a Section A Accommodation Reporting form that indicates flexible absences as part of the student's approved IEP or 504 Plan.

- **Permission to Leave:** The student has permission to leave the classroom suddenly if disability-related symptoms are acute.
- **Alternatives to Participation:** Some students may have difficulty formulating an immediate verbal response to questions, speech disfluencies, difficulty reading aloud, etc. If oral expression is NOT a fundamental requirement of the course, you may consider allowing the student to complete an oral assignment using a different format.
- **Accommodations requiring financial consideration (technology, interpreter).**
- **Special Course-Specific Requests:**
 - **BIO 1240/1245: General Biology 1/General Biology 1 Lab:** a service animal accommodation may require additional discussion as it relates to safety and the environment.
 - **CHEM-C 101/121 Elementary Chemistry:** a service animal accommodation may require additional discussion as it relates to safety and the environment.

SLU CADR Contact Information: 20 N. Grand Blvd., Busch Student Center, Suite 331,
accessibility_disability@slu.edu, 314-977-3484

Section B: Accommodations that Do Not Require Additional CADR Approval

Because the following identified accommodations do not fundamentally alter the course objectives for SLU 1818 courses, they may be approved for students with a documented IEP.

ADMIN

- **Alternative Format Material:** All classroom materials and exams must be provided to the student in an alternative format before use.

CLASSROOM

- **Alternative Format Text:** All classroom materials and exams must be available to the student in an alternative format before use. This may include (but is not limited to) braille or accessible electronic formats.
- **Closed Captioning:** All videos shown in class must be presented with closed captioning.
- **Closed Captioning/Face Student:** Face student when speaking in classroom.
- **Closed Captioning/Film Access:** Provide student with access to classroom films.
- **Closed Captioning/Repeat Questions:** Repeat questions and summarize comments from classmates.
- **Interpreter:** The student requires an American Sign Language (ASL) interpreter for lecturers and exam instruction.
- **Laptop:** The student may use a laptop or tablet to take notes in the classroom. Improper use of the device such as using it for non-class-related activities will result in the loss of this accommodation.
- **Large Print:** Classroom materials and texts must be provided electronically or in a large print format. Font size will be specified in the memo.
- **Notes:** Copies of class notes from a peer must be made available to the student unless the notes are posted by the instructor to Canvas.
- **Permission to Eat/Drink:** The student has permission to have food and drink in the classroom due to disability-related needs.
- **Permission to Record:** The student is allowed to record class lectures and discussions using CADR-approved software – Sonocent, smart pen, or OneNote. The student may not share the recordings with

other students. Sharing of recordings would result in removal of this accommodation; using direct quotes would be considered plagiarism and subject to referral to the SLU Office of Academic Integrity.

- **Permission to Stand:** The student has permission to stand at the back of the classroom as needed to alleviate disability-related symptoms.
- **Permission to Use Medical Monitor:** The student has permission to monitor their medical condition with an electronic device in the classroom.
- **Preferential Seating:** The student must be given the opportunity to select a seat that allows the best access to the material or quick access to an exit in case of a medical emergency.
- **Video Description:** Verbal description of visual content (i.e. Audio description – AD). Verbalization of visual content (such as videos, images and whiteboard drawings) which conveys the essential elements to the listener. The amount of AD is dependent on the complexity of visuals. This may be pre-recorded (ATAC), an explanation by the instructor, or require the help of an in-class sighted assistant.

EXAM

- **Alternative Setting (Private):** The student must be tested in a private setting with only a proctor present.
- **Alternate Setting (Reduced Distraction):** The student must be tested in a distraction reduced environment that is proctored and free from constant interruptions. The number of students in the testing room will be determined by the size of the space. In a typical size classroom that seats about 30-35 students, this would be appropriate for 10 students or less. In a very large lecture hall, up to 30 students may be reasonably tested if they can be spread out and less distracting when finishing the exam at different times.
- **Calculator:** The student is allowed a simple calculator (T1-10 or Four-function) for math and math-related tests, quizzes, or exams where basic calculations are not the focus of the assessment or an essential course component. Please note: a calculator is not allowed in basic math courses. Additional permission from the Department of Mathematics may be required.
- **Dictation:** The student is permitted to dictate test answers to either voice response adaptive software or another recording device.
- **Extended Time (1.5X):** The student is allowed time and a half (an additional 50%) on timed tests, quizzes, exams, and in-class written assignments. Arrangements for unscheduled quizzes should be addressed with student during Memo meeting with the instructor. If needed, contact DSS for alternative recommendations for unscheduled quizzes.
- **Extended Time (1.5X) MATH ONLY:** The student is allowed time and a half (an additional 50%) on timed tests, quizzes, exams, and in-class math-related written assignments. Arrangements for unscheduled quizzes should be addressed with student during Memo meeting with the instructor. If needed, contact DSS for alternative recommendations for unscheduled quizzes.
- **Extended Time (2x):** The student is allowed double time (an additional 100%) on timed tests, quizzes, exams, and in-class written assignments. Arrangements for unscheduled quizzes should be addressed with student during Memo meeting with the instructor.
- **Extended Time (2x) MATH ONLY:** The student is allowed double time (an additional 100%) on timed tests, quizzes, exams, and in-class written math-related assignments. Arrangements for unscheduled quizzes should be addressed to the student during Memo meeting with the instructor.
- **Extended Time (2x) ESSAY ONLY:** The student is allowed double time (an additional 100%) on timed essay exams.
- **No Scantrons:** The student is permitted to mark answers directly on his/her copy of the exam.
- **Scribe:** The student is permitted to dictate test answers to a proctor who will function as a scribe.

- **Spelling Forgiveness:** Spelling forgiveness, or the use of an electronic speller for in-class tests, quizzes, exams, and in-class written assignments is permitted when spelling is not the focus of the assessment or an essential course component.
- **Stop the Clock Breaks:** The student is allowed to take stop-the-clock breaks on exams. This accommodation is for disability-related symptoms. The student may not leave the exam room and a break is NOT to exceed ten (10) minutes for every 60 minutes of exam time.
- **Test Reader (Software or Proctor):** A proctor must read the exam to the student.
- **Word Processor:** The student is allowed a word processor for exams with an essay format.
- **Written Instruction:** The student requires a written copy of any verbal instructions given prior to a test, exam, or assignment.
- **Extended Time (1.5X):** Extended time on all timed placement exams. This includes the required foreign language exam as well as any optional exam you must complete such as biology, chemistry, or calculus. This extension is equal to an additional 50% standard time limit.
- **Extended Time (2X):** Extended time on all timed placement exams. This includes the required foreign language exam as well as any optional exam you must complete such as biology, chemistry, or calculus. This extension is equal to an additional 100% standard time limit.
- **Animal (Service):** Service animals are recognized under the Americans with Disabilities Act (ADA) and are defined as dogs that are individually trained to do work or perform tasks for a person with disabilities. They are permitted in all university buildings and facilities except some laboratories and kitchens for the safety of the dog.

Satisfying Prerequisite Course Expectations

Many SLU 1818 courses have prerequisites that must be satisfied before enrollment in the course. The 1818 Coordinator in conjunction with the 1818 instructor are responsible for ensuring students meet the prerequisite requirements according to the information shared in the appendix.

In addition, final grades for prerequisite courses will be checked by the SLU 1818 Program Office at the conclusion of each term. Students who do not meet the prerequisite guidelines will be dropped by the SLU 1818 Program Office and refunded any paid course fees for the second course. For example, if a student receives a D in CHEM 1110, they are no longer eligible to take CHEM 1120 since CHEM 1110 is a prerequisite for CHEM 1120.

New partner high schools will be expected to provide information about the high school courses that precede any courses that they wish to begin offering for SLU 1818 credit if those SLU 1818 courses have prerequisites. The Faculty Liaison or FLSC in the affiliated academic discipline will review the course information to determine if it matches the prerequisite course content.

Students who have completed a prerequisite course but who elected not to receive the credit for that course are eligible to enroll in the subsequent course, provided they earned a C- or higher in the course. That is, if a student took the high school course that is equivalent to SLU 1818 SPAN 1010 but did not register and pay for the credit and earned a C- or higher, that student is eligible to enroll in SPAN 1020.

SLU 1818 and Advanced Placement (AP)

High schools may offer SLU 1818 courses and Advanced Placement (AP) courses concurrently, provided that the courses adhere to the SLU 1818 curriculum and a SLU 1818 syllabus is used. Course content that is part of the SLU 1818 curriculum must be covered regardless of whether it is a topic covered on the AP exam. Distinctions between the programs differ in many aspects, and in some discipline areas more than others.

It is important for our high school partners to differentiate between a SLU 1818 course and an AP exam in order to maintain the integrity of the SLU 1818 Program. The most obvious difference is how students are assessed for

credit. A student's SLU 1818 grade is comprised of all their assessments and assignments over the semester or academic year, whereas an AP score is determined by one exam in May. Most importantly, a SLU course offered through SLU 1818 **is a college course**, not just college-level material taught in preparation for one exam. Finally, SLU 1818 instructors are highly credentialed in their academic discipline area and meet SLU's institutional faculty credentialing standards.

Non-SLU 1818 Students in SLU 1818 Courses

While SLU 1818 recognizes the need for partner schools to maximize course enrollment and teaching assignments, partner schools must maintain classroom environments that are consistent with and reflective of the rigor and expectations of on-campus SLU courses. Partner high schools that offer SLU 1818 courses to non-SLU 1818 students concurrently must consider the expectations of coursework, academic maturity of students, and the pace of the course as dictated by the approved SLU curriculum and course syllabus. The simultaneous enrollment of non-SLU 1818 students should not jeopardize the integrity, academic rigor, or collegiate setting of a SLU course offered via the SLU 1818 Program.

Academic Integrity

Saint Louis University is a community of learning in which integrity and mutual trust are vital. Since the mission of the University is "the pursuit of truth for the greater glory of God and for the service of humanity," acts of falsehood violate its very reason for existence. They also demean and compromise SLU's primary activities of teaching, research, health care and community service. Since the University seeks to prepare students and faculty for lives of integrity and occupations of trust, it regards all acts of academic dishonesty as matters of serious concern. Such dishonesty also undermines the academic assessment process, which in turn impairs the ability of the University to certify to the outside world the skills and attainments of its graduates. Such dishonesty allows those who engage in it to take unfair advantage of their peers and undermines moral character and self-respect.

SLU's [Academic Integrity Policy](#) sets out principles that are implicit in the ethos of the University but that call for explicit formulation to guide the practice of the entire institution. In establishing necessary definitions and minimal procedures to be followed in adjudicating violations, it also allows academic units to set forth the details of their own honesty policies in ways appropriate to their disciplines. Because the vast majority of 1818 Program courses are offered by SLU's College of Arts and Sciences, the College's Academic Integrity policy is linked [here](#). 1818 Program faculty and students are responsible for knowing and abiding by these policies.

Student Course Evaluations (SCEs)

Student course evaluations (SCEs) play an important role in faculty efforts to strengthen their instruction and overall course quality. The primary purpose of end-of-term SCEs is to solicit feedback from students that informs faculty efforts to improve their course designs and pedagogy. This includes related improvement efforts offered by departments and colleges/schools/centers, as well as related programming offered by the Reinert Center for Transformative Teaching and Learning.

SLU will send end-of-term SCEs for all 1818 Program courses, every term. End-of-term SCE data may not be used for any purpose other than those expressly detailed in SLU's full [Course Evaluation Policy](#).

Per [SLU's Policy](#), course instructors will not have access to SCE data (via reports produced by SLU's Office of Assessment) until after they have submitted all final course grades.

Voluntary Nature of SCEs

Neither faculty nor academic administrators may require student submission of an SCE for any course; end-of-term SCEs, administered first and foremost for the purpose of improving course design and pedagogy, must be entirely voluntary for all students. No incentives (including but not limited to course extra credit, faculty's timely submission of final grades, students being excused from a course assignment, cash, doughnuts, or any other form of compensation, etc.), may be offered to any student to solicit submission of an SCE.

SCE Data Access

Access to end-of-term SCE data is strictly controlled. The following parties have access to SCE data: Individual 1818 Instructor in the courses they taught, their 1818 Program Faculty Liaisons, the associated SLU Department Chairs and Deans, and selected members of the Office of the Provost.

1818 Instructors can access their course evaluation through their MySLU account under the "Blue Course Evaluations" app.



Student Information

Student Eligibility Criteria

Partner High Schools must commit to adhering to SLU's eligibility requirements for students to enroll in Program courses. SLU's requirements are governed by national accrediting bodies, and in many cases, state boards of higher education whose approval SLU often needs to offer the 1818 Program in certain states.

To be eligible to enroll in an 1818 Program course(s), students must meet the following requirements:

- Juniors and seniors must have a minimum (cumulative, weighted) 3.0 GPA on a 4.0 scale and electronic approval of the 1818 course instructor or 1818 Partner Coordinator.
- Sophomores are eligible to enroll in 1818 courses in certain circumstances, to include sequenced 1818 courses in computer science, mathematics, and world languages. Sophomores may be approved by 1818 partners to enroll if the students have:
 - a minimum (cumulative, weighted) 3.5 GPA on a 4.0 scale and
 - completed the prerequisite course(s) with a grade(s) of "B" or higher and
 - a signed letter of recommendation from the principal and guidance counselor attesting to the student's suitability to take this course for college credit and
 - written permission from a parent or legal guardian and
 - electronic approval of the 1818 course instructor or 1818 Partner Coordinator

- Freshmen are not eligible to enroll in 1818 courses.

Course Load Limit

Students who wish to enroll in 1818 courses may enroll in a maximum of 11 credit hours per semester. For yearlong classes, the credit bearing will be split between the fall and spring semester. For example, a 3-credit-hour yearlong course will be considered 1.5 credit hours in the fall semester and 1.5 credit hours in the spring semester.

Student Application and Registration

Students seeking to enroll in their first 1818 Program course(s) must complete an initial application form on SLU's website, using DualEnroll. The Coordinator is responsible for ensuring that all students applying to the 1818 Program meet program eligibility requirements; student qualifications will be audited by SLU's 1818 Program Office during each registration period. Students must select courses using DualEnroll in order to successfully complete their registration.

Students who wish to enroll in subsequent semesters after initial registration will only be required to update their biographical and demographic information and select updated courses. All registration is managed through DualEnroll.

Changes to Registration

From the point of initial registration in an 1818 course through the designated "drop deadline" ([consult the 1818 Program Academic Calendar](#)) each term, students may make changes to their 1818 course registration(s) using the DualEnroll system. Students may "drop" their course in DualEnroll. DualEnroll calls this "abandoning" a course.

Dropping an 1818 Program course after the published "drop deadline" is not allowed. Exceptions are rare and are typically limited to major medical and personal/family issues that preclude the student's participation in both the high school and 1818 college course.

Withdrawing from an 1818 course may occur during the period after the "drop deadline" and through the "withdraw deadline." Students will be assigned a "W" for the affected course and will not be eligible for a refund of any fees paid. Students who withdraw must pay fees in full to obtain their academic transcript and to register for any subsequent terms in the SLU 1818 Program or at Saint Louis University. Students who wish to withdraw from SLU 1818 credit should contact the SLU 1818 Program Office to inform us of their change in their enrollment status.

Students who are no longer physically enrolled in the high school class that carries SLU 1818 credit must contact the SLU 1818 Program Office to inform us of the change in their status. If the student is no longer physically enrolled in that class and the drop deadline has passed, the student will be assigned a "W" for the course(s) and will not be eligible for a refund of any fees paid and must pay fees in full to obtain their academic transcript and to register for any subsequent terms in the SLU 1818 Program or at Saint Louis University. This applies to students who leave their high school while enrolled in a SLU 1818 course.

Accreditation guidelines stipulate that SLU 1818 may not permit retroactive credit. Students must register online for all SLU 1818 courses for which they wish to receive credit by the posted registration deadlines.

Student Educational Records (FERPA)

The [Family Educational Rights and Privacy Act of 1974 \(FERPA\)](#) is a federal law giving certain rights to parents and students regarding education records at schools of every level, including Saint Louis University, receiving funding from the U.S. Department of Education.

At the post-secondary level, the college-related rights afforded by FERPA belong to the student rather than the parent, even if the student is a minor and still in high school. For more information regarding FERPA at SLU, please review the [full policy](#).

For parents/guardians to obtain access to their student's academic records at SLU, including all 1818-related records, the student must expressly give permission to the parent to access those records. This process is managed through our DualEnroll registration system. However, some students may only grant the rights for one parent/guardian to access their records. If the student would like to amend that to offer more than one parent access to their records, the student must complete the [Third-Party Access form](#) or add the parent to the student's application on DualEnroll.

Transcripts

Records of student registration and performance in 1818 Program courses are recorded on official SLU transcripts, which are the same transcripts SLU uses for all its students. Transcripts include specific data about each course for which students were officially registered, final course grades, credit hours and related grade points earned, term, and cumulative grade point averages, etc. Transcripts and the student records on them are maintained by SLU's [Office of the University Registrar](#). They may be requested at any time through our SLU transcript ordering service.

SLU Support Services

Student Success Center

SLU's [Student Success Center](#) is a "one-stop shop" for student support. While physically located on our St. Louis campus, our Student Success Center can also provide support to 1818 students through video conferencing, phone, and e-mail. Information about the various services is provided below.

1818 Program students wishing to take advantage of Student Success Center services should first contact the 1818 Program Office, whose staff can best direct students to the most appropriate support.

Tutoring

Highly qualified peer tutors are available to guide students through the challenges of many of SLU's 1000- and 2000-level courses.

University Writing Services

University Writing Services (UWS) is committed to the improvement of student writing through one-on-one peer consultation, workshops, and writing groups. Students who wish to access UWS support should reach out to their teacher for the link to make the request.

Library Services

All 1818 students have access to resources through SLU's Pius XII Memorial Library, including online database access. Information about online database access will be shared via the student's initial email communication from SLU 1818.

Students should contact their 1818 instructor for information about library resources. 1818 Instructors may contact the 1818 Library Instructor Coordinator, Paige Chant, at paige.chant@slu.edu or visit the 1818 library website if you have questions about library resources.

Disability Services/Accommodations

SLU's Center for Accessibility and Disability Resources (CADR) supports students' educational experiences by helping them access academic accommodations and services. CADR coordinates aids and services to meet the needs of students with disabilities to create safe and supportive learning opportunities for everyone. They partner with students, faculty, academic departments, and service providers to facilitate equal access to and opportunity to participate in all University programs, services, and experiences. For 1818 students, CADR can provide support in complex situations where accommodations might impact a student's ability to fully engage in the course as a result of the disability. Please see the section titled, "Students with Disabilities/Accommodations" to learn more about the actions needed when a student has an approved IEP or 504 Plan on file at the high school.

All inquiries received by Disability Services about the availability of university-related accommodations are confidential. Students can contact CADR at (314) 977-2372 or kendra.johnston@slu.edu.

Tuition, Payment, and Scholarships

1818 Program Tuition

For all students in U.S. partner high schools, current tuition for all 1818 courses is \$75 per course credit hour. For students attending international 1818 partner high schools, the per-credit tuition is \$100. These tuition rates are substantially discounted; SLU's tuition for most of these courses for our non-1818 students is ~\$1400 per credit hour.

Payment

1818 Program tuition may be [paid online and by mail](#). We cannot accept payment over the phone. 1818 Program Coordinators are responsible for communicating with students and parents/families about their payment options, and for reminding them at SLU's request about their payment responsibilities. Students are required to pay for SLU 1818 classes unless they drop (or "abandon") the class before the stated drop deadline.

Late payments are accepted, and we do not assess late fees.

1818 Tuition Scholarships for Students

SLU has established a generous scholarship fund designated for 1818 students. The 1818 Program Office works directly with each partner high school to determine scholarship funding for each school according to the percentage of students at that school who demonstrate financial need. The on-site Coordinator at each partner high school is then responsible for establishing a process to award designated scholarships to students in need and communicate the names of scholarship recipients from their school to the 1818 Program Office. Students selected to receive a scholarship from their high school's pool of scholarship funding will be notified by the 1818

Program Office. Students should contact their 1818 Coordinator for information regarding the process for applying for scholarships for 1818 courses from their individual high school.

In addition to designated scholarship funding, individual partner high school faculty may waive receipt of their annual stipend to award directly to a student of their choosing. One 3-credit hour class fee waiver is also available each academic year to children or dependents of SLU employees.

Missouri Department of Higher Education (MDHE) Dual Credit Scholarship

Low-income Missouri residents are eligible to receive dual credit scholarships from MDHE. Information about the MDHE Dual Credit Scholarship program may be found by visiting their website:

<https://dhewd.mo.gov/ppc/grants/DCDE.php>.



Planning For the Unexpected

Grade Appeals

Students and faculty each have their own rights when a student wishes to appeal a grade. 1818 uses the same [grade appeal policies and procedures](#) outlined by SLU's College of Arts and Sciences.

SLU 1818 Instructor Issues

Teacher Leave Concerns

If a high school partner faculty member leaves their position for any reason (resignation, leave of absence, etc.) during the school year, the 1818 Coordinator should notify the SLU 1818 Program Office within 2 weeks of the instructor's absence from the classroom. An instructor who meets SLU faculty credentialing expectations should replace the departing instructor within that 2-week period in order to ensure that the course retains its integrity as a college course. Depending on the length and nature of the original instructor's leave, the replacement instructor may be asked to complete a new instructor application and provide graduate transcripts confirming their credentials.

Should a partner high school be unable to satisfy the expectation of hiring a replacement instructor who meets SLU faculty credentialing expectations, the 1818 Coordinator should contact the SLU 1818 Program Office immediately to discuss a resolution. In rare cases, 1818 Program courses at partner high schools may have to be cancelled, either mid-term or mid-year, when appropriately qualified faculty cannot be found to replace approved instructors who are unable to complete teaching their course(s). This is a burden unique to the dual-credit

environment, and one that could be exacerbated by a pandemic or another major cause of disruption to the educational environment. While SLU will work with partner schools to exhaust all possibilities before reaching such a decision, partner schools must be aware of this reality and the implications of it for their students.

Site Visit Concerns

On rare occasions, a classroom observation may reveal that greater course alignment is needed between the SLU 1818 course as it is taught in the high school and the on-campus course. Typically, the misalignment of the course is caused by one of the following:

- The course content does not match the on-campus course.
- The course rigor does not match the on-campus course.
- The course pedagogy does not align with discipline-specific standards as articulated in the affiliated academic department and shared via annual professional development and new instructor on-boarding.

In these circumstances, the Faculty Liaison and/or Faculty Liaison Support Coordinator will take the following steps:

1. Speak to instructor, expressing concerns and providing clear examples.
2. The Faculty Liaison (and FLSC) will make specific recommendations for improvement and plan to visit again within 8-12 weeks, whatever is reasonable both to be timely and to offer the instructor the opportunity to improve. The information will be shared with the 1818 Instructor via the Site Visit Report.
3. Conduct second visit.
 - a. If site visit or observation reveals needed alignment in one or more areas, such as is noted above, proceed to number 5.
 - b. If site visit or observation reveals improvement in all areas, proceed to number 4.
4. Share Site Visit Form with 1818 Instructor; no further action is needed.
5. The Faculty Liaison (and FLSC) will make specific recommendations for improvement and share that with the instructor via the Site Visit Report. Included in this report may be the following:
 - a. A step-by-step development plan that addresses deficiencies noted during the observation.
 - b. A plan to re-visit the class within a reasonable period. What is reasonable will vary by instructor, course, and timing of both the visit and when the course is offered.
6. The Faculty Liaison (and FLSC) will send the Site Visit Report to the on-site 1818 Coordinator at the high school and building administrator, informing them of the need for a professional growth plan and the consequences for continued misalignment.
7. Conduct third visit.
8. At the conclusion of the third site visit one of two recommendations will be made:
 - a. If the instructor has made satisfactory progress toward the professional growth plan, the instructor will continue to be in good standing with the 1818 program. The Faculty Liaison (and FLSC) will share that with the instructor, the Coordinator, and the building administrator via the Site Visit Report. No further action is needed.
 - b. If the instructor has not made satisfactory progress toward the professional growth plan and deficiencies in the course are noted in one or more areas (see above), the course will be removed as an 1818 Program Offering effective with the next academic term. Notice will be sent to the 1818 Instructor, on-site Coordinator, and building administrator immediately.

Pandemic/Emergency Planning

The COVID-19 pandemic revealed that unplanned modifications to instruction in content, modality, or faculty assignment are even more challenging in a dual credit context. SLU's institutional standards and accreditation

requirements mandate that our 1818 Program courses mimic those taught on-campus at SLU. That means that SLU might not be able to support a high school's move to either synchronous or asynchronous distance education even when the move is caused by a pandemic, natural disaster, or other major emergency.

If your school plans to move to any form of distance learning for any 1818 course, your 1818 Coordinator should immediately contact the 1818 Program office for guidance. What your high school might consider an acceptable curriculum or pedagogical accommodation, including a pandemic or other natural disaster/emergency, SLU might not and vice versa. This is especially true in the context of courses with experiential components, such as science labs.

Accommodation can be made, but any changes must be discussed with and approved by your SLU Faculty Liaisons *prior to implementation*.

Student Enrollment Concerns

What Does It Mean to “Drop” A Course?

From the point of initial registration in an 1818 course through the designated drop deadline ([consult the 1818 Program Academic Calendar](#)) each term, students may make changes to their 1818 course registration(s).

Dropping an 1818 Program course removes the course from the student's academic records. The student is not required then to pay for the course; any course fees that have been collected will be refunded to the student.

Dropping after the published drop deadline is not allowed. Exceptions are rare and are typically limited to major medical and personal/family issues that preclude the student's participation in both the high school and 1818 college course.

What Does It Mean to “Withdraw” From A Course?

Students who withdraw fully from a Partner High School during a term in which they are enrolled in an 1818 Program course will be administratively withdrawn from all 1818 Program courses; a registration notation of “W” will be assigned to the students' SLU academic record.

Students who withdraw from an 1818 course(s) are not eligible for a refund of any fees paid and must pay fees in full to obtain their academic transcript and to register for any subsequent terms in the SLU 1818 Program or at Saint Louis University.

Appendix

1818 Academic Calendar

The [1818 Program Academic Calendar](#) contains all key dates and deadlines for 1818 Program operations annually, including:

- registration period dates
- registration change deadlines
- tuition due dates
- final grade submission due dates

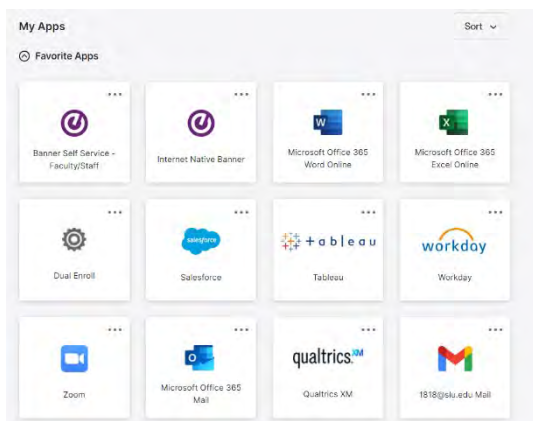
1818 Program Coordinators, faculty, and students are expected to be familiar with the Academic Calendar and all related obligations. Coordinators are responsible for ensuring that their faculty and students abide by all deadlines.

List of High School Courses

The [List of High School Courses](#) is maintained by the 1818 Coordinator and includes information regarding what courses are offered for SLU 1818 credit at the high school by high school name; what term the course is offered in; what the SLU name is for the course; what credit the course carries; and which teacher is the instructor for the course.

SLU Electronic Systems and Access MySLU Portal

The “MySLU” portal is the “one-stop shop” for SLU’s suite of software/systems available for faculty, staff, and students. All 1818 Program participants will receive an email with directions on how to set up their MySLU portal. The screenshot below shows a few of the systems 1818 Instructor has access to within the portal:



Workday



Workday is one of SLU’s two primary administrative software systems (Banner Self-Service, described below, is the other). In Workday, SLU stores your basic information as a SLU faculty member: name, address, contact information, etc.

Banner Self-Service-Faculty



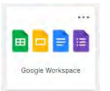
Banner Self-Service is where you'll find your course rosters ("class lists") and several screens related to submitting and reviewing mid-term and final course grades.

Outlook E-Mail



SLU uses Microsoft 365 Outlook as their e-mail system. All 1818 Instructor members and students will have SLU e-mail accounts, which are accessible via this icon on the MySLU portal.

Google Workspace: Drive, Docs, Sheets, Slides, Sites



SLU makes available to all faculty a full suite of Google applications. Each has a separate icon on the mySLU.edu portal.

Microsoft Office 365: Excel Online, OneDrive, PowerPoint, Teams, Word Online



SLU makes available to all faculty a full suite of Microsoft Office 265 applications. Each has a separate icon on the mySLU.edu portal.

Blue Course Evaluations



SLU's end-of-term course evaluation system is called Blue, from a company called Explorance. Via the Blue link on the myslu.edu portal, you can access your course evaluation reports per SLU policy. You will also receive e-mails each term providing you with links to the Blue system.

SLU Name and Logo Usage

Active partner high schools may use the Saint Louis University name, brand, and logo on high school marketing materials (print or online) if used exclusively to promote awareness of their dual credit partnership with SLU. Partner Coordinators are required to notify SLU's 1818 Program Office in advance of any such use and provide a sample/mock-up of the communication.

Additionally, partners must follow all University [policies and procedures](#) related to the use of the SLU name, brand, and logo as stipulated by SLU's Marketing and Communication Department.

Course Prerequisite Table

Course	Course Prerequisite Catalog Information	SLU 1818 Approved Substitution
CHEM 1110: Gen Chemistry 1	CHEM 1050 with a grade of C- or higher OR CHEM 1030 with a grade of C- or higher OR SLU Chemistry Placement with a minimum score of 1110 AND One of the following: MATH 1200, MATH 1320, MATH 1400, MATH 1510, MATH 1520, SLU Math Placement score of 1400 or higher	
CHEM 1115: Gen Chemistry 1 Lab	CHEM 1110 with a grade of C- or higher OR CHEM 1130 with a grade of C- or higher	Concurrent enrollment allowed
CHEM 1120: Gen. Chemistry 2	CHEM 1110 with a grade of C- or higher OR CHEM 1130 with a grade of C- or higher	
CHEM 1125: General Chemistry 2 Lab	CHEM 1115 with a grade of C- or higher AND CHEM 1140 with a grade of C- or higher OR CHEM 1120 with a grade of C- or higher	Concurrent enrollment allowed in CHEM 1140 or CHEM 1120
CHIN 1020: Elementary Chinese II: Lang. & Culture	CHIN 1010 OR Chinese waiver per advisor with a minimum score of 1010 OR LP Chinese Placement with minimum score of 2	For courses in the Department of Languages, Literatures, and Cultures (LLC), all prerequisite course content must be reviewed and approved by the affiliated academic discipline faculty liaison(s) before the course may be offered through SLU 1818. Students who have completed the prerequisite course (if available) but who did not take the course for college credit are eligible to enroll in the subsequent course. High school students seeking to demonstrate meeting an LLC course's prerequisite via proficiency should take the SLU-administered SLUPE assessment, SLU's world language placement exam, to determine appropriate placement.
CHIN 2010: Intermed.	CHIN 1020 OR Chinese waiver per advisor with a minimum score of 1020 OR LP Chinese placement with a minimum score	For courses in the LLC Department, all prerequisite course content must be reviewed and approved by the affiliated

Chinese I: Lang. & Culture	of 3	<p>academic discipline faculty liaison(s) before the course may be offered through SLU 1818. Students who have completed the prerequisite course (if available) but who did not take the course for college credit are eligible to enroll in the subsequent course.</p> <p>High school students seeking to demonstrate meeting an LLC course's prerequisite via proficiency should take the SLU-administered SLUPE assessment, SLU's world language placement exam, to determine appropriate placement.</p>
CHIN 2020: Intermed. Chinese II: Lang. & Culture	CHIN 2010 OR Chinese waiver per advisor with a minimum score of 2010 OR LP Chinese placement with minimum score of 4	<p>For courses in the LLC Department, all prerequisite course content must be reviewed and approved by the affiliated academic discipline faculty liaison(s) before the course may be offered through SLU 1818. Students who have completed the prerequisite course (if available) but who did not take the course for college credit are eligible to enroll in the subsequent course.</p> <p>High school students seeking to demonstrate meeting an LLC course's prerequisite via proficiency should take the SLU-administered SLUPE assessment, SLU's world language placement exam, to determine appropriate placement.</p>
CSCI 1300: Intro to Object-Oriented Programming	One of the following: 0 Course from CSCI 1010-1090 with a grade of C- or higher BME 2000 with a grade of C- or higher, CVNG 1500 with a grade of C- or higher, MATH 3850 with a grade of C- or higher, STAT 3850 with a grade of C- or higher, ECE 1001 with a grade of C- or higher, or GIS 4090 with a grade of C- or higher AND MATH 1200 or 0 Course from MATH 1320-4999	
EAS 1435: Intro to the Solid Earth Lab	EAS 1430	Corequisite
ENGL 1900: Adv	ENGL 1500 OR SLU English Placement with a minimum score of	

Strategies of Rhet & Resrch	1900 OR SLU English portfolio with a minimum score of P	
FREN 1020: Commun. in French II	FREN 1010 OR French waiver per advisor with a minimum score of 1010 OR LP French Placement with a minimum score of 2	<p>For courses in the LLC Department, all prerequisite course content must be reviewed and approved by the affiliated academic discipline faculty liaison(s) before the course may be offered through SLU 1818. Students who have completed the prerequisite course (if available) but who did not take the course for college credit are eligible to enroll in the subsequent course.</p> <p>High school students seeking to demonstrate meeting an LLC course's prerequisite via proficiency should take the SLU-administered SLUPE assessment, SLU's world language placement exam, to determine appropriate placement.</p>
FREN 2010: Intermed. French Lang. & Culture	FREN 1020 OR French waiver per advisor with a minimum score of 1020 OR LP French Placement with a minimum score of 3	<p>For courses in the LLC Department, all prerequisite course content must be reviewed and approved by the affiliated academic discipline faculty liaison(s) before the course may be offered through SLU 1818. Students who have completed the prerequisite course (if available) but who did not take the course for college credit are eligible to enroll in the subsequent course.</p> <p>High school students seeking to demonstrate meeting an LLC course's prerequisite via proficiency should take the SLU-administered SLUPE assessment, SLU's world language placement exam, to determine appropriate placement.</p>
GK 1020: Reading Greek II	GK 1010 OR Greek waiver per advisor with a minimum score of 1010	
GK 2010: Intermed. Greek Lang & Lit	GK 1020 OR Greek waiver per advisor with a minimum score of 1020	
GR 1020: Commun. in	GR 1010 OR German waiver per advisor with a minimum score	For courses in the LLC Department, all prerequisite course content must be reviewed and approved by the affiliated

German II	of 1010 OR LP German Placement with a minimum score of 2	<p>academic discipline faculty liaison(s) before the course may be offered through SLU 1818. Students who have completed the prerequisite course (if available) but who did not take the course for college credit are eligible to enroll in the subsequent course.</p> <p>High school students seeking to demonstrate meeting an LLC course's prerequisite via proficiency should take the SLU-administered SLUPE assessment, SLU's world language placement exam, to determine appropriate placement.</p>
GR 2010: Intermed. German: Lang. & Culture	GR 1020 OR German waiver per advisor with a minimum score of 1020 OR LP German Placement with a minimum score of 3	<p>For courses in the LLC Department, all prerequisite course content must be reviewed and approved by the affiliated academic discipline faculty liaison(s) before the course may be offered through SLU 1818. Students who have completed the prerequisite course (if available) but who did not take the course for college credit are eligible to enroll in the subsequent course.</p> <p>High school students seeking to demonstrate meeting an LLC course's prerequisite via proficiency should take the SLU-administered SLUPE assessment, SLU's world language placement exam, to determine appropriate placement.</p>
LATN 1020: Reading Latin II	LATN 1010 OR Latin waiver per advisor with a minimum score of 1010	
LATN 2010: Intermed. Latin: Language & Literature	LATN 1020 OR Latin waiver per advisor with a minimum score of 1020	
LATN 2020: Intermed. Latin: Rhetoric and Poetry	LATN 1020	
MATH 1200:	Two years of high school algebra or a grade of C- or better in	For mathematics courses, all prerequisite course content must

College Algebra	MATH 0250 or MATH 0260.	be reviewed and approved by math department faculty liaisons before the course may be offered through SLU 1818. Students who have completed the prerequisite course (if available) but who did not take the course for college credit are eligible to enroll in the subsequent course.
MATH 1400: Pre-Calculus	3.5 years of high school mathematics or a grade of C- or better in MATH 1200.	For mathematics courses, all prerequisite course content must be reviewed and approved by math department faculty liaisons before the course may be offered through SLU 1818. Students who have completed the prerequisite course (if available) but who did not take the course for college credit are eligible to enroll in the subsequent course.
MATH 1510: Calculus I	Four years of high school mathematics or a grade of C- or better in MATH 1400.	For mathematics courses, all prerequisite course content must be reviewed and approved by math department faculty liaisons before the course may be offered through SLU 1818. Students who have completed the prerequisite course (if available) but who did not take the course for college credit are eligible to enroll in the subsequent course.
MATH 1520: Calculus II	A grade of C- or better in MATH 1510.	For mathematics courses, all prerequisite course content must be reviewed and approved by math department faculty liaisons before the course may be offered through SLU 1818. Students who have completed the prerequisite course (if available) but who did not take the course for college credit are eligible to enroll in the subsequent course.
MATH 2530: Calculus III	A grade of C- or better in MATH 1520.	For mathematics courses, all prerequisite course content must be reviewed and approved by math department faculty liaisons before the course may be offered through SLU 1818. Students who have completed the prerequisite course (if available) but who did not take the course for college credit are eligible to enroll in the subsequent course.
PHYS 1130: Intro to Astronomy	1 course from MATH 1200-4999 OR Math waiver per advisor with a minimum score of 1200 OR SLU Math placement with a minimum score of 1400	
PHYS 1220:	PHYS 1235	Corequisite

General Physics I		
PHYS 1235: General Physics I Lab	PHYS 1220	Corequisite
PHYS 1240: General Physics II	Prerequisite: PHYS 1220 Corequisite: PHYS 1255	
PHYS 1255: General Physics II Lab	PHYS 1240	Corequisite
RUSS 1020: Russian from the Beginning II	RUSS 1010	<p>For courses in the LLC Department, all prerequisite course content must be reviewed and approved by the affiliated academic discipline faculty liaison(s) before the course may be offered through SLU 1818. Students who have completed the prerequisite course (if available) but who did not take the course for college credit are eligible to enroll in the subsequent course.</p> <p>High school students seeking to demonstrate meeting an LLC course's prerequisite via proficiency should take the SLU-administered Russian placement exam, to determine appropriate placement.</p>
RUSS 2010: Intermed. Russian: Lang. & Culture I	RUSS 1020 OR Russian waiver per advisor with a minimum score of 1020	<p>For courses in the LLC Department, all prerequisite course content must be reviewed and approved by the affiliated academic discipline faculty liaison(s) before the course may be offered through SLU 1818. Students who have completed the prerequisite course (if available) but who did not take the course for college credit are eligible to enroll in the subsequent course.</p> <p>High school students seeking to demonstrate meeting an LLC course's prerequisite via proficiency should take the SLU-administered Russian placement exam, to determine</p>

		appropriate placement.
SPAN 1020: Exploring the Hispanic World: Beginning Spanish	SPAN 1010 OR LP Spanish placement with a minimum score of 2	<p>For courses in the LLC Department, all prerequisite course content must be reviewed and approved by the affiliated academic discipline faculty liaison(s) before the course may be offered through SLU 1818. Students who have completed the prerequisite course (if available) but who did not take the course for college credit are eligible to enroll in the subsequent course.</p> <p>High school students seeking to demonstrate meeting an LLC course's prerequisite via proficiency should take the SLU-administered SLUPE assessment, SLU's world language placement exam, to determine appropriate placement.</p>
SPAN 2010: Connecting with the Hispanic World: Intermed. Spanish I	SPAN 1020 OR Spanish waiver per advisor with a minimum score of 1020 OR LP Spanish placement with a minimum score of 3 OR SPAN 1200	<p>For courses in the LLC Department, all prerequisite course content must be reviewed and approved by the affiliated academic discipline faculty liaison(s) before the course may be offered through SLU 1818. Students who have completed the prerequisite course (if available) but who did not take the course for college credit are eligible to enroll in the subsequent course.</p> <p>High school students seeking to demonstrate meeting an LLC course's prerequisite via proficiency should take the SLU-administered SLUPE assessment, SLU's world language placement exam, to determine appropriate placement.</p>
STAT 1300: Elementary Statistics with Computers	MATH 1200 or equivalent.	For mathematics courses, all prerequisite course content must be reviewed and approved by math department faculty liaisons before the course may be offered through SLU 1818. Students who have completed the prerequisite course (if available) but who did not take the course for college credit are eligible to enroll in the subsequent course.
THEO 2110: Intro to the Old	THEO 1600	

Testament		
THEO 2210: Intro to the New Testament	THEO 1600	
THEO 2510: Christian Ethics	THEO 1600	
THEO 2530: Social Injustice/Social Gospel	THEO 1600	
THEO 2610: The Christian Sacraments	THEO 1600	