

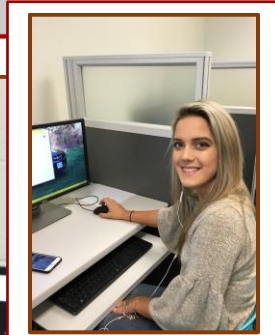


# Elite Learning

Southwest Virginia Education and Training Network



## Guide for DE Coordinators 2018-2019



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# What is Elite Learning?

The Southwest Virginia Education and Training Network (SVETN) is a 501 (c) (3) not-for-profit corporation governed by educators. The SVETN was established in response to a need to increase curriculum offerings in small rural schools throughout southwestern Virginia. Organized originally for the purpose of facilitating instruction by interactive video, within the past decade other distance learning modes have emerged. The SVETN is headquartered in Abingdon at the Southwest Virginia Higher Education Center and staffed by two full-time and one part-time employee.

In 2004, SVETN launched Elite Learning, a program of asynchronous online courses in its thirteenth year serving the students of southwestern Virginia. Elite is an acronym for Experience Learning Innovation and Teaching Excellence. SVETN serves the educational needs of learners in Bland, Buchanan, Carroll, Dickenson, Grayson, Lee, Russell, Scott, Smyth, Tazewell, Washington, Wise, Wythe, and the cities of Norton, Bristol, and Galax.

Most courses offered by Elite Learning are dual-enrollment, meaning students receive both high school and college credit for the same coursework. Elite Learning provides SVETN member high schools with a selection of courses taught by college adjuncts who use an Internet based Learning Management System (LMS), called Moodle. Moodle supports a combination of rigorous collaborative and self-paced activities conducted at the learner's computer.

Classes are asynchronous. That is, students may proceed at their own speed, on their own time within a flexible calendar framework. Thus the scheduling of in-school work time also is conveniently flexible. Any school schedule can be accommodated since Elite Learning classes are offered in both semester and yearlong formats.

Benefits of participation in Elite Learning are tremendous. Most courses offered by Elite Learning are dual-enrollment, meaning students receive both high school and college credit for the same coursework. This also helps students achieve college credit requirements of the Early College Scholar program.

Nineteen fully developed and tested online course templates approved for Virginia high school graduation and community college credits will be offered during the 2018-2019 school year.

## Objectives of Elite Learning

### *Objective One—Increase Dual Enrollment Opportunities*

SVETN's Elite Learning will increase the number of dual enrollment opportunities available to students throughout Southwest Virginia. Since 2008, enrollment has grown from 130 to 1,597 students during the 2018-2019 school year. This rapid growth is expected to continue for the 2018-2019 school year. As many as 25 schools from 12 school districts have taken advantage of the academic opportunities Elite Learning provides.

School divisions currently participating in Elite Learning include Bland, Buchanan, Lee, Smyth, Washington, Scott, Wythe, Dickenson, Tazewell, and the cities of Bristol and Norton.

### *Objective Two— Impact Low and Moderate Income Families*

SVETN's Elite Learning students may have reduced tuition expenses. Most students who participate in Elite Learning course pay much less for their course as a dual-enrollment option than a traditional community college course. The expense for students is determined by each school division.

***Objective Three—Provide Opportunity for Students to Get a Head Start on College Career***

Students who successfully complete an Elite Learning course receive 3 to 6 college credit from their local community college. These colleges include Virginia Highlands Community College, Wytheville Community College, Southwest Virginia Community College, and Mountain Empire Community College. Since 2008, students have received a total of 27,084 college credits. Virginia Highlands Community College boasts the highest numbers at 10,144 credits awarded. Mountain Empire Community College students have received 5,769 credits while Southwest Virginia Community College students have earned 3,339 college credits. Credits totaling 7,832 have been awarded to students from Wytheville Community College.

***Objective Four—Increase Financial Literacy of Students***

SVETN’s Elite Learning students participating in Economics and Personal Finance will be exposed to financial literacy education. All high schools in Virginia face a new requirement to provide this course to all students before graduation.

With limited financial resources, it can be a challenge for small high schools to find adequate classroom space and instructors to meet this mandate. Elite Learning will offer the course in two formats. Student may take the course for high school credit only as well as a dual enrollment option with students earning three college credits for Finance 107 at their local community college. Each course is designed to meet or exceed all Career and Technical Education competencies for Virginia Public Schools.

***Objective Five—Maintain High Academic Standards***

SVETN’s Elite Learning will maintain high academic standards of all students. Elite Learning students have historically experienced tremendous success academically. Over 95% of students have earned a “C” or higher average in their course with 58% of those students earning an “A” average. This is due in part to the one-on-one teaching approach supported by Elite Learning instructors. School guidance counselors will be notified every three weeks with student grades. Instructors will contact guidance counselors individually at any point there is concern that a student is not exhibiting academic success. The goal is for all students to achieve a minimum grade of a 70/C.

***Objective Six—Ensure Content Meets Established Standards***

SVETN’s Elite Learning will provide curriculum that meets or exceeds all Virginia Department of Education Career and Technical Education competencies and Standards of Learning. SVETN will also meet all standards of quality adopted by the Virginia Community College System. Curriculum material will be provided to community colleges for approval.

# Course Syllabus Template

## Each Syllabus Should Contain the Following:

**NOTE: Instructors may elect to include some information throughout their course**

**Course Number & Title**—use community college name and number

Beginning Statement Example: Students that successfully complete this course will earn 1 high school credit and 3 hours of college credit for *course title/number* as well as have a basic overview of \_\_\_\_\_ and related topics.

**Course Description** (Include the community college description as well as your own description)

### **Fall Semester 2018**

**Instructor:**

**Office/Office Hours:**

**Telephone:**

**E-mail:** Example: the best way to reach me is by sending a message within your Moodle course; however, my email address is \_\_\_\_\_. My email should only be used as a last resort. Students should expect to receive message responses within 24 hours. I will post if I will not be available in the Announcements, so be sure to read the Announcements!

**Time & Location of Class Meeting** Example: This course is asynchronous, which means you will be able to access your course material at any time of the day or night. You should have a specific time in the day that you will be assigned to work on your assignments for this course. It is critical to log into your course on a daily basis.

**Course Goals & Objectives**—list course specific information here

All course objectives must be listed and must be measurable (Standard 2.1)

**Technology Requirement:** Students will be required to complete and submit assignments by using Moodle, the learning management system for Elite Learning. The course can be accessed at [www.svetn.org](http://www.svetn.org). Students will need use of the Internet for all coursework. Access to Microsoft Word and PowerPoint are also required (Standard 1.6)

**Technical Support:** Technical problems are not common but occur from time-to-time. To receive prompt support, students must submit a trouble ticket by going to [www.svetn.org](http://www.svetn.org) and then selecting the Contact tab. The trouble ticket form will be distributed to the informational support team. You should receive a response within 24 hours (usually much sooner). After you have submitted the trouble ticket, please send me an email or message to let me know what problems you are having.

**Teaching Methods**

**Required Text & Other Materials** (Standard 4.1)

Provide all of your book materials including the publisher and ISBN. Add the following statement: All course materials were selected to meet the course goals and objectives (Standard 4.2). Also add the following

statement: Students should contact their facilitator or guidance counselor to receive all textbooks. If you are unable to receive a book within the first few days of class, contact the instructor.

**Grading Policy & Scale** (Standard 3.2)

This course will be graded on a ten-point scale:

100-90 % = A      89-80 % = B      79-70 % = C      69-60 % = D      59 % or less = F

All grades will be reported by SVETN to each school with a numeric grade and a recommended letter, but assignment of a final letter grade will be at the discretion of the student's school.

Note: The points, percentages, and weights for each component of the course grade are clearly stated. You are required to explain exactly how grades will be determined. For example: 3 Tests (30%), 2 Papers (30%), 10 discussions (30%), and 1 final exam (10%).

Note: List the specific criteria you will use to grade assignments. Will you use a rubric, a list of criteria, a required number of submissions, etc.? You can't simply give a student a grade without explaining how you are determining the grade. This criterion gives students the information they need to understand how you will grade an assignment or activity. (Standard 3.3)

Note: You must have a clear statement of the instructor's responsibilities (Standard 5.3). Suggestion: Students should expect to receive feedback from the instructor on all discussion board posts within 48 hours. Because it takes much longer to grade papers, you can expect feedback within 7 days of your submission (usually sooner). (Standard 5.3)

**Late Work Policy** (Standard 3.2) This should be stated clearly. Suggestion: Please be aware that this is a rigorous college course which requires disciplined work habits and the meeting of deadlines. Due dates are located on the calendar and throughout the course. You should give yourself plenty of time on assignments and don't wait until the last minute. For example: An assignment has been open for an entire week. You don't attempt the quiz until 30 minutes before it closes but then you have technical problems. You will not be given an extension because ample time was given on the quiz. I will not extend deadlines unless I am contacted by your school with an approved excuse. I will not reopen an assignment after it has closed. Plan accordingly if you will be out of school on trips.

**Reading Assignments (if applicable)**

**Other Assignments (if applicable)**

**Attendance Policy** Examples:

At least once every school day, you are required to log on to MOODLE and perform three tasks:

1. Check your inbox for new messages.
2. Check for new course announcements under "Latest News."
3. Check the calendar under "Upcoming Events," to see what work is due.

You should then proceed to work on the assignments within the current unit.

OR

Because this is an Internet based course, there is not a scheduled time set for your coursework. Each student must be dedicated to completing assignments independently. The student will be required to log in to this course on a regular basis, which will be checked by the teacher. The school and/or parents will be notified if a student has not logged into their course for a three day period. Contacts will also be made if a student is logging into their course with only a minimum amount of work each day. Expect no less than 60-90 minutes of work each day.

**How to be Successful** Example:

- Make sure you read through this entire document. There is useful information here.
- Stay on task by printing off your assignment sheets and keeping them in a notebook with a calendar.
- Plan ahead, and do not procrastinate. The dual enrollment classes are college classes. An asynchronous class requires discipline. If you are not self-disciplined in your studies, then you need to rethink your decision to take this class.
- You must stay focused and keep a steady pace, or you will fall behind.
- Technical difficulties may occur. Remember that technical difficulties happen with online courses. Report technical problems as soon as possible by submitting a trouble ticket at [www.svetn.org](http://www.svetn.org) under the Contact tab.

**Disabilities:** Students who participate in this class are also high school students. Each high school has resources available for students with disabilities (IEP). Please contact the guidance counselor at your school to request academic accommodations. Each community college also has the Office of Student Services, which may be able to provide additional services. A representative from your school (guidance counselor) may make a request for services at the college. That office will evaluate the request and make recommendations for appropriate and reasonable accommodations, which the student will provide to the instructor. Please contact your guidance counselor or SVETN for more information. (Standard 7.2)

**Emergency Policy:** Follow all emergency policies for your home school.

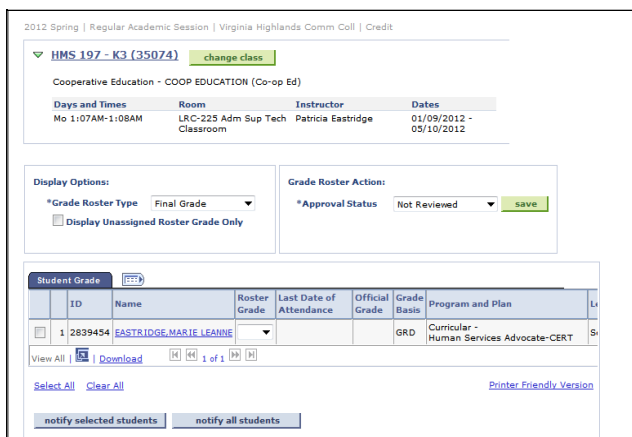
**Academic Integrity:** Each student will be bound by the academic codes of their school. Any violations will be reported to the student's school for appropriate disciplinary action. Cheating will not be tolerated. Because these courses are considered college courses, each student is considered a responsible adult. It is assumed that students will maintain standards of conduct appropriate to membership in Elite Learning as well as the community college. Emphasis is placed on standards of student conduct rather than on limits or restrictions. Guidelines and regulations governing student conduct are developed by the Elite Learning faculty, staff, and administration. More detailed information is found in the *Elite Learning Student Guide*. (Standard 1.4)

**It is critical that all students read the Elite Learning Guide for Students. This guide is located at [www.svetn.org](http://www.svetn.org) as well as within your course. Contact Dawn Stafford, SVETN Executive Director, if you have questions or concerns.**


**Course syllabus and schedule is subject to change at the discretion of the instructor.**

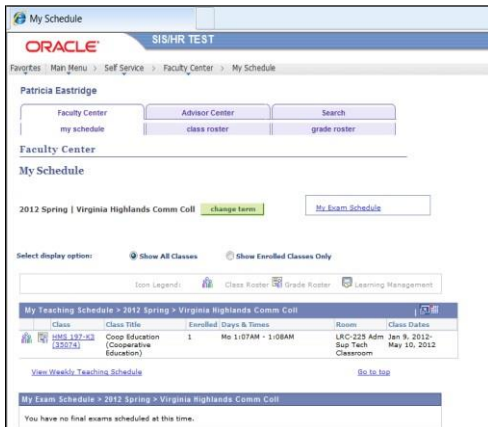
# Entering Grades at the College (PeopleSoft 9.0)

1. Log In - Go to [www.vhcc.edu](http://www.vhcc.edu). Click on *MyVHCC* on the right hand side of the page. Instructors may also log into any of the four community colleges using the same steps. Enter your username and password and click *Log In*. If you do not know your username, you can click on *Look up your username* and set your password or *I cannot access my account*.
2. Click *VCCS SIS: Student Information System*
3. The system should automatically go to *Self Service*
4. Click *Faculty Center/My Schedule*. Another option is select *Faculty Center/Grade Roster*
5. A list of the classes that you are teaching for a particular term will appear.



If the correct term doesn't appear click the change term box. Select the term and click *CONTINUE*.

6. View Grade Rosters – to access your grade roster click  on the left of the class you wish to enter grades. This will make your grade roster appear.



7. Enter the grades – you can enter the letter grade or click the dropdown box and it will show the grades you can select.



Reminder: if you enter the grade of an “F” or “U” another box will appear beside the grade asking for the Last Date of Attendance. You must put in the last date that the student attended the class or you cannot SAVE the grades. If a student attended the entire class and still earned an “F” or “U,” record the date of the exam as the last date of attendance. (Format: MMDDYYYY) You can also click the calendar button and select the date.

8. Approving Grades: Grades MUST be approved before they can be successfully posted to student records. Please approve and save grades in the following order:
  - a. Approval Status – “NOT REVIEWED.” Enter grades and Save.
  - b. Approval Status – “READY FOR REVIEW.” Review grades and Save.
  - c. Approval Status – “APPROVED.” Save.
  - d. NOTE: Rosters for EVERY class taught during the semester must be “Approved” and Saved.
  - e. NOTE: *Rosters cannot be saved in the “Approved” status until all of the grades have been entered for the class. Also, failure to save the roster in the correct sequence of “Not Reviewed,” “Ready for Review,” and “Approved,” may cause errors with grade processing. The grade roster must be saved in each of the statuses indicated.*
9. Click *Change Class* to be able to select another class.
10. Click *Change Term* when you are ready to enter grades for a different community college.
11. When finished remember to *Sign out*.

# Responsibilities and Procedures

## **Elite Learning Administrator:**

- Correspond with high schools pertaining to course availability, book requirements, prerequisites, etc.
- Maintain enrollment portal for Elite Learning
- Prepare list of currently enrolled students for verification by guidance counselors by second week of term
- Upon verification from each school, provide a complete list of students to each community college for verification of proper placement scores, prerequisites, paperwork, etc.
- Upon verification from each school, provide a complete list of students to each instructor to verify final student roster in Moodle
- Provide a copy of Elite Learning end-of-term evaluation results to community colleges

## **Instructor:**

- Notify guidance counselor if student fails to log into the course for 3+ consecutive days without explanation
- Notify Elite Learning Administrator, guidance counselor, and community college representative by midterm if student fails to meet minimal standards to enroll in Part II of a course
- Submit final grades to community college in PeopleSoft and via email (as requested)
- Submit final grades to Elite Learning Administrator in printed form with signature on each page
- Follow all guidelines set forth in the *Elite Learning Guide for Teachers*

## **Guidance Counselor:**

- Enroll students via the online enrollment portal located at [www.svetn.org](http://www.svetn.org)
- Coordinate with community colleges to set testing time for college placement test
- Verify that each student has completed the proper requirements established by their local community college including all prerequisites
- Verify student information via email when received from Elite Learning Administrator
  - Proper students are enrolled
  - Students have passing scores on required placement tests
  - Students have met all other prerequisites
- Distribute, collect, and maintain *Student Participation Form* provided by Elite Learning Administrator
- Distribute username and password information to students
- Ensure books are available for the first day of class each semester
- Provide information to Elite Learning Administrator and instructor pertaining to student Individualized Education Program (IEP)
- Monitor students' progress throughout course
- Contact the community college to withdraw students after the add/drop deadline has passed

## **Course Facilitator:**

- Notify Elite Learning that you have been selected as a facilitator via email to [dstafford@swcenter.edu](mailto:dstafford@swcenter.edu)
- Ensure books have been provided to students
- Request a username/password to gain access to courses
- Monitor students' progress throughout course to ensure he/she is on-task
- Submit trouble tickets for any technical problems by visiting [www.svetn.org](http://www.svetn.org) and selecting *Contact* at the top right. Then select *Trouble Ticket Form*.

## **College Dual Enrollment Coordinator:**

- Administer placement examinations at each high school
- Verify that each instructor has an employee personnel file; confirm to Elite Learning Administrator
- After receiving enrollment information from Elite Learning Administrator:
  - Verify each student has successfully completed all required paperwork
  - Verify each student has successfully completed placement tests
  - Verify each student has successfully completed course prerequisites
  - Enter student information in college Student Information System (SIS) to ensure proper enrollment
- Notify Elite Learning instructors of campus faculty, division, or adjunct meetings
- Notify Elite Learning Administrator of dates for grades submission

## **Student:**

- Complete *College Application for Admission*
- Take placement tests if required (may be waived with appropriate SAT or ACT scores)
- Complete all other paperwork for the community college
- Pay all required tuition to guidance counselor or community college
- Sophomores—make sure official approval has been received from the college to participate in Elite Learning courses
- Complete *Elite Learning Student Participation Form* and return to guidance counselor
- Complete Elite Learning introductory and end-of-course evaluations
- Submit trouble tickets for any technical problems by visiting [www.svetn.org](http://www.svetn.org) and selecting *Contact* at the top right. Then select *Trouble Ticket Form*.

# Admission Requirements by College

## **Mountain Empire Community College**

- Dual Enrollment VA In-State Tuition Application (paper)
- Dual Enrollment Application Form
- College Placement Test

MECC Contact Person: John Bledsoe at JoBledsoe@me.vccs.edu

## **Virginia Highlands Community College**

- Application for Enrollment and In-State Tuition (online)
- Dual Enrollment Permission Form (online)
- College Placement Test

VHCC Contact Person: Pat Farmer pfarmer@vhcc.edu

## **Southwest Virginia Community College**

- Application for Enrollment and In-State Tuition (online)
- Dual Enrollment Permission Form – Guidance Counselor and/or Career Coach
- College Placement Test (Must first do application and be able to present student ID number (EMPLID) when testing)

SVCC Contact Person: Christina Rimmer at christina.rimmer@sw.edu

## **Wytheville Community College**

- Application for Enrollment and In-State Tuition (online)
- Dual Enrollment Permission Form
- College Placement Test

WCC Contact Person: Josh Floyd at jfloyd@wcc.vccs.edu

NOTE: Additional requirements may be presented to guidance counselors.

# Elite Learning Withdrawal Form

(Students will not be withdrawn without submitting form—to be completed by counselors)

Student's Full Name \_\_\_\_\_ Student's Emplid \_\_\_\_\_

Name of Course \_\_\_\_\_ Instructor \_\_\_\_\_

Date of Withdrawal \_\_\_\_\_ Student's High School \_\_\_\_\_

Notes: \_\_\_\_\_

## **Form must be sent to the following:**

1. Elite Learning: Dawn Stafford at dstafford@swcenter.edu
2. Dual Enrollment Coordinator:
  - VHCC: Pat Farmer at pfarmer@vhcc.edu
  - WCC: Josh Floyd at jfloyd@wcc.vccs.edu
  - SVCC: Christina Rimmer at christina.rimmer@sw.edu
  - MECC: John Bledsoe at jobledsoe@mecc.edu

## **Important Elite Learning Dates:**

- Fall semester courses begin—August 13
- Last day to enroll in a fall semester course—August 22
- Final enrollment sent to community college—August 24
- Last day to drop a fall semester course without penalty—Refer to college for specific date
- Last to withdraw from community college will vary per college-- Refer to college for specific date
  - NOTE: A student withdrawing from a course will receive a grade of a 'W.' The class will appear on their student's transcript, however, the Academic Standing/Grade Point Average will not be affected.
  
- Spring semester courses begin—January 7
- Last day to enroll in a spring semester course—January 16
- Final enrollment sent to community college—January 18
- Last day to drop a spring semester course without penalty— Refer to college for specific date
- Last to withdraw from community college— Refer to college for specific date
  - NOTE: A student withdrawing from a course will receive a grade of a 'W.' The class will appear on their student's transcript, however, the Academic Standing/Grade Point Average will not be affected.

**A confirmation email from the community college and Elite Learning will be sent to school counselors after the withdrawal is complete.**

# 2018-2019 Elite Learning Calendar

## Fall Semester (82 Days)

|                       |  |
|-----------------------|--|
| <i>August 8</i>       | Elite Learning Orientation Course opens for all students                     |
| <i>August 13</i>      | First official day of classes for fall semester                              |
| <i>August 22</i>      | Last day to enroll students in Elite Learning classes for fall semester      |
| <i>August 24</i>      | Final student roster will be sent to community colleges and school divisions |
| <i>September 3</i>    | SVETN offices closed for Labor Day   |
| <i>November 21-23</i> | SVETN offices closed for Thanksgiving  |
| <i>December 10</i>    | End of fall semester—no assignments accepted after this date                 |
| <i>December 14</i>    | Final Grades will be distributed to schools                                  |

## Spring Semester (80 days)

|                    |   |
|--------------------|---|
| <i>January 7</i>   | First official day of classes for spring semester                               |
| <i>January 16</i>  | Last day to enroll students in Elite Learning classes for spring semester       |
| <i>January 18</i>  | Final student roster will be sent to community colleges and school divisions    |
| <i>April 18-22</i> | Spring/Easter Break (may vary due to weather causing excessive school closures) |
| <i>May 3</i>       | End of spring semester—no assignments accepted after this date                  |
| <i>May 8</i>       | Grades will be distributed to schools   |
| <i>May 8</i>       | Instructors will enter grades in PeopleSoft at the community colleges           |

**\*To withdraw a student, guidance counselors must contact the community college, the course instructor, and Elite Learning. A withdrawal form is provided for proper documentation.**

# Online Etiquette Expectations for Students

*These standards of conduct apply to both formal and informal communication within all online courses.*

## **Personal Conduct**

This standard applies to both formal and informal discussions within your course.

Show respect for others.

- Always ask yourself ‘would I say this to a person’s face?’
- Avoid offensive language.
- Be tolerant of diverse opinions and perspectives.

## **Communication Procedures**

These standards apply primarily to formal communications including discussion forums, course mail, drop boxes and other instructor-assigned topics.

1. Responses must be more than a simple agreement or disagreement.
2. Do not be afraid to disagree with others in the group.
  - If you agree or disagree, choose a position and defend it while respecting the opinions of others.
  - Make sure discussions are intellectual not emotional.
  - Point out mistakes politely.
3. Course communication must follow directions for the specific assignment.
  - Submit using the appropriate tool—drop box, discussion forum, course mail, etc.
  - Respond in a timely manner and stay focused on discussion topic.
  - Follow the format specified by the instructor.
4. Proofread submissions carefully.
  - Observe rules of grammar, punctuation, and spelling including avoiding use of slang, Internet abbreviations or lingo.
  - Make sure what you write makes sense.
5. Plagiarism will result in a zero. Students should contact their instructor if they do not completely understand plagiarism. It is a serious offense of the honor code for both Elite Learning and the community college.

# Sophomore Participation Requirement

Dual Enrollment coursework is restricted to high school juniors and seniors. Because admitting sophomores is considered exceptional, the college-ready status of each prospective sophomore student will be treated on a case-by-case basis. An exceptional sophomore would be a student who is in an honors or gifted program at the time they request permission to take dual enrollment courses.

Permission to participate in Elite Learning courses will require approval from the community college. Requests by the secondary school for exceptions must be forwarded to the Dual Enrollment Coordinator, along with relevant academic information regarding the student. The request must demonstrate that the student has met established placement criteria and is ready both academically and emotionally for college-level coursework.

Each community college may require different paperwork. Contact the following Dual Enrollment Coordinators for more information:

- VHCC: Pat Farmer at [pfarmer@vhcc.edu](mailto:pfarmer@vhcc.edu)
- WCC: Josh Floyd at [jfloyd@wcc.vccs.edu](mailto:jfloyd@wcc.vccs.edu)
- SVCC: Christina Rimmer at [christina.rimmer@sw.edu](mailto:christina.rimmer@sw.edu)
- MECC: John Bledsoe at [jobledsoe@mecc.edu](mailto:jobledsoe@mecc.edu)



# Grade Requirement Policy

## **English Grade Requirements:**

Students participating in English 111 – English I must receive a 70/C final average or greater to continue their enrollment into English 112—English II as a dual enrollment course. For students who don't earn a 70/C in ENG 111 may remain in the course for high school credit only. Community college credit will NOT be given unless arrangements are made directly with the college to allow credit. The decision to allow a student to remain in the course is at the discretion of the high school, community college and Elite Learning administration.

Students participating in English 112 must receive a 70/C final average or greater to continue their enrollment into ENG 211—Creative Writing course.

## **History Grade Requirements:**

Students participating in HIS 121—United States History I must receive a 70/C final average or greater to continue their enrollment into HIS 122—United States History II as a dual enrollment course. For students who don't earn a 70/C in HIS 121, they may remain in the course for high school credit only. Community college credit will NOT be given unless arrangements are made directly with the college to allow credit. The decision to allow a student to remain in the course is at the discretion of the high school, community college and Elite Learning administration.

Students participating in HIS 269—Civil War & Reconstruction must receive a 70/C final average or greater to continue their enrollment into HIS 270—America in the Gilded Age as a dual enrollment course. For students who don't earn a 70/C in HIS 269, they may remain in the course for high school credit only. Community college credit will NOT be given unless arrangements are made directly with the college to allow credit. The decision to allow a student to remain in the course is at the discretion of the high school, community college and Elite Learning administration.

Students participating in PLS 211—United States Government I must receive a 70/C final average or greater to continue their enrollment into PLS 212—United States Government II as a dual enrollment course. For students who don't earn a 70/C in PLS 211, they may remain in the course for high school credit only. Community college credit will NOT be given unless arrangements are made directly with the college to allow credit. The decision to allow a student to remain in the course is at the discretion of the high school, community college and Elite Learning administration.

## **Business Law Grade Requirements:**

Students participating in BUS 241—Business Law must receive a 70/C final average or greater to continue their enrollment into BUS 242—Business Law II as a dual enrollment course. For students who don't earn a 70/C in BUS 241, they may remain in the course for high school credit only. Community college credit will NOT be given unless arrangements are made directly with the college to allow credit. The decision to allow a student to remain in the course is at the discretion of the high school, community college and Elite Learning administration.

# Code of Student Conduct

Each student is considered a responsible adult, and it is assumed that students will maintain standards of conduct appropriate to membership in this online learning program. Emphasis is placed on standards of student conduct rather than on limits or restrictions. Guidelines and regulations governing student conduct are developed by representatives of the faculty, staff, and administration.

NOTE: All Elite Learning students are community college students and must abide by the Code of Conduct of their representative college. Elite Learning's Code of Conduct is derived from partner community college regulations.

## **Forms of Student Misconduct Subject to Disciplinary Action**

1. All forms of dishonesty, including cheating, plagiarism, knowingly furnishing false information to instructors or administrators, and the forgery, alteration, or use of course documents or instruments of identification with the intent to defraud.
2. All forms of plagiarism including the appropriation of passages, either word for word or in substance, from the writings of another and the incorporation of those passages as one's own in written work offered for credit. Elite Learning assumes that the written work offered for credit is the student's own unless proper credit is given the original author by the use of quotation marks and footnotes or other explanatory inserts.
3. All collaboration with another person in the preparation or editing of notes, themes, reports, or other written work offered for credit is prohibited unless such collaboration has been specifically approved in advance by the instructor. Examples of collaboration include extensive use of another's ideas for preparing a creative assignment and receiving undue assistance in the preparation or editing of written materials.
4. Giving or receiving, offering or soliciting information on any quiz, test, or examination is prohibited; this includes the following:
  - (a) Copying from another student's paper.
  - (b) Use of prepared materials during the examination.
  - (c) Collaboration with another student during the examination.
  - (d) Buying, selling, stealing, soliciting, or transmitting the contents of an examination.
  - (e) Substituting for another person during an examination or allowing such a substitution for one's self.
  - (f) Bribery of any person to obtain examination information.

## **Misconduct Guidelines – Online Learning Specifics**

1. Students who gain access to user accounts other than their own by using various technologies or through other dishonest means may be suspended from the program. See suspension outcomes under the Sanctions section of this document.
2. Students who intentionally or unintentionally view other’s personal information, grades or other “locked” areas of user accounts may be suspended from the program. See suspension outcomes under the Sanctions section of this document.
3. Students are expected to perform all work themselves. If it is discovered and proven that any student is allowing others to access their user account and complete assignments, tests, etc., he or she may be suspended at the discretion of the administrators.
4. Administrators retain the right to use any and all tracking technologies available to them within student civil rights. This will ensure that students are presenting assignments in an honest manner.

## **Sanctions**

**IT’S IMPORTANT FOR STUDENTS TO UNDERSTAND THAT VIOLATIONS WILL BE REPORTED TO THE COMMUNITY COLLEGE. COLLEGE REPRESENTATIONS MAY HELP DETERMINE THE PROPER COURSE OF ACTION FOR EACH VIOLATION.**

The following sanctions may be imposed:

**Admonition:** An oral or written statement to a student that he/she is violating or have violated program rules and may be subject to more severe disciplinary action.

**Suspension:** Exclusion from participating in the program as a student for a definite period of time. Suspension will result in a zero grade reported to the community college in which the student is enrolled.

Additional sanctions may be imposed if the Honor Code violation is severe. Violations may be reported to the community college as all violations are also a violation of the Honor Code of your local community college.

## **Inclement Weather Policy**

Asynchronous online courses have many advantages over the traditional classroom. Among those advantages are the availability of the instructor, the opportunity to "attend" class from many locations, the flexibility of schedule, and no make-up days due to snow. To provide the required amount of “seat-time” for students, Elite Learning instructors will continue to present class material and require assignment submissions. When some schools are temporarily closed, it is necessary to require a continuation of assigned work even if students are absent from school due to weather. It is the responsibility of the student to access the class via Internet during this type of absence. **Students without Internet access beyond school hours will need to discuss this with their instructor at the beginning of the semester.**

# 2018-2019 Elite Learning Course Offerings

Upon successful completion, students will receive college credits from the community college affiliated with their high school. Students must complete an application and placement examination at their local community college before enrolling in Elite Learning courses. Other requirements may be established by each school and/or community college.

## English I & II (ENG 111 & ENG 112)\*

Fall, Spring, Yearlong

- Introduces students to critical thinking and the fundamentals of academic writing. Through the writing process, students refine topics; develop and support ideas; investigate, evaluate, and incorporate appropriate resources; edit for effective style and usage; and determine appropriate approaches for a variety of contexts, audiences, and purposes. Writing activities include exposition and argumentation with at least one researched essay.
- Continues to develop college writing with increased emphasis on critical essays, argumentation, and research, developing these competencies through the examination of a range of texts about the human experience. Requires students to locate, evaluate, integrate, and document sources and effectively edit for style and usage. *Prerequisite:* Students must successfully complete ENG 111 or its equivalent to enroll in ENG 112. 6 credits.

## Survey of American Literature I & II (ENG 241 & ENG 242)\*

Spring or Yearlong

- Examines American literary works from colonial times to the present, emphasizing the ideas and characteristics of our national literature. Involves critical reading and writing. Prerequisite ENG 112 or divisional approval. *Prerequisite:* ENG 112 or written approval from community college. 6 credits

## Creative Writing (ENG 211)\*

Spring

- Introduces the student to the fundamentals of writing imaginatively. Students write in forms to be selected from poetry, fiction, drama, and essays. Focuses on personal writings, short stories, poems, and non-fiction writings. *Prerequisite:* ENG 111/112 or written approval from community college. 3 credits.

## United States History I & II (HIS 121 & HIS 122)\*

Fall, Spring, Yearlong

- Surveys United States history from its beginning to the present. 6 credits.

## Civil War & Reconstruction (HIS 269)\*

Fall

- Studies the division between the States, examines the war, the home fronts, and the era of Reconstruction. 3 credits.

## America in the Gilded Age (HIS 270)\*

Spring

- Studies in detail American history during the years from 1870-1900 - The Gilded Age, emphasizes the relationships between various aspects of American life and identifying themes that helped define the era. 3 credits.

## Civil War & Reconstruction & America in the Gilded Age (HIS 269 & HIS 270)\*

Spring

- Studies the division between the States, examines the war, the home fronts, and the era of Reconstruction. Studies in detail American history during the years from 1870-1900 - The Gilded Age, emphasizes the relationships between various aspects of American life and identifying themes that helped define the era. 6 credits.

## **United States Government I & II (PLS 211 & PLS 212)\***

**Fall, Spring Yearlong**

- Teaches structure, operation, and process of national, state, and local governments. Includes in-depth study of the three branches of the government and of public policy. 6 credits

## **International Relations I (PLS 241)\***

**Fall**

- Teaches geographic, demographic, economic, ideological, and other factors conditioning the policies of countries and discusses conflicts and their adjustment. 3 credits

## **Introduction to Conflict Resolution (PLS 250)\***

**Spring**

- Teaches basic concepts and methods of conflict resolution, which includes the factors that lead to conflict, and how conflicts can be prevented or brought to an end through peaceful means. Focuses on national and international conflict resolution. 3 credits

## **Introduction to Business (BUS 100)\*\***

**Fall or Spring**

- Presents a broad introduction to the functioning of business enterprise within the U.S. economic framework. Introduces economic systems, essential elements of business organization, production, human resource management, marketing, finance, and risk management. Develops business vocabulary (Foundation course for all college business majors). 3 credits.

## **Personal Finance (FIN 107)\*\***

**Fall or Spring**

- Presents a framework of personal money management concepts, including establishing values and goals, determining sources of income, managing income, preparing a budget, developing consumer buying ability, using credit, understanding savings and insurance, providing for adequate retirement, and estate planning. 3 credits.

## **Business Law I & II (BUS 241 & BUS 242)\*\***

**Fall or Spring**

- Develops a basic understanding of the U.S. business legal environment. Introduces property and contract law, agency and partnership liability, and government regulatory law. Students will be able to apply these legal principles to landlord/tenant disputes, consumer rights issues, employment relationships, and other business transactions.
- Focuses on business organization and dissolution, bankruptcy and Uniform Commercial Code. Introduces international law and the emerging fields of E-Commerce and Internet Law. 6 credits.

## **Survey of Criminal Justice (ADJ 100)\*\***

**Fall**

- Presents an overview of the United States criminal justice system; introduces the major system components--law enforcement, judiciary, and corrections. Students will learn the techniques in which crimes are scientifically solved by using of modern technology and investigative techniques. 3 credits.

## **Survey of Criminology (ADJ 107)\*\***

**Spring**

- Surveys the volume and scope of crime; considers a variety of theories developed to explain the causation of crime and criminality. Studies current and historical data pertaining to criminal and other deviant behavior. Examines theories that explain crime and criminal behavior in human society. 3 credits.

### **Principles of Psychology (PSY 200)\***

**Fall, Spring Yearlong**

- Surveys the basic concepts of psychology. Covers the scientific study of behavior, behavioral research methods and analysis, and theoretical interpretations. Includes topics that cover physiological mechanisms, sensation/perception, motivation, learning, personality, psychopathology, therapy, and social psychology. 3 credits.

### **Developmental Psychology (PSY 230)\***

**Fall, Spring, Yearlong**

- Possible requirement for Health Sciences including nursing degree.
- Studies the development of the individual from conception to death. Follows a life-span perspective on the development of the person's physical, cognitive, and psychosocial growth. 3 credits

### **Principles of Sociology (SOC 200)\***

**Fall, Spring Yearlong**

- Introduces fundamentals of social life by presenting significant research and theory in areas such as culture, social structure, socialization, deviance, social stratification, and social institutions. 3 credits

### **Medical Terminology & Disease Processes I (HLT 113)\*\***

**Fall, Spring, Yearlong**

- Possible requirement for Health Sciences including nursing degree.
- Includes the study of prefixes, suffixes, stem words, and technical terms; puts emphasis on the causes and treatment of selected disease processes. 3 credits

### **Quantitative Reasoning (MTH 154)\*\* NOTE: Replacement for College Algebra**

**Spring**

- Presents topics in proportional reasoning, modeling, financial literacy and validity studies (logic and set theory). Focuses on the process of taking a real-world situation, identifying the mathematical foundation needed to address the problem, solving the problem and applying what is learned to the original situation. *Prerequisites:* Competency in MTE 1-5 as demonstrated through placement or unit completion or equivalent or Co-requisite: MCR 4: Learning Support for Quantitative Reasoning. 3 credits

### **Statistical Reasoning (MTH 155)\*\* NOTE: Replacement for Intro to Elementary Stats**

**Fall**

- Presents elementary statistical methods and concepts including visual data presentation, descriptive statistics, probability, estimation, hypothesis testing, correlation and linear regression. Emphasis is placed on the development of statistical thinking, simulation, and the use of statistical software. *Prerequisites:* Competency in MTE 1-5 as demonstrated through placement or unit completion or equivalent or Co-requisite: MCR 5: Learning Support for Statistical Reasoning. 3 credits

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### **Economics and Personal Finance—High School Credit Only**

**Fall or Spring**

- Presents a framework of personal money management concepts, including establishing values and goals, determining sources of income, managing income, preparing a budget, developing consumer buying ability, using credit, understanding savings and insurance, providing for adequate retirement, and estate planning.

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\* General Core and transfer elective courses. \*\*Program specific courses (may also be transferrable).

Students should speak to their college representative to learn more about transferability of courses as Elite Learning cannot guarantee transferability of any course. Instructor selection, student interest, and preferences of community colleges may affect course offerings. All course offerings are subject to change.

## 2018-2019 Elite Learning Course Offerings Per College

Upon successful completion, students will receive college credits from the community college affiliated with their high school. Students must complete an application and placement examination at their local community college before enrolling in Elite Learning courses. Other requirements may be established by each school and/or community college.

| Course                                    | Course Number     | Credits | Fall | Spring | Yearlong | VHCC | WCC | MECC | SWCC |
|---|-------------------|---------|------|--------|----------|------|-----|------|------|
| Developmental Psychology*                 | PSY 230           | 3       | X    | X      | X        | X    | X   |      |      |
| Medical Terminology & Disease Processes** | HLT 113           | 3       | X    | X      | X        | X    | X   |      |      |
| International Relations I*                | PLS 241           | 3       | X    |        |          | X    | X   |      |      |
| Introduction to Conflict Resolution*      | PLS 250           | 3       |      | X      |          | X    | X   |      |      |
| Survey of American Literature I & II*     | ENG 241 & ENG 242 | 6       |      | X      | X        | X    | X   | X    |      |
| English I & II*                           | ENG 111 & ENG 112 | 6       | X    | X      | X        | X    | X   | X    | X    |
| Creative Writing*                         | ENG 211           | 3       |      | X      |          | X    | X   | X    | X    |
| United States History I & II*             | HIS 121 & HIS 122 | 6       | X    | X      | X        | X    | X   | X    | X    |
| Civil War & Reconstruction*               | HIS 269           | 3       | X    |        |          | X    | X   | X    | X    |
| America in the Gilded Age*                | HIS 270           | 3       |      | X      |          | X    | X   | X    | X    |
| Civil War & Recon./America in Gilded Age* | HIS 269 & HIS 270 | 6       |      | X      |          | X    | X   | X    | X    |
| United States Government I & II*          | PLS 211 & PLS 212 | 6       | X    | X      | X        | X    | X   | X    | X    |
| Introduction to Business**                | BUS 100           | 3       | X    | X      |          | X    | X   | X    | X    |
| Personal Finance**                        | FIN 107           | 3       | X    | X      |          | X    | X   | X    |      |
| Business Law I & II**                     | BUS 241 & BUS 242 | 6       | X    | X      |          | X    | X   | X    | X    |
| Survey of Criminal Justice**              | ADJ 100           | 3       | X    |        |          | X    | X   | X    | X    |
| Survey of Criminology**                   | ADJ 107           | 3       |      | X      |          | X    | X   | X    |      |
| Statistical Reasoning*                    | MTH 155           | 3       | X    |        |          | X    | X   | X    |      |
| Quantitative Reasoning*                   | MTH 154           | 3       |      | X      |          | X    | X   | X    |      |
| Principles of Psychology*                 | PSY 200           | 3       | X    | X      | X        | X    | X   | X    | X    |
| Principles of Sociology*                  | SOC 200           | 3       | X    | X      | X        | X    | X   | X    | X    |
| Economics and Personal Finance            | HS Credit Only    | -       | X    | X      |          | X    | X   | X    | X    |

\*General core and transfer elective courses. \*\*Program specific courses (may also be transferrable).

## Elite Learning Instructor Information 2018-2019

| <i>Course Name</i>                  | <i>Course Number</i> | <i>Instructor</i> | <i>Email</i>                      |
|-------------------------------------|----------------------|-------------------|-----------------------------------|
| English I & II                      | ENG 111/112          | Rhonda Simmerman  | rksimm08@gmail.com                |
| English I & II                      | ENG 111/112          | David Burns       | davidburns@scsb.org               |
| Survey of American Literature       | ENG 241/242          | Rhonda Simmerman  | rksimm08@gmail.com                |
| Creative Writing                    | ENG 211              | David Burns       | davidburns@scsb.org               |
| Business Law I & II                 | BUS 241/242          | Dawn Stafford     | dstafford@swcenter.edu            |
| Business Law I & II                 | BUS 241/242          | Adam Tolbert      | adam@adamtolbert.com              |
| Personal Finance                    | FIN 107              | Adam Tolbert      | adam@adamtolbert.com              |
| Economics & Personal Finance        | HS Credit            | Dawn Stafford     | dstafford@swcenter.edu            |
| Survey of Criminal Justice          | ADJ 100              | Gina Hamm         | ghamm@wcs.k12.va.us               |
| Survey of Criminology               | ADJ 107              | Gina Hamm         | ghamm@wcs.k12.va.us               |
| Introduction to Business            | BUS 100              | Dawn Stafford     | dstafford@swcenter.edu            |
| Introduction to Business            | BUS 100              | Adam Tolbert      | adam@adamtolbert.com              |
| Statistical Reasoning               | MTH 155              | Sherri Gardner    | Sherri.Gardner@scottsschools.com  |
| Quantitative Reasoning              | MTH 154              | Mary Beth Greer   | mbgreer@gmail.com                 |
| Principles of Psychology            | PSY 200              | Amy Burns         | aburns@depaulcr.org               |
| Principles of Psychology            | PSY 200              | Martha Anderson   | andersonsvetn@aol.com             |
| Developmental Psychology            | PSY 230              | Martha Anderson   | andersonsvetn@aol.com             |
| Principles of Sociology             | SOC 200              | Alison Scanlan    | ascalan@me.vccs.edu               |
| Principles of Sociology             | SOC                  | Gregg Webb        | gregcmc@gmail.com                 |
| U.S. Government I & II              | PLS 211/212          | Amanda Robinson   | alrobinson@tazewell.k12.va.us     |
| U.S. Government I & II              | PLS 211/212          | Kyle Scanlan      | kyle3776@charter.net              |
| International Relations             | PLS 241              | Kyle Scanlan      | kyle3776@charter.net              |
| Introduction to Conflict Resolution | PLS 250              | Kyle Scanlan      | kyle3776@charter.net              |
| United States History I & II        | HIS 121/122          | Terry Mullins     | tmullins@concord.edu              |
| Civil War/America in Gilded Age     | HIS 269/270          | Joey Shipley      | Anthony.shipley@scottsschools.com |
| Medical Terminology                 | HLT 143              | Bethanie Fields   | bpfields@wcs.k12.va.us            |



# 2018-2019 SVETN Elite Learning Book List

## English:

**Title:** *The Everyday Writer with 2016 MLA Update, 6th Edition (Recommended)*

**Author:** Andrea A. Lunsford

**Publisher:** Bedford St. Martin

**ISBN-13:** 978-1319083434

**ISBN-10:** 1319083439

## **Optional text: Acceptable but not recommended**

**Title:** *The Everyday Writer, 5th Edition*

**ISBN:** 031266484-2

**Title:** *Storming Heaven (Mrs. Simmerman's class only)*

**Author(s):** Denise Giardina

**ISBN:** 080410297X

**NOTE: Each student needs a copy**

## American Literature:

**Title:** *The Bedford Anthology of American Literature*

**Authors:** Susan Belasco, Linck Johnson

**Publisher:** Bedford/St. Martin's

**ISBN-13:** 978-0312678692

**ISBN-10:** 031267869X

## Civil War/America in Gilded Age:

**Title:** *America: A Concise History, 4th Edition, 2006*

**Authors:** Henretta, Brody, and Dumenil

**Publisher:** Bedford/St. Martin's

**ISBN:** 0312485417

## Medical Terminology

**Title:** *Introduction to Medical Terminology*

**Author(s):** Linda Stanhope & Kimberly Trumbull

**Publisher:** Goodheart-Wilcox

**ISBN:** 9781619606166

## Developmental Psychology:

**Title:** *Life-span Development, 15th edition, 2015*

**Author:** John W. Santrock

**Publisher:** McGraw-Hill Education

**ISBN:** 978-0-07-786182-7 and ISBN 0-07-786182-5

## Survey of Criminal Justice:

**Title:** *Criminal Justice, 9th ed., 2010*

**Author:** James A. Inciardi

**Publisher:** McGraw-Hill Companies

**ISBN:** 9780073527963

## Criminology

**Title:** *Criminology: The Core, 4th ed., 2011*

**Author:** Larry Siegal

**Publishers:** Wadsworth Publishing

**ISBN:** 0495809837

## Principles of Psychology:

**Title:** *Psychology with Updates on DSM-5, 2014*

**Author:** David G. Myers

**Publisher:** Worth Publishers (Used books at Amazon)

**ISBN:** 9781464164743

## No Book Required For:

*Personal Finance*

*Statistical Reasoning*

*Creative Writing*

*U.S. Government*

*U.S. History*

*International Relations*

*Business Law*

*Principles of Sociology*

*Quantitative Reasoning*

*Introduction to Conflict Resolution*

*Introduction to Business*

# SVETN Elite Learning Student Participation Form

Student Name \_\_\_\_\_ Student Email Address \_\_\_\_\_

Grade level in 2018-2019 \_\_\_\_\_ School \_\_\_\_\_ School Division \_\_\_\_\_

Community College \_\_\_\_\_ Internet Access at Home? Yes\_No

## Mark all courses you are enrolled in.

- |  |  |
|--|--|
| <input type="checkbox"/> U.S. History (6 credits)                  | <input type="checkbox"/> U.S. Government (6 credits)                                       |
| <input type="checkbox"/> English (6 credits)                       | <input type="checkbox"/> Civil War/America in Gilded Age (6 credits)                       |
| <input type="checkbox"/> Creative Writing (3 credits)              | <input type="checkbox"/> Introduction to Business (3 credits)                              |
| <input type="checkbox"/> Personal Finance (3 credits) or HS        | <input type="checkbox"/> Criminology (3 credits)   |
| <input type="checkbox"/> Quantitative Reasoning (3 credits)        | <input type="checkbox"/> Business Law I and II (6 credits)                                 |
| <input type="checkbox"/> Survey of Criminal Justice (3 credits)    | <input type="checkbox"/> Statistical Reasoning (3 credits)                                 |
| <input type="checkbox"/> Principles of Psychology (3 credits)      | <input type="checkbox"/> Principles of Sociology (3 credits)                               |
| <input type="checkbox"/> Developmental Psychology (3 credits)      | <input type="checkbox"/> Medical Terminology (6 credits)                                   |
| <input type="checkbox"/> International Relations I (3 credits)     | <input checked="" type="checkbox"/> <b>Introduction to Conflict Resolution (3 credits)</b> |
| <input type="checkbox"/> Survey of American Literature (6 credits) |  |

## Student Acknowledgment

Please read and initial the following statements. I understand that:

**Success in this course depends on each student's assumption of responsibility for completing the assigned work and submitting it in a timely manner;**

Elite Learning strives to provide access to the content of this course 24/7; however, technical problems can occur. For this reason my work should not be postponed until the last minute;

Elite courses follow the community college calendar; therefore, inclement weather does not change class schedules;

Courses will be delivered asynchronously (i.e., all students will *not* be actively engaged in the course at the same times) through the World Wide Web using Moodle;

Courses of this nature requires that I have regular access to a computer **and** the Internet either at home or at school or both. If I do not have home Internet service, it is my responsibility to notify the instructor at the beginning of the semester;

Courses must meet regulations of both the high school and college; therefore, I should expect no less than 60 minutes of coursework per day. This will increase significantly for 6-credit courses;

The instructor will regularly interact electronically with me and other students but will not necessarily be available while I am online;

A designee of my school (guidance counselor or teacher) will proctor tests, quizzes, and examinations for courses as needed;

Grades will be assigned according to the community college 10-point grading scale; however, high school grades will be determined by the policy of the school;

Weighting of grades for this course, if any, is determined by the policy of my school;

I understand that my Elite Learning grades will be placed on my permanent college transcripts, and may affect my future enrollment at a college or university and/or financial aid;

Students must adhere to the Code of Student Conduct of Elite Learning and the school and will be subject to discipline if violations occur. This included all forms of plagiarism. More details are located in the Elite Learning Guide for Students.

Classes have prerequisites, which means students are not allowed to take certain courses unless they have successfully completed other courses or placement tests. Students should contact your school counselor for more information.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

## Parent/Guardian Permission

The following statement is found in the Elite Learning Student Guide. Although Elite Learning students are still high school students, it is important to note that students will be held to the same academic standard as students of the local community college. This is required of all dual enrollment courses.

*“Each student is considered a responsible adult, and it is assumed that students will maintain standards of conduct appropriate to membership in this online learning program. Emphasis is placed on standards of student conduct rather than on limits or restrictions. Guidelines and regulations governing student conduct are developed by representatives of the faculty, staff, and administration. All Elite Learning students are community college students and must abide by the Code of Conduct of their representative college. Elite Learning’s Code of Conduct is derived from partner community college regulations.”*

As the parent of \_\_\_\_\_, I have read the agreement my child has signed regarding the asynchronous course(s) that he/she has chosen to take. I understand the nature and requirements of the course and give my permission for him/her enroll in the course or courses. I understand that I may be contacted by email or phone if necessary to ensure the academic success of my child. Please give contact information for both parents if living in separate homes.

\_\_\_\_\_  
Please print your name on this line.

\_\_\_\_\_  
Please print your name on this line.

\_\_\_\_\_  
Email Address

\_\_\_\_\_  
Email Address

\_\_\_\_\_  
Phone/Cell Phone

\_\_\_\_\_  
Phone/Cell Phone

\_\_\_\_\_  
Please sign your name on this line.

\_\_\_\_\_  
Please sign your name on this line.

I also grant Elite Learning permission to take photos of my child to use for program promotional purposes. To specify, photos are often used on the SVETN website and promotional materials sent to local school divisions. Student names are NEVER used with photos without further permission.

\_\_\_\_\_ YES      \_\_\_\_\_ NO      \_\_\_\_\_ Parent’s Signature

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## Guidance Counselor’s Recommendation

I have read the criteria provided by SVETN for students in an asynchronous course and attest that \_\_\_\_\_ meets or exceeds the prerequisites for \_\_\_\_\_ and possesses the necessary personal and academic qualities for success in a course delivered in this medium. In particular, specific prerequisites are in place for Survey of American Literature, English 112, Creative Writing, Quantitative Reasoning, and Statistical Reasoning. All other courses have prerequisites as well (counselors should contact the college for more information). I will also make sure the student has completed his or her college application in order to receive credit for coursework at both my high school and the participating college.

\_\_\_\_\_  
Please print your name on this line.

\_\_\_\_\_  
Please sign your name on this line.

\_\_\_\_\_  
Date

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**All students must complete a community college application to receive college credit for their coursework. Please speak to your guidance counselor for more information. For additional questions or concerns, contact Dawn Stafford, Elite Learning Program Administrator, at [dstafford@swcenter.edu](mailto:dstafford@swcenter.edu) or 276-619-4363. Student Participation Forms should be returned to the guidance department.**