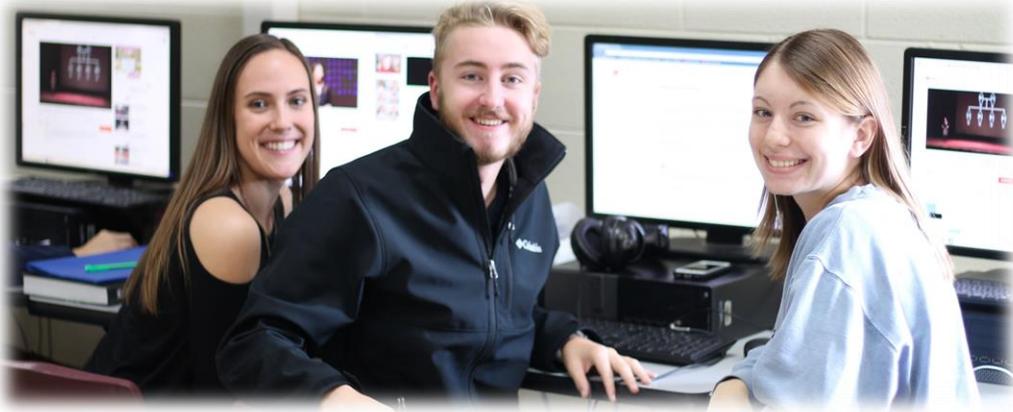




Fall 2021  
Spring 2022

## Providing Educational Opportunities for Students in Southwest Virginia



## Guide for Instructors



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## **What's New for Fall 2021:**

- ALL courses will be available for students to view on August 16. All course material should be hidden until August 19, which is the first official day of class.
- Students will not have “class” on September 2 in observance of Labor Day. Plan for four course days that week.
- ALL courses will have a midterm exam. That exam will be available from 8:30 a.m. on October 13 until 3:30 p.m. on October 14. The only exception to this requirement will be English courses which may not require an exam. NOTE: Yearlong 3-credit courses will give their midterm exam at the same time as fall semester final exams (December 13-14).
- ALL courses that are 6-credits will end the first section on October 14 and no sooner. Grades should be final when reported on October 18.
- Students will not have “class” on November 24-26 in observance of Thanksgiving. Instructors should only plan for two course days that week.
- ALL courses will have a final exam. That exam will be available from 8:30 a.m. on December 13 until 3:30 p.m. on December 14. The only exception to this requirement will be English courses which may not require an exam.
- ALL courses will end on December 14 and no sooner. Final grades are due on December 16.
- The content for yearlong courses should be hidden from students over the Christmas break.

## **What's New for Spring 2022:**

- ALL courses will be available for students to view on January 10. All course material should be hidden until January 13, which is the first official day of class.
- ALL courses will have a midterm exam. That exam will be available from 8:30 a.m. on March 4 until 3:30 p.m. on March 9. The only exception to this requirement will be English courses which may not require an exam.
- ALL courses that are 6-credits will end the first section on March 9 and no sooner. Grades should be final when reported on March 14.
- Students will not have “class” on April 13-18 in observance of Spring Break. Instructors should plan for fewer course days.
- ALL courses will have a final exam. That exam will be available from 8:30 a.m. on May 9 until 3:30 p.m. on May 10. The only exception to this requirement will be English courses which may not require an exam.
- ALL courses will end on May 10 and no sooner. Final grades are due on May 13 at 8:00 a.m.

# Instructor Guidelines

**To increase monitoring and facilitating of students' interaction with the content, with each other, and with their instructor, Elite Learning Course Instructors will**

## Participate in course on regular schedule:

Log into courses on a regular schedule, ideally at the same time and for the same length of time each weekday (e.g., 9:15-10:00 a.m.), although an alternative schedule might include weekend or evening hours. Such a schedule creates virtual “office hours,” allowing students to know when they can expect to receive most prompt feedback from their instructor.

## Interact with Student Regularly:

- Correspond regularly with students as a class and individually.
- **USE CANVAS FOR ALL COURSE COMMUNICATIONS—THIS ALLOWS DAWN TO REVIEW ALL COMMUNICATIONS WITH STUDENTS. DO NOT USE EXTERNAL EMAIL.**
- Respond to all emails and messages from students within 24 hours.
- Post announcements at least once weekly.

## Begin Course with Introductions:

- Introduce yourself to the students. This should include an updated profile summary of your background, interests, teaching philosophy, family, etc. The initial introduction creates a sense of connection between the instructor and the students.
- Require students to introduce themselves to the class. This should include updating their profile and any other introductory assignment that is appropriate.

## Use Calendar for Due Dates:

- Utilize the calendar to make students aware of all due dates of assigned work. **DO NOT** rely on a Word file to present this information. It is critical for Elite Learning administrators to refer directly to the calendar to locate deadlines.

**To maintain open communication not only with students but also with the students' support networks, Elite Learning course instructors will**

## Contact Guidance Counselors, Mentors, and Parents:

- Make contact with each student's guidance counselor—they are valuable resources. An initial contact via email must be made during the first two weeks of each semester to establish an open line of communication.
- Communicate clearly to the course facilitator (often this is also the guidance counselor) what they can do to help students in their schools be successful in your class.
- Contact parents if a student develops a pattern of class absences or poor grades. **NOTE:** Instructors are only permitted to contact parents if the student submitted the Student Participation Form with signatures from the student and parent releasing the FERPA requirements.

- **COPY DAWN STAFFORD ON ALL COMMUNICATIONS WITH GUIDANCE COUNSELORS, FACILITATORS, AND PARENTS!!!**

### Begin a New Semester with Flexible Due Dates:

- Be flexible with assigned due dates until ALL students are able to actively participate in class, which is usually within a week of the course start date in the fall. Spring semester may require more flexibility related to the start date of class. Elite will begin classes on a date similar to those of local community colleges. Instructors must be aware that school divisions may not begin second semester courses until after this date, thusly requiring flexibility in scheduling.
- Begin enforcing the Elite Learning Late Work Policy on September 2, 2021 for fall semester and January 27, 2022 for spring semester.

### Grade Student Work and Report Grades:

- Assign grades to student work in a timely manner.
- Include comments when grading assignments to guide the learning of the students. **It is CRITICAL to give students constructive feedback to aide their learning.**
- All grades must be up-to-date on designated dates provided on the Elite Learning calendar.

### Monitor Log-in Information:

- Monitor students' online activity. Students should log into their course on a daily basis. This may not happen due to school closures or altered school schedules. Instructors should monitor each students' course progress to determine if the student has logged in appropriately. Notify the guidance counselor/facilitators as necessary. **DO NOT RELAX ON THIS REQUIREMENT!**

**To keep content clear, current, aligned with objectives, and accessible to students, Elite Learning Instructors will give attention to**

### Organize Course Based on Established Criteria:

- Clearly state course, unit, and lesson objectives and position them at the appropriate level within the content.
- Clearly align all activities with stated objectives.
- Clearly align all evaluation instruments with objectives.
- Clearly state the importance of objectives and make sure students understand that objectives lead the course instruction.

### Create Effective Discussion Forums/Chats:

- Incorporate content-driven discussion forums for the purpose of enhancing student learning through interaction with you and their peers.
- Note: Ungraded discussion forums created to provide an opportunity for students to interact on a social level are entirely appropriate and desirable. Instructors should ensure students realize that appropriate rules of online etiquette are observed. The instructor must monitor for appropriate behavior. Remember that student satisfaction is directly related to student-teacher or student-student interactions.

### Ensure Course Accuracy:

- Confirm that all content in your course is accurate including all hyperlinks, page numbers, etc.
- Review your directions for all activities to be sure they are clear and current, reflecting any changes you may have incorporated. Be sure to notify students if you must change the directions AFTER the assignment was posted.
- Review your gradebook setup to ensure that it conforms to the stated Elite grading policy and your syllabus.

### **To maximize the opportunities for dual enrollment courses at the community college through Elite Learning, Elite Learning instructors will**

#### Create Open Lines of Communication with Colleges:

- Provide to Elite and to its community college partners all appropriate documentation related to credentialing both the course and instructor as requested.
- Note the name and contact information of the dual enrollment coordinator at each community college and open lines of communication. A designee of each college may be enrolled with mentor status in each dual enrollment course, providing an easy means of contact.
- Become familiar with the rules and procedures for serving as instructor for dual enrollment courses, including course prerequisites, recording students' college grades, and using the student information system.
- Notify Elite administration when college grades have been recorded.
- Include Elite (by copy) in all communication with the colleges regarding your Elite course and/or students.

### **To receive proper payment of honoraria for contract services and reimbursement, Elite Learning instructors will**

- Be entitled to seek reimbursement for travel expenses for scheduled and approved professional development events and site visits to students' schools. Instructor MUST submit the standard invoice including beginning and ending odometer readings. The current state mileage reimbursement rate will be honored.
- Be paid an honorarium for teaching an Elite course at a rate based on two factors—the number of college credits and the number of students per course. This amount is detailed in the instructor's contract. Invoices may be submitted at the end of the first 9 weeks (midterm) and at the end of the term after grades are finalized and posted to the community college system. Elite instructors receive an IRS Form 1099 for contracted services for Elite and are responsible for reporting the income appropriately.

# Communication Guidelines

Communication is critical to the success of Elite Learning. Guidance Counselors and course facilitators are willing to provide support when students are not working to their ability level. Please use the following as a guide when communicating with them.

Failure to log into the course message—the following should be used as a guide for teachers as they contact guidance counselors, facilitators, and parents concerning a student’s inactivity.

Student’s Name:

Last Date of Login:

Copy of messages/communications with student concerning their lack of work:

Impact inactivity has had on grade:

Suggestions or Comments:

Cc: Dawn Stafford

Grade Concern—the following should be used as a guide for teachers as they contact guidance counselors, facilitators, and parents concerning a student’s poor grade. This is recommended at any time a student’s grade begins to fall drastically or if the student continues to be a poor performer.

Student’s Name:

Copy of messages/communications with student concerning their grade:

Grade overview:

Assignments missing:

Suggestions or Comments:

Cc: Dawn Stafford

Disciplinary Report—the following should be used as a guide for teachers as they contact guidance counselors, facilitators, and parents concerning an incident requiring disciplinary action. Examples would include plagiarism, copying another students’ work, etc.

Student’s Name:

Copy of messages/communications with student concerning their honor code violation:

Copy of the “proof” of a violation of the honor code (such as a copy of the plagiarized document):

Impact the violation had on grade:

Sanctions imposed:

Suggestions or Comments:

Cc: Dawn Stafford; copy will also be forwarded to the community college’s dual enrollment coordinator

# 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 2021**

**Instructor:**

**Office/Office Hours:**

**Telephone:**

**E-mail:** Example: the best way to reach me is by sending a message within your Canvas 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 Canvas, the learning management system for Elite Learning. Students will need use of the Internet for all coursework. Access to word processing and slide presentation software is also required (Standard 1.6)

**Technical Support:** Technical problems are not common but occur from time-to-time. Trouble tickets, for the most part, will be sent directly to the technical support team at the community college. Students should refer to the *How to Receive Technical Support* document to receive prompt support. This document is found in the *Elite Learning Guide for Students* on Page 28. 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 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. The official Elite Learning Late Work Policy must be used.

### **Reading Assignments (if applicable)**

### **Other Assignments (if applicable)**

### **Attendance Policy** Examples:

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

1. Check your inbox for new messages.
2. Check for new course announcements.
3. Check the calendar 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.

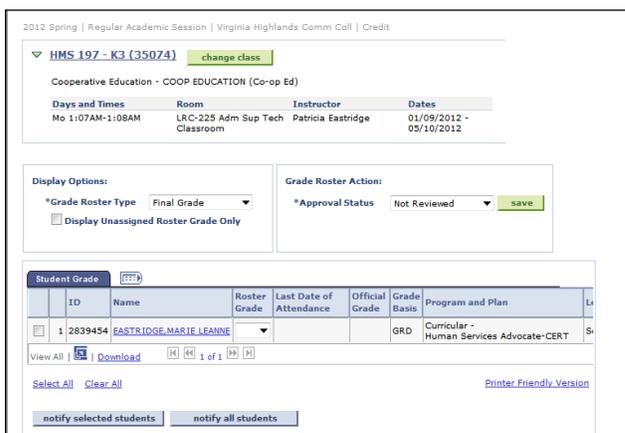
**Academic Integrity:** Each student will be bound by the academic codes of their school. Any violations will be reported to the student's school for appropriate disciplinary action. Cheating will not be tolerated. Because these courses are considered college courses, each student is considered a responsible 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.**

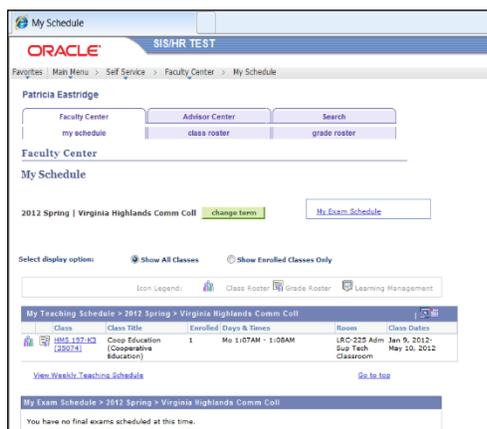
# Entering Grades at the College (PeopleSoft 9.0)

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*.

# *Getting Started Guide*

## **Check List for Guidance Counselors:**

- Double check all enrollment information provided by Dawn Stafford to ensure students are enrolled in proper courses.
- Ensure all students have completed their community college application and registration materials required by the college before the first day of class.
- Ensure all students meet prerequisites for each course.
- Ensure that all sophomore students have received official approval from the college to participate in Elite Learning courses.
- Ensure all students have the proper book(s) prior to the first day of class.
- They **MUST** have an active college application before the community college can add the student into Canvas. Students must know their Emplid. Career coaches can retrieve this information for students.
- Require students to complete the Student Participation Form. Forms should be kept on file at the students' home school for future reference. They do not need to be mailed to SVETN.

## **Check List for Students:**

- Ask for the book(s) for your course if books have not been provided.
- If you are a sophomore, make sure you have received official approval from the college to participate in Elite Learning courses. Speak to your school counselor if unsure.
- Complete the *Student Participation Form* and return the school's guidance office.

## **Check List for Course Facilitators:**

- Send an email to Dawn Stafford to notify Elite Learning that you will be the facilitator at dstafford@swcenter.edu.
- Assist students to secure a textbook.
- Assist students with technical issues by referring to the *How to Receive Technical Support* document on Page 38 of this guide.

# 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 a daily list of currently enrolled students to submit to the dual enrollment coordinators, who are responsible for adding students to their course within Canvas
- Upon verification from each school, provide a complete list of students to each instructor to verify final student roster in Canvas
- Provide a copy of Elite Learning end-of-term evaluation results to community colleges

## **Instructor:**

- Notify guidance counselor if student fails to make sufficient progress within their course
- 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)
- Verify student information via email when received from Elite Learning Administrator
  - Proper students are enrolled
  - Students have met all other prerequisites
- Distribute, collect, and maintain *Student Participation Form* provided by Elite Learning Administrator
- 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)
- 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
- Monitor students' progress throughout course to ensure he/she is on-task

### **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 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*
- 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
- Refer to the *How to Receive Technical Support a Problem* document on Page 38 of this guide to learn how to report a technical problem.

# Steps to Begin Elite Learning Courses

*(Dual Enrollment Courses Only)*

## **ALL STUDENTS: Locate the *Elite Learning Guide for Students***

- Go to [www.svetn.org](http://www.svetn.org)
- Select the *Elite Learning* drop-down button
- Select the *Elite Learning Guide* link
- Select the *Elite Learning Guide for Students* link
- Read the entire guide to learn more about Elite Learning and student expectations.
- Follow the directions below to log into your courses. Each college has different directions.

## **Mountain Empire Community College**

Follow the steps below to access your Canvas courses.

- Go to <https://www.mecc.edu/>
- Click on the red fox icon in the top right-hand corner of the main page. This will take you to the myMECC log in page.
- Enter Username and Password. Your username is provided when you complete your application to the college. If you do not have your username, your High School Career Navigator can look it up for you, or your guidance counselor may be able to provide this to you.
- Once you have your username, if you do not know your password, students should click on Forgot password and use the advanced password reset tool. If you have trouble with the password reset tool, use the link for myMECC help for further instructions and a link to request assistance from the HelpDesk.
- The first time you log into myMECC, you will be prompted to Setup Password Recovery Settings
  - Click Setup Password Recovery button.
  - Re-enter your password and click Sign in
  - Click Get Started under Account Recovery Settings to setup your Security Questions. You need to set Five (5) security questions and answers to be used if you forget your password or when it expires. You may choose your own questions and answers should contain a minimum of 5 characters. Keep the answers simple, but unique to you—they will ask you a random 3 of the 5

### MECC Technical Support:

For assistance, please see your Career Navigator at your high school. Additionally, you can complete the HelpDesk form and will be contacted by someone in MECC's IT Department.

Live Chat Support for Canvas Issues: <https://cases.canvaslms.com/liveagentchat?chattype=student>

## **Virginia Highlands Community College**

Follow the steps below to access your Canvas courses.

- Go to <https://www.vhcc.edu>
- Click on myVHCC. This will take you to the myVHCC log in page.

- Enter Username and Password. Your username is provided when you complete your application to the college. If you do not have your username, your High School Career Navigator can look it up for you, or your guidance counselor may be able to provide this to you. Elite Learning instructors DO NOT know your ID number
- Once you have your username, if you do not know your password, students should click on Forgot Password link and use the advanced password reset tool. If you have trouble with the password reset tool, contact the VHCC Helpdesk at helpdesk@vhcc.edu or call 276-739-2500
- The first time you log into My VHCC, you will be prompted to Setup Password Recovery Settings
  - Click Setup Password Recovery button.
  - Re-enter your password and click Sign in
  - Click Get Started under Account Recovery Settings to setup your Security Questions. You need to set Five (5) security questions and answers to be used if you forget your password or when it expires. You may choose your own questions and answers should contain a minimum of 5 characters. Keep the answers simple, but unique to you—they will ask you a random 3 of the 5
  - Click SUBMIT at the bottom of the question pane to set your Q&A

### VHCC Technical Support:

Do you have questions dealing with technology, Canvas, Zoom, Email, etc.? Contact the VHCC Helpdesk: helpdesk@vhcc.edu or call 276-739-2500

### VHCC LIVE CHAT

If you look in the lower right-hand corner of any VHCC webpage you will see the Live Chat icon. Click the icon to access our live chat option to communicate directly with key service centers at VHCC.

24/7 Canvas Phone Support for Students: (877) 875-8359

Live Chat Support for Canvas Issues: <https://cases.canvaslms.com/liveagentchat?chattype=student>

More information can be found on the Virginia Highlands Community College website (www.vhcc.edu) by selecting Current Student>Distance Learning>Online Learning Resources>Resources for Students

## **Wytheville Community College Students**

Follow the steps below to access your Canvas courses.

- Go to [www.wcc.vccs.edu](http://www.wcc.vccs.edu)
- Click on myWCC. This will take you to the myWCC log in page.
- Enter Username and Password. Your username is provided when you complete your application to the college. If you do not have your username, your High School Career Navigator can look it up for you, or your guidance counselor may be able to provide this to you. Elite Learning instructors DO NOT know your ID number
- If you do not know your password after obtaining your username, students should click on ‘Forgot Password’ link and use the advanced password reset tool. If you have trouble with the password reset tool, contact Josh Floyd (Coordinator of Dual Enrollment) at [jfloyd@wcc.vccs.edu](mailto:jfloyd@wcc.vccs.edu) or via text at 276-613-3639. Please provide your name if choosing either option.
- The first time you log into My WCC, you will be prompted to Setup Password Recovery Settings
  - Click Setup Password Recovery button.
  - Re-enter your password and click Sign in
  - Click Get Started under Account Recovery Settings to setup your Security Questions. You need to set Five (5) security questions and answers to be used if you forget your password

or when it expires. You may choose your own questions and answers should contain a minimum of 5 characters. Keep the answers simple, but unique to you—they will ask you a random 3 of the 5

- Click SUBMIT at the bottom of the question pane to set your Q&A

#### WCC Technical Support:

Do you have questions dealing with technology, Canvas, Zoom, Email, etc.? Contact our Director of IT, Shawn McReynolds, at 276-223-4810 or [smcreynolds@wcc.vccs.edu](mailto:smcreynolds@wcc.vccs.edu).

#### WCC Live Chat:

The following steps will allow students to access a live chat session for technical assistance.

- Log in to your My.WCC account
- From the main menu, select the ‘Canvas’ button
- From the main dashboard in Canvas, select the ‘WCC Resources’ box
- If not already selected, choose the ‘Canvas Resources’ tab
- Select the ‘Chat with Canvas Support (Student)’ link for live chat

24/7 Canvas Phone Support for Students: (877) 875-8359

## **Southwest Virginia Community College**

Follow the steps below to access your Canvas courses.

- Go to <https://www.sw.edu>
- Click on mySouthwest. This will take you to the mySouthwest log in page.
- Enter Username and Password. Your username is provided when you complete your application to the college. If you do not have your username, your High School Career Coach or Christina Rimmer can look it up for you. Elite Learning instructors DO NOT know your ID number
- If you do not know your password after obtaining your username, students should click on ‘Forgot Password’ link and use the advanced password reset tool. If you have trouble with the password reset tool, contact Jennifer Hale at 276-964-7295. Please provide your name and EMPLID (if known) if choosing either option.
- The first time you log into MySouthwest, you will be prompted to Setup Password Recovery Settings
  - Click Setup Password Recovery button.
  - Re-enter your password and click Sign in
  - Click Get Started under Account Recovery Settings to setup your Security Questions. You need to set Five (5) security questions and answers to be used if you forget your password or when it expires. You may choose your own questions and answers should contain a minimum of 5 characters. Using the correct case - lower or upper will matter. Keep the answers simple, but unique to you—they will ask you a random 3 of the 5
- Click SUBMIT at the bottom of the question pane to set your Q&A

#### SWCC Technical Support:

Do you have questions dealing with technology, Canvas, Zoom, Email, etc.? Contact the Canvas Specialist, Garrett Wright, at 276-964-7563 or [garrett.wright@sw.edu](mailto:garrett.wright@sw.edu)

24/7 Canvas Phone Support for Students: (877) 875-8359

# Admission Requirements by College

## **Mountain Empire Community College**

- Dual Enrollment VA In-State Tuition Application (paper)
- Dual Enrollment Application Form
- Parent Signature Form
- Transcripts in place of placement scores (provided by school counselor)

MECC Contact Person: Melissa McKinney at [MMcKinney@mecc.edu](mailto:MMcKinney@mecc.edu)

## **Virginia Highlands Community College**

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

VHCC Contact Person: Pat Farmer [pfarmer@vhcc.edu](mailto: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
- Transcripts in place of placement scores (provided by school counselor)

SVCC Contact Person: Christina Rimmer at [christina.rimmer@sw.edu](mailto:christina.rimmer@sw.edu)

## **Wytheville Community College**

- Application for Enrollment and In-State Tuition (online)
- Dual Enrollment Permission Form (provided by guidance counselor)

WCC Contact Person: Josh Floyd at [jfloyd@wcc.vccs.edu](mailto: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: Melissa McKinney at MMcKinney@mecc.edu

## **Important Elite Learning Dates:**

- Fall semester courses begin—August 19
- Last day to enroll in a fall semester course—August 26
- 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 13
- Last day to enroll in a spring semester course—January 20
- 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.**

# 2021-2022 Elite Learning Calendar

## Fall Semester (80 Days)

<i>August 16</i>	Elite Learning Courses opens for all students; courses should be ready
<i>August 19</i>	First official day of class
<i>September 2</i>	Begin to enforce deadlines and late work policy
<i>September 6</i>	SVETN offices closed for Labor Day; No Elite Learning Courses
<i>September 16</i>	End of first quarter (20 days)
<i>September 20</i>	Progress grades due by 8:00 a.m.
<i>October 13-14</i>	Midterm exams; NOTE: Yearlong 3-credit courses are exempt (40 days)
<i>October 18</i>	Midterm grades due by 8:00 a.m. (final grade for 1 <sup>st</sup> half of 6-credit courses)
<i>November 11</i>	End of third quarter (60 days)
<i>November 15</i>	Progress grades due by 8:00 a.m.
<i>November 24-26</i>	SVETN offices closed for Thanksgiving; No Elite Learning Courses
<i>December 10</i>	Last day for assignments to be due
<i>December 13-14</i>	<i>Final exams; midterm exam for yearlong 3-credit courses; late assignments only</i>
<i>December 14</i>	End of fall semester for ALL courses
<i>December 16</i>	Final grades due by 8:00 a.m.

## Spring Semester (80 days)

<i>January 10</i>	Elite Learning courses opens for all students; courses should be ready
<i>January 13</i>	First official day of classes for spring semester courses
<i>January 27</i>	Begin to enforce deadlines and late work policy
<i>February 9</i>	End of first quarter (20 days)
<i>February 14</i>	Progress Grades Due by 8:00 a.m.
<i>March 8-9</i>	Midterm Exam (40 days) NOTE: Yearlong 3-credit courses are exempt
<i>March 14</i>	Midterm grades due by 8:00 a.m. (final grade for 1 <sup>st</sup> half of 6-credit courses)
<i>April 6</i>	End of third quarter (60 days)
<i>April 11</i>	Progress grades due by 8:00 a.m.
<i>April 13-18</i>	Spring break for ALL Elite Learning courses; no assignments due
<i>May 6</i>	Last day for assignments to be due
<i>May 9-10</i>	Final exams for all courses; only late assignments may be submitted
<i>May 10</i>	End of spring semester for ALL courses
<i>May 13</i>	Final grades due by 8:00 a.m.

# 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: Melissa McKinney at [MMcKinney@mecc.edu](mailto:MMcKinney@mecc.edu)

# Grade Requirement Policy

## **College Composition I & II Grade Requirements:**

It is highly recommended that students participating in College Composition I (ENG 111) receive a 70/C final average or greater to continue their enrollment into College Composition II (ENG 112) as a dual enrollment course. For students who don't earn a 70/C in ENG 111, it is strongly advised that they not continue into ENG 112. However, the decision on continuance into ENG 112 is at the discretion of the high school, community college, and Elite Learning administration should a student earn an ENG 111 passing grade (60-69).

## **United States History I & II Grade Requirements:**

It is highly recommended that students participating in United States History I (HIS 121) receive a 70/C final average or greater to continue their enrollment into United States History II (HIS 122) as a dual enrollment course. For students who don't earn a 70/C in HIS 121, it is strongly advised that they not continue into HIS 122. However, the decision on continuance into HIS 122 is at the discretion of the high school, community college, and Elite Learning administration should a student earn a HIS 121 passing grade (60-69).

## **Civil War & Reconstruction/America in Gilded Age Grade Requirements:**

It is highly recommended that students participating in Civil War & Reconstruction (HIS 269) receive a 70/C final average or greater to continue their enrollment into America in the Gilded Age (HIS 270) as a dual enrollment course. For students who don't earn a 70/C in HIS 269, it is strongly advised that they not continue into HIS 270. However, the decision on continuance into HIS 270 is at the discretion of the high school, community college, and Elite Learning administration should a student earn a HIS 269 passing grade (60-69).

## **United States Government and Politics/Local Government Grade Requirements:**

It is highly recommended that students participating in United States Government and Politics (PLS 135) receive a 70/C final average or greater to continue their enrollment into Local Government and Politics (PLS 136) as a dual enrollment course. For students who don't earn a 70/C in PLS 135, it is strongly advised that they not continue into PLS 136. However, the decision on continuance into PLS 136 is at the discretion of the high school, community college, and Elite Learning administration should a student earn a PLS 135 passing grade (60-69).

## **Business Law I & II Grade Requirements:**

It is highly recommended that students participating in Business Law I (BUS 241) receive a 70/C final average or greater to continue their enrollment into Business Law II (BUS 242) as a dual enrollment course. For students who don't earn a 70/C in BUS 241, it is strongly advised that they not continue into BUS 242. However, the decision on continuance into BUS 242 is at the discretion of the high school, community college, and Elite Learning administration should a student earn a BUS 241 passing grade (60-69).

# 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 REPRESENTATIVES 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 or School Closure 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 or school closures. 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.**

## Late Work Policy for Students

It is your responsibility to be logged every school day. Students are expected to work on course assignments for a minimum of 60 minutes per school day. If you are absent or unable to log on, please send a message explaining your absence as soon as possible. If you do not log on for more than three school days in a row, your guidance counselor will be contacted.

This is a college course, and you are expected to plan ahead for due dates and give yourself plenty of time to complete all work. DO NOT wait until the last minute. For example, if a writing assignment is open for an entire week, but you wait until ten minutes before the assignment closes and experience a technical problem, you will not be given an extension because ample time was provided for you to submit your work. Plan accordingly if you will be out of school on trips. All work must be completed before leaving for a school trip to prevent them from being late. Due dates are located on the calendar and throughout the course.

If you do not turn in an assignment on the deadline, you will be allowed to submit it with point deductions for one week (exceptions may apply). For example: If assignment is due on August 10, you will have until August 17 to submit it for partial credit. There will be an automatic 25-point deduction for all late submissions.

- Sue doesn't turn in her work by the August 10 deadline. On August 11, the instructor posted the following into Sue grade book:
  - Example comment in gradebook: (8-11) *This assignment was due on August 10 but not submitted. You may submit the work until August 17 with a 25-point deduction. If there are extenuating circumstances that have prevented you from submitted this assignment, please contact me as soon as possible. The zero will be removed after the assignment if submitted.*
- Sue turns in her work three days late. After grading the assignment, her instructor believes it is quality work. He assigns her a 90 BUT he then deducts 25 points because the assignment was late. Sue will see a 65 in the grade book. Students will be made aware of the last day to submit the assignment within the grade book.
- If Sue doesn't turn in her assignment by the final deadline, she will see an additional statement in her grade book. (8-18) *This assignment is now closed. It was not submitted by the final deadline. You may longer submit this assignment for a grade.*

Exceptions to the late work policy will only be allowed IF a documented excuse is provided by your school's guidance counselor or administrative staff (illness, family emergency, etc.). Email the teacher if problems occur so they can be handled on a one-on-one basis. Please be aware that SVETN's schedule requires that we adhere to deadlines, even when schools are closed. If you have internet access at home, continue to log in and participate in class even if your school is closed. If you do not have home internet access, it is your responsibility to inform the instructor at the beginning of the semester.

# 2021-2022 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.

## College Composition I & II

Fall, Spring, Yearlong

- ✚ *ENG 111 College Composition I* 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 will include exposition and argumentation with at least one researched essay. This is a Passport Transfer course. 3 credits.
- ✚ *ENG 112 College Composition II* 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, and must be able to use word processing software. 3 credits.

## Survey of American Literature I & II

Spring or Yearlong

- ✚ *ENG 241 - Survey of American Literature I* 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. 3 credits.
- ✚ *ENG 242 - Survey of American Literature II* 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. 3 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. Prerequisite ENG 112 or divisional approval. 3 credits.

## United States History I & II

Fall, Spring, Yearlong

- *HIS 121 - United States History I* surveys United States history from its beginning to the present. Part I of II. This is a Passport Transfer course. 3 credits.
- *HIS 122 - United States History II* Surveys United States history from its beginning to the present. Part II of II. This is a Passport Transfer course. 3 credits.

## Civil War & Reconstruction & America in the Gilded Age

Fall, Spring, Yearlong

- *HIS 269 - Civil War & Reconstruction* studies factors that led to the division between the States. Examines the war, the home fronts, and the era of Reconstruction. 3 credits.
- *HIS 270 - American in the Gilded Age* studies in detail American history during the years from 1870-1900 - The Gilded Age, emphasizing the relationships between various aspects of American life and identifying themes that helped define the era. 3 credits.

## United States Government I & II

Fall, Spring Yearlong

- ✚ *PLS 135 - U.S. Government and Politics* teaches the political structure, processes, institutions, and policymaking of the US national government. Focuses on the three branches of government, their interrelationships, and how they shape policy. Addresses federalism; civil liberties and civil rights; political socialization and participation; public opinion, the media; interest groups; political parties; elections; and policymaking. The assignments in the course require college-level reading fluency and coherent communication through written reports. 3 credits.
- ✚ *PLS 136 - State and Local Government and Politics* teaches structure, powers, and functions of state and local government in the United States as related to federalism; constitutionalism; elections; powers of legislative, executive, and judicial powers of state and local government; state-local-federal relations; fiscal matters; metropolitan issues; and policy issues, like health, education, criminal justice and welfare. The assignments in the course require college-level reading fluency and coherent communication through written reports. 3 credits.

## International Relations I & Intro. to Conflict Resolution

Yearlong

- ✚ *Fall: PLS 241 – International Relations I* provides an introduction to the causes of international conflict and cooperation. Focuses on the modern state, diplomacy, war initiation, crisis bargaining, international terrorism, nuclear strategy, interstate economic relations, economic growth, international law, human rights, and environmental politics. Prerequisite: ENG 111 or Department Consent. 3 credits.
- ✚ *Spring: PLS 250 – Introduction to Conflict Resolution* 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.

## 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. NOTE: 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. NOTE: Students will study current and historical data pertaining to criminal and other deviant behavior. They will examine theories that explain crime and criminal behavior in human society. 3 credits.

## Introduction to Business (BUS 100)

Fall, Spring, Yearlong

- 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. 3 credits.

## Business Law I & II

Fall, Spring, Yearlong

- *BUS 241 – Business Law I* 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. 3 credits
- *BUS 242 – Business Law II* focuses on business organization and dissolution, bankruptcy and Uniform Commercial Code. Introduces international law and the emerging fields of E-Commerce and Internet Law. 3 credits.

**Principles of Psychology (PSY 200)** **Fall, Spring Yearlong**

- Surveys the basic concepts of psychology. Covers the scientific study of behavior and mental processes, research methods and measurement, theoretical perspectives, and application. Includes biological bases of behavior, learning, social interactions, memory, and personality; and other topics such as sensation, perception, consciousness, thinking, intelligence, language, motivation, emotion, health, development, psychological disorders, and therapy. This is a Passport Transfer course. 3 credits.

**Developmental Psychology (PSY 230)** **Fall, Spring, Yearlong**

- Possible requirement for Health Sciences including nursing degree. Contact college for more details.
- 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. Presents significant research and theory in areas such as culture, social structure, socialization, deviance, social stratification, and social institutions. 3 credits.

**Medical Terminology I (HLT 143)** **Fall, Spring, Yearlong**

- Possible requirement for Health Sciences including nursing degree. Contact college for more details.
- Provides an understanding of medical abbreviations and terms. Includes the study of prefixes, suffixes, word stems, and technical terms with emphasis on proper spelling, pronunciation, and usage. Emphasizes more complex skills and techniques in understanding medical terminology. 3 credits.

**Quantitative Reasoning (MTH 154)** **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. This is a Passport Transfer course. *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)** **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. This is a Passport Transfer course. 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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**High School Credit Only Course**

**Economics and Personal Finance** **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.

## 2021-2022 Elite Learning Course Offerings

Course Title	Course Number	Credits	Course Schedule			Community College			
			Fall	Spring	Yearlong	VHCC	WCC	MECC	SWCC
Developmental Psychology	PSY 230	3	✓	✓	✓	✓	✓		X (no yearlong)
Medical Terminology & Disease Processes	HIM 113	3	✓	✓	✓		✓		
Medical Terminology I	HLT 143	3	✓	✓	✓	✓			
International Relations I/ Introduction to Conflict Resolution	PLS 241 & PLS 250	3	✓	✓	✓	✓			
Survey of American Literature I & II	ENG 241 & ENG 242	6		✓	✓	✓	✓	✓	✓
College Composition I & II	ENG 111 & ENG 112	6	✓	✓	✓	✓	✓	✓	✓
Creative Writing	ENG 211	3		✓		✓		✓	✓
United States History I & II	HIS 121 & HIS 122	6	✓	✓	✓	✓	✓	✓	✓
Civil War & Reconstruction/America in Gilded Age	HIS 269 & HIS 270	6		✓	✓	✓		✓	
United States Government I & II (U.S. Government and Politics/State and Local Government and Politics)	PLS 135 & PLS 136	6	✓	✓	✓	✓	✓	✓	✓
Introduction to Business	BUS 100	3	✓	✓	✓	✓	✓	✓ (no yearlong)	✓
Business Law I & II	BUS 241 & BUS 242	6	✓	✓	✓	✓	✓	✓	✓
Survey of Criminal Justice	ADJ 100	3	✓			✓	✓	✓	✓
Survey of Criminology	ADJ 107	3		✓		✓	✓	✓	
Statistical Reasoning	MTH 155	3	✓			✓		✓	✓
Quantitative Reasoning	MTH 154	3		✓		✓		✓	✓
Principles of Psychology	PSY 200	3	✓	✓	✓	✓	✓	✓ (no yearlong)	✓ (no yearlong)
Principles of Sociology	SOC 200	3	✓	✓	✓	✓	✓	✓ (no yearlong)	✓ (no yearlong)
Economics and Personal Finance	HS Credit Only	-	✓	✓		✓	✓	✓	✓

## Elite Learning Instructor Information 2021-2022

<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
English I & II	ENG 111/112	Lorna King	lorking@wythek12.org
Survey of American Literature	ENG 241/242	Lorna King	lorking@wythek12.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
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	Jonathan Powers	jonathan.powers@wythek12.org
Quantitative Reasoning	MTH 154	TBA	
Principles of Psychology	PSY 200	Amy Burns	aburns@depaulcr.org
Principles of Psychology	PSY 200	Martha Anderson	m.anderson.vccs@gmail.com
Developmental Psychology	PSY 230	Martha Anderson	m.anderson.vccs@gmail.com
Principles of Sociology	SOC 200	Alison Scanlan	ascalan@me.vccs.edu
Principles of Sociology	SOC 200	Gregg Webb	gregcmc@gmail.com
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 & Disease Proc.	HIM 113	Erin Bowser	ebowserdo@gmail.com
Medical Terminology I	HLT 143	Erin Bowser	ebowserdo@gmail.com

# 2021-2022 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*

# How to Receive Technical Support

Dual Enrollment Students Only

## Mountain Empire Community College Students:

- For assistance, contact Melissa McKinney at [MMcKinney@mecc.edu](mailto:MMcKinney@mecc.edu) or Ann Lane at [AVaughn@mecc.edu](mailto:AVaughn@mecc.edu). Melissa McKinney may also be contacted at (276)523-2400 ext. 307. Career Navigators at each high school will also be able to help students.
- 24/7 Canvas Phone Support for Students: (877) 875-8359
- Live Chat Support for Canvas Issues: <https://cases.canvaslms.com/liveagentchat?chattype=student>

## Virginia Highlands Community College Students:

- For assistance, contact the VHCC Helpdesk at [helpdesk@vhcc.edu](mailto:helpdesk@vhcc.edu) or call 276-739-2500
- Live Chat Provided by the College: If you look in the lower right-hand corner of any VHCC webpage you will see the Live Chat icon. Click the icon to access our live chat option to communicate directly with key service centers at VHCC.
- 24/7 Canvas Phone Support for Students: (877) 875-8359
- Live Chat Support for Canvas Issues: <https://cases.canvaslms.com/liveagentchat?chattype=student>

## Wytheville Community College Students:

- For assistance, contact the Director of IT, Shawn McReynolds, at 276-223-4810 or [smcreynolds@wcc.vccs.edu](mailto:smcreynolds@wcc.vccs.edu).
- Live Chat Provided by the College:
  - Log in to your My.WCC account
  - From the main menu, select the 'Canvas' button
  - From the main dashboard in Canvas, select the 'WCC Resources' box
  - If not already selected, choose the 'Canvas Resources' tab
  - Select the 'Chat with Canvas Support (Student)' link for live chat
- 24/7 Canvas Phone Support for Students: (877) 875-8359
- Live Chat Support for Canvas Issues: <https://cases.canvaslms.com/liveagentchat?chattype=student>

## Southwest Virginia Community Students:

- For assistance, contact the Canvas Specialist, Garrett Wright, at 276-964-7563 or [garrett.wright@sw.edu](mailto:garrett.wright@sw.edu)
- 24/7 Canvas Phone Support for Students: (877) 875-8359
- Live Chat Support for Canvas Issues: <https://cases.canvaslms.com/liveagentchat?chattype=student>

# SVETN Elite Learning Student Participation Form

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

Grade level in 2021-2022 \_\_\_\_\_ 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"/> College Composition (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 HS credit                | <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 (3 credits)                 |
| <input type="checkbox"/> International Relations I (3 credits)     | <input type="checkbox"/> Introduction to Conflict Resolution (3 credits) |
| <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 Canvas;

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.

Some 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

**FERPA REGULATIONS:**

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law that was enacted to protect the privacy of students and their educational records. The intent of the legislation is to protect the rights of students and to ensure the privacy and accuracy of "educational information." Educational Information refers to any record maintained by an educational institution, including files, documents, and materials of any type which contain information directly related to students, and which allows a student to be identified.

Elite Learning supports all efforts to protect student records, however, it is extremely important to receive permission to report grades to the students' high school. It is also important to receive permission to contact students' parents or guardian as needed to report class progress. Permission must be received by the student AND parent or guardian.

I give permission to Elite Learning to report grades to my school as well as contact my parents/guardians as needed.

\_\_\_\_\_  
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. 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 have read the FERPA statement and understand I may be contacted by email or phone if necessary, to ensure the academic success of my child. I also give permission for my child’s grades to be reported to his/her high school.

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

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/Guardian’s Signature

### **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 the Elite Learning course(s) in which he/she is enrolled 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. Other courses may have prerequisites as well. I understand students must also complete and pass specific placement tests at the community college to qualify to enroll in all Elite Learning courses. 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

### **School Principal'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 the Elite Learning course(s) in which he/she is enrolled 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. Other courses may have prerequisites as well. I understand students must also complete and pass specific placement tests at the community college to qualify to enroll in all Elite Learning courses. I understand students must complete 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

---

**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 counselor prior to the first day of the semester.**

# Invoice for Services

Please fill in your name, your address, your SSN, the date of the invoice, the date of services, description of services and amount and send invoice to SVETN at the address below or submit by e-mail to dstafford@swcenter.edu.

<b>Your name</b> <b>Address</b> <b>City, State, Zip</b>  <b>SSN</b>		<b>Invoice</b> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50px; text-align: center;">DATE</td> <td style="width: 50px;"></td> </tr> <tr> <td> </td> <td> </td> </tr> </table>		DATE			
DATE							
<b>BILL TO</b> <b>Southwest Virginia Education &amp; Training Network</b> <b>P.O. Box 1987</b> <b>Abingdon, VA 24212-1987</b>							
		<table border="1" style="margin-left: auto;"> <tr> <td style="width: 50px; text-align: center;">P.O. NO.</td> <td style="width: 50px; text-align: center;">PROJECT</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	P.O. NO.	PROJECT			
P.O. NO.	PROJECT						
<b>DATE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>	<b>P.O. NO.</b>	<b>PROJECT</b>	<b>TOTAL</b>		
Date(s) of service	Describe reason for payment (for example, contract services for course creation, course instruction, etc.)	Enter amount requested			Enter Total		
		<b>TOTAL DUE</b>	<b>\$0.00</b>				

## Instructor Pay 2021-2022

Students	3-credit	6-credit		Students	3-credit	6-credit
1	NA	NA		26	\$1,965.00	\$3,930.00
2	NA	NA		27	\$1,965.00	\$3,930.00
3	NA	NA		28	\$1,965.00	\$3,930.00
4	NA	NA		29	\$1,965.00	\$3,930.00
5	NA	NA		30	\$2,390.00	\$4,780.00
6	NA	NA		31	\$2,390.00	\$4,780.00
7	NA	NA		32	\$2,390.00	\$4,780.00
8	NA	NA		33	\$2,390.00	\$4,780.00
9	\$1,065.00	\$2,130.00		34	\$2,390.00	\$4,780.00
10	\$1,065.00	\$2,130.00		35	\$2,815.00	\$5,630.00
11	\$1,065.00	\$2,130.00		36	\$2,815.00	\$5,630.00
12	\$1,200.00	\$2,400.00		37	\$2,815.00	\$5,630.00
13	\$1,200.00	\$2,400.00		38	\$2,815.00	\$5,630.00
14	\$1,200.00	\$2,400.00		39	\$2,815.00	\$5,630.00
15	\$1,200.00	\$2,400.00		40	\$3,240.00	\$6,480.00
16	\$1,200.00	\$2,400.00		41	\$3,240.00	\$6,480.00
17	\$1,285.00	\$2,570.00		42	\$3,240.00	\$6,480.00
18	\$1,285.00	\$2,570.00		43	\$3,240.00	\$6,480.00
19	\$1,285.00	\$2,570.00		44	\$3,240.00	\$6,480.00
20	\$1,540.00	\$3,080.00		45	\$3,665.00	\$7,330.00
21	\$1,540.00	\$3,080.00		46	\$3,665.00	\$7,330.00
22	\$1,540.00	\$3,080.00		47	\$3,665.00	\$7,330.00
23	\$1,540.00	\$3,080.00		48	\$3,665.00	\$7,330.00
24	\$1,540.00	\$3,080.00		49	\$3,665.00	\$7,330.00
25	\$1,965.00	\$3,930.00		50+	\$4,090.00	\$8,180.00