



# 1818 Program Advisory Board Policies and Procedures

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SAINT LOUIS UNIVERSITY

1818 ADVANCED COLLEGE CREDIT  
PROGRAM

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## I. Background

### A. Mission

Established in 1959, the 1818 Advanced College Credit Program (1818 Program) is the dual credit program of Saint Louis University. The 1818 Program was founded as a joint project with Saint Louis University High School and Xavier High School as a way to target bright elementary school students who could skip one year of grade school and move onto high school one year early. The program intended to allow students to graduate 1 year early from the first 8 years of school, and move onto high school one year ahead of schedule. They could then accumulate college credits through Saint Louis University while in high school and graduate from college 1 year early (the second 8 years of school), hence the 1-8-1-8. Eventually the University phased out the elementary school program, but decided to keep the “1818” name for the high school college credit program since the University was founded in the year 1818.

The 1818 Program promotes the mission of Saint Louis University through the College of Arts and Sciences by providing a high quality educational experience to high school students, faculty and administrators in the Jesuit tradition of collegiality, cooperation and mutual respect. The 1818 Program provides an introduction to college-level expectations for high school students by challenging students to attempt a rigorous academic curriculum, encouraging faculty to continue their personal academic endeavors, and supporting administrators in enriching and extending the high school curriculum.

### B. Definition of Dual Credit

Dual Credit, also referred to as concurrent enrollment, provides high school students the opportunity to take college-credit bearing courses taught by college-approved high school teachers. It is a low-cost, scalable model for bringing college courses to students in urban, suburban, and rural high schools. Students gain exposure to the academic challenges of college while in their supportive high school environment, earning transcribed college credit at the time they successfully pass the course.

### C. Context of Advisory Boards in Dual Credit Programs

The 1818 Program is a founding member and fully accredited program of the National Alliance of Concurrent Enrollment Partnerships (NACEP). As an active member of NACEP, the 1818 Program upholds and adheres to accreditation standards including standards involving the necessity for dual credit program to be rooted in relationship and partnership. In adherence to NACEP Accreditation Standard Partnership 2 (P2), which states:

“The concurrent enrollment program has ongoing collaboration with secondary partners,” the 1818 Program has established an Advisory Board (the Board) comprised of high school instructors, program coordinators, high school administrators, university faculty, and university administration. As an effort to increase collaboration, the Board is intentionally comprised of various audiences to ensure representation of all voices in planning and guiding the program. The Board serves as representatives and liaisons for their respective roles.

## II. Structure and Responsibilities of the Advisory Board

The 1818 Program Advisory Board is an autonomous unit of the 1818 Program, which holds responsibility for advising the program and enacting programmatic changes. The Board is responsible for the review of a 1818 Program policies and procedures, management of adherence to NACEP accreditation, program improvement decisions, and further development and improvement of the 1818 Program. It is chaired by a representatives associated with the program.

### A. Responsibilities

While the Board holds no administrative decision making, it is established to function as an independent committee of the 1818 and University administration to:

1. Ensure adherence to NACEP Accreditation Standards,
2. Advise on program policy and procedures,
3. Create proposals for program improvement,
4. Recruit new partners and institutions to the program,
5. Recommend changes to the program,
6. Represent the various interest and groups of the program,
7. Promote the interest of the 1818 Program to representative bodies including administrations, local governments, state governments, etc.,
8. Advocate the benefits of dual credit,
9. Envision the program for the future,
10. Provide an outside voice to the University leadership on behalf of the program.

## B. Autonomy

The Board shall have autonomy in recommendations, except as follows:

- On an annual basis, the Board may propose a budget and any changes in fees for consideration by the Director.
- The Director and University must approve revisions to the policies. The Board shall draft proposed changes, with input from the University leadership and the 1818 membership.

## C. Size and Composition of the Board

The Board shall be comprised of a minimum of 13 individuals, 8 directly elected by active partners and 5 (including the Chair, Vice Chair, Student positions, and members at large) appointed by the 1818 Director with approval of the Board. The 1818 Program Director, 1818 Data and Assessment Coordinator, 1818 Partnership Coordinator, Dean of Arts and Sciences, Dean of Admission, and 1818 Director Emeritus shall be ex-officio, non-voting members of the Board.

The Board shall include:

- a Chair (appointed) - can be re-appointed for a second consecutive term
- a Vice Chair (appointed)
- Two Representative of 1818 student alumni (appointed)
- Four Representatives of public high schools(elected)
- Four Representatives of private high schools (elected)
- Two Representatives of the SLU faculty 1818 liaisons (elected)
- Two Representatives from distance partnerships (elected)
- Members-at-Large as needed per Chair and Director consultation (appointed)

## D. Appointments and Elections

1. Board elections and appointments are held in the spring, with terms beginning immediately after the spring Board meeting.
2. Board members' terms shall last for three years, with a three-time term limit with a mandatory year off in between terms.
3. Terms will be staggered, with appointments and elections occurring for half of the positions in even years and the other half during odd years.
4. Designated representatives of the 1818 partnerships will elect the institutional representatives on the Board, voting only in the elections for representatives from the type of category they

represent (e.g. public, private, liaisons, etc.).

5. A nominating subcommittee will identify candidates for elections or suggest candidates for appointments, and review the qualifications of all nominees and decide on which names shall appear on the ballot. The nominating committee shall be comprised of the elected members whose positions are not up for election.
6. In absence of a candidate, the Board may appoint an individual to a vacant position. In making appointments, the Board should consider the geographical regions represented and the institutional roles (e.g. program administrators, faculty, academic affairs administration) that individuals hold.
7. In the event of a mid-term vacancy in the Board, the Chair shall appoint an individual to serve out the remainder of the term. In the event of a Chair vacancy, the Vice Chair shall serve out the remainder of the term and the 1818 Director will appoint a new Vice-Chair.
8. An institution may have a representative serving in one elected role per term on the Board,(i.e. High School A may have a representative elected as an instructor representative, but should not have a representative in any other elected position such as coordinator).
9. Deviations from the guidelines can be made at the discretion of the Chair in consultation with the 1818 Director.

#### E. Board Roles and Responsibilities

1. To be eligible to serve on the Board, individuals must:
  - Represent an institution that operates as an active partner of the 1818 Program (with the exception of the Member at Large, Student Members, and Liaisons),
  - Demonstrate knowledge of the 1818 Program standards and equivalent experience with advisory groups, and
2. Each Commissioner serves as the bridge to their respective groups and is expected to be informed on the issues important to that respective group.

### III. Conflict of Interest Policies

The following conflict of interest policies apply to Board members.

#### A. Expectations

To ensure the integrity of the 1818 Advisory Board, members must not have any real or perceived financial, institutional, or personal interest in the outcome of the Board proposals that would affect

their ability to exercise objective and independent judgment on the merits of decisions.

## B. Reporting

Prior to service as a Board Member, and annually thereafter, individuals must complete a 1818 Board Agreement attesting that he or she has no real or perceived conflict of interest in the success of the 1818 Program.

Prior to service on the Board, and annually thereafter, each member must also complete a Conflict of Interest Disclosure Form identifying affiliations or interests that might possibly constitute a conflict of interest or create the appearance of a conflict of interest for decisions he or she might be engaged in on behalf of 1818 Program.

Members must notify the Board Chair and 1818 Director during the year if any changes in affiliation might generate a potential conflict of interest. The Chair may dismiss members that do not uphold confidentiality.

## C. Definitions

A real or perceived conflict of interest occurs when the individual has direct or indirect financial, institutional, or personal interest in any of the other dual credit programs. Such direct or indirect interest in an institution includes:

1. Any prior, current, or prospective service as an officer, director, trustee, consultant, employee, including as a volunteer for another dual credit institution;
2. A close family relationship to any individual described in section (1);
3. Any other interest which might create the appearance of a financial, institutional, or personal stake in the outcome of Board decisions that would affect an individual's ability to exercise objective and independent judgment on the merits of an accreditation application.

## D. Personal Gain

A Board Member shall not use the position for personal gain, for the endorsement of any product, service or enterprise, nor for the personal gain of friends, relatives or any institution with which the individual is affiliated. An individual shall not use their member status in a manner that could reasonably be construed to imply that SLU or the 1818 Program sanctions or endorses other activities that the reviewer engages in. When teaching, speaking or writing in a personal capacity, the Board member may refer to his or her Advisory Board service only as one of several biographical details when such information is given to

identify the individual in connection with the teaching, speaking or writing.

#### E. Recusal

All Board Members are expected to recuse themselves if a real or perceived conflict of interest exists. During discussion and votes on areas that may be a conflict of interest, Board Members are expected to recuse themselves.

### IV. Board Operating Procedures

#### A. Secretary

One of the board members shall voluntarily serve as Secretary, to keep records of meetings and discussions.

#### B. Voting

Decisions will be reached by a simple majority vote, either in person, over the phone, or by electronic mail.

#### C. Quorum

A majority of the Board (nine members) shall constitute a quorum for the transaction of business.

#### D. Parliamentary Procedures

Generally accepted parliamentary procedures will be followed, with the Chair designating a Parliamentarian to resolve any procedural disputes.

#### E. Meetings

The Commission shall meet in person at least four times per year to make decisions and by phone if needed.

#### F. Annual Report

The Board must submit an annual report to the partnership. The report promotes and facilitates continuous programmatic improvement. The 1818 Program will publish a public report to provide information and quality improvements of the program.

The 1818 Program will report program overview data provided in the Annual Report publicly. If



staff identifies specific concerns in the Annual Report, staff will inquire further with the Board.

## V. Self Study and Strategic Planning

### A. Self - Study

The 1818 Advisory Board is encouraged to do a regular self study of the program to ensure enacted policies, changes, or program improvements are meeting objectives. Additionally, the Director may call upon the Board to provide an additional external review of internal audits. While the self study is not required annually, the Advisory Board should enact a self study before any major program changes, strategic planning, or go without an internal study longer than 10 years.

### B. Strategic Plan

The self-study functions as an assessment mechanism to evaluate and analyze program objectives and performance. It provides an opportunity for the 1818 Program to become more innovative, strengthen policies and practices, and institute greater transparency and consistency.

During the self-study, a team subcommittee appointed by the Program Chair reviews the manner in which the program implements all NACEP standards, develops implementation plans for any new initiatives, and identifies the evidence and documentation necessary to grow and improve the program.

With the findings of the self-study, the Board is responsible to develop strategic vision for the program with input from the 1818 Program Director. The Strategic Plan should be forward thinking and establish achievable objectives within the next five years. Plans adopted should be reviewed within five years at the start of a new strategic planning process.

### C. Timeline

The Board should begin a self-study a year in advance of drafting a new strategic plan. A strategic plan should last roughly five years with achievable goals.

## **VI. Public Disclosure**

Beginning with the 2017-2018 Board appointments, the Board will publish an official webpage to share updates and initiatives.

## **VII. Commitment to Cooperation**

The 1818 Advisory Board recognizes the role of institutional integrity, equality, and reliability to meet the educational needs of people. The Board recognizes that government and other private organizations have overlapping responsibilities that promote quality education. Consequently, the Board shall work in a spirit of cooperation with government agencies, regional and national accrediting bodies, and other members of the dual credit community.

## **VIII. Amendments**

Revisions to this document shall be made by a simple majority vote of the Board.





**SAINT LOUIS  
UNIVERSITY™**

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