



James Madison HIGH SCHOOL

James Madison High School

High School Catalog

2020

6625 The Corners Parkway
Norcross, GA 30092
Phone: 1-800-957-5412
Fax: 770-417-3030
education@jmhs.com
www.jmhs.com

*James Madison High School 2020 Catalog, Third Edition
Copyright 2020 James Madison High School. All rights reserved.
No part of this catalog and/or materials may be reproduced in any form
or by any means without written permission.*

Purpose: The Catalog is the official document for all academic policies, practices, and program requirements. The general academic policies and policies govern the academic standards and accreditation requirements to maintain matriculated status and to qualify for a diploma.

James Madison High School has adopted a 'grandfather clause' policy such that students may complete their academic programs under the program requirements that existed at the time of their enrollment to the extent that curriculum offerings make that possible. If program changes are made that effect student programs of study, every effort will be made to transition students into a new program of study that meets new graduation requirements. Students proceeding under revised academic policies must comply with all requirements under the changed program.

Reservation of Rights: James Madison High reserves the right to make changes to the provisions of this catalog and its rules and procedures at any time, with or without notice, subject to licensing requirements. This catalog is not a contract but merely a general outline of the programs being operated presently by the school. Certain policies may be grandfathered in at the time of enrollment and other revised policies may supersede prior policies.

Table of Contents

Introduction	8
<i>Message</i>	8
<i>History</i>	9
<i>Legal Governance</i>	10
Accreditation and State Licensing	12
<i>National Accreditation</i>	12
<i>Regional Accreditation</i>	12
Mission, Values, and Student Learning Outcomes	13
<i>Mission Statement</i>	13
<i>Values</i>	13
<i>Student Learning Outcomes</i>	14
Administration	15
Academic Year, Holidays, Contact Information, Hours of Operation	16
<i>Academic Year</i>	16
<i>Holidays</i>	16
<i>Contact Information</i>	16
<i>Hours of Operation</i>	20
Academic Freedom	21
Admissions	22
<i>Admission Requirements</i>	22
<i>Application Process</i>	22
<i>Enrollment Agreement</i>	22
<i>Student Referral Bonus</i>	23
<i>Family Savings</i>	23
<i>Alumni Rewards Discount</i>	23
<i>Student Identity Verification Procedures</i>	24
<i>Transcripts</i>	25
<i>Student Status</i>	26

<i>Transcripts and Grade Reports</i>	27
Transfer Credits	28
<i>Transfer Credit for Traditional Students</i>	28
<i>Transfer Credit for Homeschooled Students or Students from Non-accredited Schools</i>	29
<i>After Evaluation</i>	30
<i>Program of Study</i>	30
<i>Dispute of Evaluation</i>	30
International Student Transcript Guidelines	31
<i>Requesting International Transcripts</i>	31
<i>Acceptable International Records</i>	31
<i>International Evaluation Guidelines</i>	31
<i>Apostillation</i>	33
Getting Started	34
<i>Student Portal</i>	34
<i>Learning Management System (LMS)</i>	34
<i>Courses</i>	34
Study Tips	35
<i>Students' Use of Rubrics When Grading</i>	35
<i>Top 5 Characteristics of an Effective Study Space</i>	38
<i>Study Goals and Objectives</i>	39
<i>Study Keys</i>	39
Academic Information	41
<i>Instructional Model</i>	41
<i>Communication with Students</i>	41
<i>Course Format and Account Access</i>	42
<i>Student Community</i>	44
<i>Classes and Assignments</i>	44
<i>How to Calculate GPA</i>	45
<i>Progressing Through the Course</i>	46
<i>Exams</i>	46
<i>Stanford 10 Testing</i>	46
<i>End-of-Course Survey</i>	46

Academic Policies	47
<i>Academic Honesty Policy</i>	47
<i>Revocation of Diploma Policy</i>	49
<i>Grading Policy</i>	50
<i>Exam/Assignment Retake Policy</i>	51
<i>Dismissal for Grades Policy</i>	51
<i>Attendance, Participation, and Engagement Policy</i>	52
<i>Student Authenticity and Proctored Exams and Assignments</i>	54
<i>Conduct and Communications Policy</i>	54
<i>Change Diploma Program</i>	54
<i>Compulsory Attendance Laws</i>	54
<i>Dual Enrollment</i>	55
High School	55
College	55
Student Affairs	56
<i>Registrar</i>	56
<i>Academic Advising</i>	56
<i>Academic Dismissal</i>	56
<i>Administrative Cancellation</i>	57
<i>Transferring Credit to Another Institution</i>	58
Scholarships and Awards	59
<i>Gary Keisling ACCESS Scholarship</i>	59
<i>DEAC Student of the Year Award</i>	59
Learning Resource Tools	60
<i>Learning Resource Center and Library Services</i>	60
<i>JMHS Writing Lab</i>	60
Technology Requirements	61
Tuition, Fees and Payment Options	62
<i>Tuition</i>	62
<i>Fees*</i>	62
<i>Payment Options</i>	64
<i>Collections Policy</i>	65
<i>Payment Methods</i>	65
<i>Refund Policy</i>	67

Rights and Responsibilities	68
<i>Student Responsibilities</i>	68
<i>Anti-Bullying</i>	68
<i>Maintenance and Confidentiality of Student Records Policy</i>	69
<i>FERPA Policy – Student Right to Privacy Policy</i>	70
<i>Grade Challenge Policy and Procedures</i>	71
<i>Student Complaint Policy</i>	73
<i>Student Complaint Right to Appeal</i>	74
<i>Student Grievance Policy</i>	75
<i>Non-Discrimination Policy</i>	75
<i>Students with Disabilities Act</i>	76
Graduation	77
High School Guidance Center	79
College and Career Services	79
<i>College Services</i>	79
<i>SAT and ACT Registration</i>	80
<i>JMHS Personalized Career Services</i>	80
Teachers and Academic Advisors	82
<i>Teachers</i>	82
<i>Academic Advisors</i>	90
High School Diploma Programs	92
<i>Study Tracks</i>	92
Program Objectives	92
General Track: 23 Credits	92
College Preparatory Track*: 23 Credits	92
<i>Open Electives</i>	92
<i>Single Courses</i>	94
High School Programs and Courses	95
<i>Programs</i>	95
Program Objectives	95
<i>Course Descriptions</i>	95
<i>Business</i>	95
<i>Language Arts</i>	97
<i>Life Skills</i>	99
<i>Mathematics</i>	101

<i>Science</i>	103
<i>Social Studies</i>	106
Appendix A: External Agencies	109
<i>Military</i>	109
<i>Social Security Administration</i>	109
<i>Insurance Companies</i>	109
<i>Driver's License Bureau/Department Of Labor/Work Permits</i>	109
Appendix B: A Student's Guide to Avoiding Plagiarism	110
Appendix C: Intellectual Property Policy	112
Appendix D: High School Vocational Program Overview	113
<i>Carpentry Track</i>	114
<i>Plumbing Track</i>	115
<i>Electrician Track</i>	117
<i>Veterinary Assistant Track</i>	118
<i>Pharmacy Clerk Track</i>	119
<i>Medical Billing and Coding</i>	119
<i>Child Development Associate/Early Childhood Education</i>	120
<i>Medical Office Assistant</i>	121
<i>Sterile Processing</i>	122
<i>Event Planning</i>	123

Introduction

Message

Greetings,

Welcome to Ashworth College. Since 1987, we have been setting new standards of excellence in education and providing education “on your terms.”

Today we are a respected, worldwide leader in self-guided distance learning. We bring the finest, most comprehensive instruction, in the most flexible way possible. Ashworth also offers a broader array of study options than other online schools by providing more career-focused instruction and support, greater accessibility to teachers and academic advisors, more opportunities to connect with other students, more affordable tuition, and easier payment plans. Overall, you can look forward to a first-class educational experience that meets your highest expectations.

It takes discipline to complete a degree or certificate program as a distance education student. For more than 25 years, Ashworth has been educating busy people like you. In fact, hundreds of thousands of students have entrusted us to help them achieve a better life. Stay focused and set a specific time to study on a regular basis and you will be able to achieve your desired degree or certificate.

Your courses have been carefully prepared, using the finest textbooks and eBooks available. The teachers and staff at James Madison High School are exceptional in their fields and in developing and supporting distance learning programs.

Please read this catalog carefully. It provides helpful study guidance and information on our policies and programs.

As a reminder we must receive an official copy of your 8th grade transcript. We will also need your official high school transcripts if you plan to transfer any credits. Please act as soon as possible so that you can continue to study uninterrupted. See our admissions and academic policies for more details.

For more than 25 years, Ashworth has been educating busy people like you. In fact, hundreds of thousands of students have entrusted us to help them achieve a better life. Let Ashworth College help you study smarter, advance faster, and reach your goals. Here's to your new life!

Cordially,

A handwritten signature in black ink that reads "Frank Britt". The signature is written in a cursive, flowing style.

Chief Executive Officer
Ashworth College and James Madison High School

History

Since its founding in 1987, the Professional Career Development Institute (“PCDI”) has developed a large selection of distance-learning programs. The PCDI started as a career school that offered one career course. Early programs focused on vocational and avocational education pathways for students, with the school exceeding 50 career diploma programs today.

James Madison High School (“JMHS”) was established in 1996 to assist students, who needed a flexible approach to earning a high school diploma. JMHS offers the curriculum needed for students to complete one to four years of high school, ultimately leading to a high school diploma.

In 2000, the PCDI established Ashworth College to offer associate degree programs; in 2004 it offered master’s degree programs; and in 2007, it offered bachelor’s degree programs.

In 2004, the PCDI purchased the Distance Education Company (“DEC”), which operated both the New York Institute of Photography and the New York Institute of Art and Design (formerly Sheffield School). In 2017, the DEC opened the New York Institute of Career Development.

The PCDI Canada division began in 2005. This division offers Ashworth career diploma programs and the JMHS general diploma program to Canadian students.

In 2007, all schools under PCDI merged under the Ashworth College umbrella. Today, the College offers 2 high school programs, 17 career certificates, 53 career diplomas, 14 undergraduate certificates, 15 associate degrees, 10 bachelor’s degrees, 7 graduate certificates, and 10 master’s degrees.

All Ashworth course and program offerings are accredited by the Distance Education Accrediting Commission (“DEAC”). The DEAC is listed by the U.S. Department of Education as a recognized accrediting agency. The DEAC is also recognized by the Council for Higher Education Accreditation or CHEA. In addition, James Madison High School is accredited by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (“SACS CASI”) and AdvancED.

Students can begin their high school education at JMHS and continue to pursue their career and college aspirations through flexible, affordable, and accredited distance education programs all through Ashworth College.

Legal Governance

Professional Career Development Institute, LLC (PCDI) owns and operates the three Ashworth schools: Ashworth College, Ashworth Career, and James Madison High School. PCDI Canada and Distance Education Company (DEC) are wholly owned subsidiaries of PCDI. In 2009, PCDI was acquired by Sterling Partners. In 2019, Penn Foster Education Group, Inc. acquired Sterling Partners' ownership interest.

DEC operates three schools: New York Institute of Photography, New York Institute of Art and Design (formerly Sheffield School), and New York Institute of Career Development.

The Board of Directors comprises the following members:

- Frank Britt
- Thomas Blesso

The James Madison High School Advisory Board is comprised of the following members.

JMHS Academic Advisory Board		
	Name	Positi
Internal	Megan Bowen	Director of High School Programs
Internal	Bryan Carver	Academic Team Lead, James Madison High School
External	Holly Carver	Retired Teacher
External	Thayne Conrad	Enterprise Account Manager, McGraw Hill
Internal	Dr. Tami Johnson	Science Department Chair, James Madison High School
External	Karen Lingrell	Associate Director Collaborative Programs, eCampus University Systems of GA
External	Dr. Tiffany McBean	Student-Teacher Supervisor, Georgia State University
External	Kimberly Winfield	Director of Faculty and Academic Affairs, Ashworth College
External	April Wood	New Student Programs, UWG/MOWR-ECORE Partner, West Georgia College
External	Mark Johnson	Associate Broker, Maximum One Realty Greater Atlanta

Accreditation and State Licensing

National Accreditation

James Madison High School is nationally accredited by the Distance Education Accrediting Commission.

The Distance Education Accrediting Commission is listed by the U.S. Department of Education as a recognized accrediting agency.

Distance Education Accrediting Commission
1101 17th Street, NW, Suite 808
Washington, DC 20036
202-234-5100
202-332-1386 (Fax)
www.deac.org

Regional Accreditation

James Madison High School is also regionally accredited by AdvancED Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI).

The Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) is dedicated to advancing excellence in education worldwide through accreditation, research, and professional services. SACS CASI accredits over 13,000 schools and school systems throughout the United States and overseas and is an accreditation division of AdvancED.

AdvancED
9115 Westside Parkway
Alpharetta, GA 30009
888.41ED NOW (888.413.3669)
www.advanc-ed.org

The Distance Education Accrediting Commission and Southern Association of Colleges and Schools Council on Accreditation and School Improvement are recognized by the Council for Higher Education Accreditation (CHEA).

Mission, Values, and Student Learning Outcomes

Mission Statement

Empower students to achieve their aspirations through flexible, convenient, affordable, and highly relevant educational programs:

- Empower: enable students to take control of their lives
- Students: individuals who have taken the proactive step to study and formally engage in learning
- Aspirations: strong desire, longing, or aim
- Flexible: adaptable curriculum that allows students to study anywhere and at their own pace
- Convenient: easily accessible and easy to use
- Affordable: quality courses at a relatively low price that provide great value
- Highly relevant: pertinent content and subject matter that aligns well with real-world skills and knowledge needed in the workplace
- Educational Programs: courses that enable students to learn in their areas of interest

Values

- Access - We believe anyone who wants to learn should have access to affordable, quality education anytime, anyplace.
- Accountability - We set measurable goals and are accountable to students and to each other for our actions, performance, and results.
- Integrity - We operate with the utmost integrity and treat both our fellow colleagues and our students with dignity and respect.
- Passion - We believe we can make a difference in people's lives and want to help each student, faculty, and staff member in our diverse community realize his or her individual potential.
- Teamwork - We are committed to collaboration and communication among students, faculty, and staff, as both are essential to achieving great outcomes for students and our company.
- Excellence - We strive to uphold high standards in our academic programs, student experience, and support services, and are continually seeking ways to improve each of these areas.

Student Learning Outcomes

By incorporating the following learning and career outcomes into its programs, Ashworth College ensures that graduates are prepared to succeed in a variety of professional, civic, and personal settings.

1. Effective Communication Graduates will demonstrate competence in written communication skills that lead to the clear and purposeful expression of ideas, information, and logical reasoning.
2. Critical Thinking Graduates will demonstrate critical thinking skills to analyze problems, search for evidence to support conclusions, reflectively process information, and formulate solutions.
3. Job-Specific and Technical Skills Graduates will demonstrate competence in program-specific technical skills and an understanding of the common body of knowledge associated with a that program.
4. Professional and Life Skills Graduates will demonstrate competent professional and life skills that include responsibility, self-motivation, and will make progress toward becoming engaged and self-reliant learners.
5. Qualifications for Advancement Graduates will have the skills and credentials to apply for jobs, change careers, advance in their current workplace, and/or pursue advanced education.

Administration

Institutional Administrators

Frank Britt	Chief Executive Officer
Lisa Prince Rutsky	Vice President of Education and Academic Dean

James Madison High School

Megan Bowen	Director, High School Programs
Bryan Carver	Academic Team Lead

Student Services

Darlene Craft	Student Services Operations Manager
---------------	-------------------------------------

Program Development

Michelle Rothenbecker	Senior Director, Instructional Design and Content
-----------------------	---

Academic Year, Holidays, Contact Information, Hours of Operation

Academic Year

Students may enroll in James Madison High School's programs at any time of the year. There are no set class start dates, and students do not need to wait until the beginning of a new session or new semester. All courses offered are flexible and self-paced, with students setting their own schedules within certain maximum allowable time frames per semester and/or program.

Holidays

James Madison High School is closed on the following holidays:

- New Year's Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve
- Christmas Day

Contact Information

The following information may be used to contact James Madison High School. Students should provide their name and student number on all communications with staff.

Mailing Address:

James Madison High School
6625 The Corners Parkway, Suite 500
Norcross, GA 30092

JMHS Web Site:

www.jmhs.com

Student Community:

[Visit the Community via the Student Portal](#)

Student Portal:

<http://students.jmhs.com>

Student Services E-mail:

education@jmhs.com

Registrar's Office:

E-mail:

Registrar@jmhs.com

Fax (for forms, etc.):

770-417-3030

Fax (for transcripts):

770-729-8578

PCDI Canada

1 Hunter Street East, Suite G100
Hamilton, ON L8N 3W1

Phone:

866.202.8975 / 905.777.7800

Fax:

905.777.7833

Email:

info@pcdicanada.ca

Web Site:

www.pcdi.ca

Course Assistance:

Tutor Assistance:

Academic Advisors

800.224.7234 or enter a ticket via Support tab in Student Portal

Course Teacher:

Check course syllabus for name and e-mail of teacher.

Students can contact teacher at any time and should expect to receive a reply within 24 to 48 hours.

Post a question while in course. Click on the Ask Your Teacher link and post a question to teacher on the *Ask Your Teacher Discussion Forum*. Students should receive a reply to post within 24 to 48 hours.

JMHS Classmates:

Visit the Student Community to find discussion forums related to various courses and careers.

Phone Guide

<u>Department</u>	<u>Phone Number</u>
Academic Advisors	1-800-224-7234
Admissions (Nonstudents)	1-866.798.8222
Career Services	1-800-224-7234
Main	770-729-8400
Military Services	1-877-758-7630
Student Services	1-800-224-7234

Fax Destination Guide

<u>Fax Number</u>	<u>Department</u>	<u>Types of Faxes</u>
Business Services	770-729-7290	Military Corporate Partnerships
Education Services	770.417.3030	Lessons Mandatory Graded Assignments Semester Exams
Registrar	770-729-8578	All Transcripts Transcript Waivers Homeschool Portfolios
Registrar	770-417-3030	Miscellaneous Documents
Student Services	770-417-7289	Career, Degree and High School Verifications
Student Services	770-729-0961	Book Waivers Financial Information In-School Deferments Miscellaneous Forms Multiple-Choice Exams (Offline Students) Proctor Nomination Forms Shipment Waivers Student Account Changes

Hours of Operation

9:00 a.m. – 6:00 p.m. (Monday – Friday) Eastern Standard Time

Academic Freedom

James Madison High School (JMHS) adheres to the following principles of academic freedom. JMHS holds the pursuit of education in highest regard and strives to provide an environment that promotes the pursuit of truth and mutual respect to support the generation of new knowledge and reasoned argument based on scholarly justification.

Students and teachers are expected to adhere to academic honesty, the highest ethical standards, and professional conduct in all processes and practices. It is reasonable that the teaching and learning environments will be open to diverse opinions and voices and that the same course content can be presented in multiple ways in order to achieve the same outcome goals. Teaching and learning styles may differ and it is not unexpected that differences in styles, opinions, and approaches may occur. Academic freedom and student conduct policies are appropriately balanced to produce a harmonious learning environment.

Toward these ends and in respect for diversity, the following guidelines should be followed.

1. JMHS recognizes that each teacher and instructional team member will express his or her opinions and philosophies freely without censorship.
2. Concurrently, it is important that teacher and instructional team members realize their responsibility to the high school to make their students understand that their expression does not represent the opinions of JMHS.
3. The thorough discussion of topics from diverse perspectives within the teacher and instructional team members' subject areas is encouraged. However, the discussion of controversial subject matter outside of each teacher and instructional team member's area of expertise is strongly discouraged within courses.
4. Noting that debate is at the heart of academic freedom, teacher and instructional team members have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.
5. JMHS expects its teachers and instructional team members to maintain high standards of professional conduct in all communications with students at all times.

Admissions

Admission Requirements

Students must be at least 14 years of age and have graduated from the 8th grade.

To be eligible for the College Preparatory program track, a student's incoming GPA must be a minimum of 2.00 on a 4.00 point scale, or a C overall grade. If the transcript arrives after starting into a program and the student is not eligible based on the overall GPA, then the student will be switched to the general program track.

Application Process

Students may follow the steps below to enroll in James Madison High School (JMHS) programs.

1. Complete an application online or byphone.
 - a. Apply online – The online application process is simplified to reduce processing time. The online application can be accessed from our Web site, <http://www.jmhs.com> Applicants can indicate the program level, program type, and discipline area on the online application form.
 - b. Apply by phone any day of the year (except holidays) by speaking with an enrollment advisor at 1-866-798-8222.
2. Within 24 hours of receiving the completed enrollment application, JMHS will provide instructions for online access to the first course and if student elected textbooks, instead of standard eBooks, the associated textbooks/course materials will ship to the student's address.
3. Students who are eligible for military benefits should contact a military advisor at 1-877-758-7630.

Enrollment Agreement

The Enrollment Agreement (the "Agreement") is a legally binding contract when signed by the student and accepted by James Madison High School (JMHS) at its offices in Georgia and is governed by Georgia law. The student signature on the Agreement indicates that the student has read and understood the terms of this Agreement, has read and understood any literature received from JMHS, and believes that he/she has the ability to benefit from the course selected. An electronic signature is a binding signature. Prospective students are encouraged to read through the catalog and materials prior to enrolling.

Note: This does not apply to students taking single courses.

Student Referral Bonus

James Madison High School relies on its students to promote JMHS/Ashworth College. If a student refers a friend, both the new student and the student who made the referral will benefit. When the new student enrolls, that student should provide the name and student number of the person who referred him/her. Both the new student and the student who made the referral will receive \$100 off their Ashworth tuition after new student has been enrolled for 30 days or more. Maximum \$100 referral bonus per year.

Family Savings

James Madison High School encourages families to study together. When two or more people in the same household enroll at Ashworth at the same time, each person can save \$100 on his/her program. Enroll by phone to receive this discount.

Note: This does not apply to students taking single courses.

Alumni Rewards Discount

As students near completion on their current program of study, they may be eligible for the Alumni Rewards Discount and save up to \$300 off their tuition when they enroll in a new Ashworth program. All Ashworth graduates are also eligible. Call 800.957.5412 for details.

Note: This does not apply to students taking single courses.

Student Identity Verification Procedures

Student numbers are issued to specific people for the purpose of conducting James Madison High School business. Any abuse of these numbers (including obtaining for malicious use or attempting to obtain for malicious use, and false identification or attempted false identification) shall be cause for permanent dismissal from JMHS.

Student Portal Access

Students are required to create a password to access the Student Portal. The Student Portal is where a student can view his or her Academic and Personal records and should only be accessed by the student. Students should protect their password from others and not share it with anyone else (i.e., Academic Honesty Policy). School employees do not know student passwords and can only reset them upon their request. If a student's password is reset, the student will be instructed to create a new one before being allowed to access his or her account.

eBooks

JMHS uses Vital Source to deliver all eBooks in its courses. Students will be required to create a separate password for their eBook account the first time they access their eBook account. School employees do not know student passwords and cannot reset them. Students who forget their password or need it reset will need to contact Vital Source directly.

E-mail

JMHS will use the e-mail listed on the student's account to send academic and school updates. These communications can be personal in nature and for this reason it is recommended that students use an e-mail that is not shared with others.

Student Verification

If JMHS suspects that a student's account has been compromised, access to the student account may be blocked until student's identity has been verified. This process is done only to protect the student's interest. Students are responsible for all comments, exams, and assignments posted on their account. If a student believes that his or her account was compromised by someone else, he or she must change the password immediately and notify the school.

Affidavits and Academic Honesty Statements

Selected assignments require students to complete and sign an affidavit or submit a personalized academic honesty statement prior to submission. This verifies student authenticity of work.

Transcripts

James Madison High School will make every effort to ensure that all students have conducted a thorough search for their transcript(s). Students will not be evaluated and will not continue to receive course work until documentation of previous schooling has been submitted.

Official Transcript Request Procedures

1. In order to complete enrollment with JMHS, all applicants must completely fill out and send the appropriate *Transcript Request Form* to their previous high school if applicable. The high school may charge a fee for sending official transcripts to JMHS. Students should send any fees along with the *Transcript Request Form* directly to their previous high school and *not to James Madison High School*. The *Transcript Request Form* is located in the Student Portal.
2. Middle School: If a student has taken Pre-Algebra, Algebra, or a foreign language while attending middle school, please contact the former middle school and have the student's transcript faxed or emailed using the *Transcript Request Form* and following the procedures.
3. Students should include their maiden name on the *Transcript Request Form*, if the student name has changed. Students who have legally changed their name, through marriage or otherwise, should be sure to include on the *Transcript Request Form* all names previously used.
4. If the student's previous school(s) advises that a transcript is unavailable and therefore, the student absolutely cannot send an *official* transcript to JMHS, the student must send any school records to JMHS. These records may include report cards, withdrawal slips, GED scores, or career certificates. Additionally, the student's previous school must write a letter (on school letterhead) explaining why the student cannot send an official transcript. Students who are over 18 years old must visit the JMHS student portal to review the option to waive the requirement for a transcript.
5. If a student's previous school no longer exists, the student must contact the new school and ask where student records were transferred. If the new school is not able to help, the student must contact the local Board of Education. The student needs to provide the Board with his or her name as it was when student was in school, date of birth, the name of the school student previously attended, and the dates student attended.
6. Students who did not attend high school should contact their middle school for a copy of school records. Students who attended only a few days of 9th grade should request that the school send any high school information, along with a copy of students' middle school records. It is important for JMHS to have all school records.

7. Students who owe fees to previous schools need to settle their accounts so the schools can send official transcripts to JMHS. If JMHS receives notice that a student owes fees, a letter will be sent to advise the student. JMHS respects the right of schools to collect any fees owed.
8. Any new student under 18 who has exhausted all attempts to receive a transcript that shows student has completed the 8th grade must take the 9th grade entrance exam. Student will be charged \$75.00 for this exam. Contact the Registrar's office for more information.

Return of Student Transcript

If students need a transcript for their own records, they can request one from their previous school. JMHS is unable to provide a copy of the transcript from the previous school. If students need to send JMHS any unofficial records, they should keep the originals and only send copies. JMHS cannot return documents to students.

Transcript Evaluation Criteria

Transcripts will be evaluated when:

- JMHS receives student's official transcript(s) or homeschool portfolio
- Student's first JMHS course is 75 percent complete
- Student's account is current

Student Status

There are three status states for students depending on their progression through the enrollment and graduation processes. "Applicant" status is someone who has submitted an enrollment agreement and is financially current with JMHS. Applicants may be denied admission after review of their admissions documentation and first course progress. "Enrolled but not Active" status is someone who, in addition to being admitted to a program, has completed two courses and the transcript evaluation. "Active Student" status is someone who, in addition to being enrolled, is regularly submitting assessments in academic courses.

JMHS students work at their own pace. JMHS provides students with many mechanisms to help students stay on track for timely completion of program and graduation requirements. A high school advocate will be assigned to every high school student. An Advocate is specially trained and assigned to assist students throughout their program of study. In addition, the instructional team of teachers and academic advisors are on hand to provide one-on-one academic support to help students master the learning objectives and complete courses and their program of study. In the Student Portal there is a Progress Tracker which displays students' percent progression through their program. There is also a progress report that shows a high level overview of grades and pace. Each course has Curriculum Maps and Pacing Guides to help students manage their expectations on course workload and time to complete a lesson and course.

If students need an official status letter, JMHS is able to issue a Status Letter and Transcript upon request. In order for JMHS to issue these documents, students must have completed a transcript evaluation, completed one course, and be current in their tuition payments.

Transcripts and Grade Reports

Students who need an *official* transcript of completed courses from JMHS should contact Student Services. Students can view/print an *unofficial* JMHS transcript from the Student Portal.

An *official transcript* is one sent by JMHS directly to an institution or employer. An official transcript will be sent only if the student account is paid in full. The first copy of an official transcript is free; there is a \$15.00 fee for any additional official transcripts requested

An *unofficial transcript* is one sent by JMHS directly to the student. An unofficial transcript will be sent only if the student account with JMHS is current and there are no past due amounts owed. Unofficial transcripts can be printed from the Student Portal; "Unofficial" will be printed across the transcript. Students who request that an unofficial transcript be mailed to them will be charged \$15.00 per transcript.

- ❓ Go to Student Portal
- ❓ Click on **Learning, Transcripts** and then **View Unofficial Transcripts**
- ❓ Click on download button in the upper right hand corner of **Unofficial Transcript**
- ❓ Print document or you may have to right click on document and click **SaveAs** to save as a file and then print

Students can also view their program of study, progress report and grades in the Student Portal.

Transfer Credits

Students may transfer up to 75% of the total program credits, 25% of the courses must be completed at JMHS or 6 credits must be completed subject to the provisions described below

Transfer Credit for Traditional Students

For students to be eligible for transfer credit, the Registrar at James Madison High School (JMHS) must receive all official transcripts from schools within 90 days of the student's enrollment with JMHS.

- An official transcript is one that comes **directly** from student's former school(s) to the Registrar's office at JMHS *in a sealed school envelope*. Students should ask the school to stamp the transcript before sending as proof that it is official. The official transcript(s) should be sent to JMHS.

A student's program at JMHS is based on the number of transferable courses completed at student's previous school, **not** on student's grade level.

A student must have received a passing grade in a course in order to transfer credit. The previous school must have awarded the credit and this must be clearly shown on the transcript.

To be eligible for the College Preparatory program track, a student's incoming GPA must be a minimum of 2.00 on a 4.00 point scale, or a C overall grade. If the transcript arrives after starting into a program and the student is not eligible based on the overall GPA, then the student will be switched to the general program track.

Students may receive transfer credit for courses that directly or closely correspond to those that JMHS requires for graduation. More advanced math and science courses may substitute for those required by JMHS.

JMHS does not have a statute of limitations on credits eligible for transfer; however, it does reserve the right to invalidate some courses for transfer in which the content is outmoded. Courses taken more than 10 years ago may not transfer unless a course description or syllabus is provided to verify that the material covered in the subject is still current. Content equivalency is required of any course the student wishes to transfer. All credits must be from an accredited institution or evaluated by the American Council on Education (ACE), and the student must have received a passing grade.

- A maximum of two (2) elective credits will be awarded for religious studies, despite how many credits were earned in this area at another school.
- No credits will be awarded for GED certificates and programs.
- No credits will be awarded for on-the-job training, including specialized training, certificates received, etc.
- No credits will be awarded for classes taken at a college or university, unless they were taken for high school credit.
- If students fail an exit or graduation exam at their previous school, they will be required to take an appropriate course in that subject area at JMHS.

Transfer Credit for Homeschooled Students or Students from Non-accredited Schools

Students who were educated at home, or in an environment other than a public/private school, or from a non-accredited school may or may not have a traditional transcript. James Madison High School (JMHS) will admit such students who submit a complete portfolio of their work and/or proper documentation. Students must include the *Homeschool Form* with their portfolio. A nonrefundable fee of \$50 is charged for the evaluation of portfolios for all such students.

All requirements on transfer credit for traditional students also apply to such students.

A complete homeschool portfolio should include the following:

- A photocopy of the front cover of the textbook or software used for instruction. Please provide one for each course
- A photocopy of the table of contents, which should document the curriculum of each course
- Three representative samples of work per course. Include a sample of work from the beginning, middle, and end of each course(s). This is a crucial element in the evaluation process. No credit will be given without work samples. Examples of appropriate work samples include written essays, research projects, laboratory reports, math problems showing work to solve, and exams. Please do not submit multiple-choice answers.
- The credentials of the instructor (parent/guardian/teacher)
- Examples of tests or other assessment tools
- Any standardized test results, such as the SAT or IOWA Basic Skills Test
- An original writing sample, which should be 3 to 5 pages in length
- Payment of a nonrefundable \$50 for evaluation of the portfolio

If a homeschooled student or student from an environment other than a public/private school, or from a non-accredited school is not able to provide ample information in their homeschool portfolio, they must take a 9th grade entrance exam. The student will be charged \$75 for this entrance exam.

All materials and the \$50 payment should be sent to the attention of the JMHS Registrar. Students should not send originals since JMHS will not be able to return portfolios. Students should verify that the student name and student number are clearly listed on the portfolio.

In addition to the portfolio, it is suggested students also send the following documents:

1. Homeschool registration and/or attendance forms. These are usually filed with student's local school board or state education agency.
2. Documentation from a certified tutor or teacher, including the credentials and/or certificate of the teacher or tutor
3. Current testing or evaluation results.

For additional questions pertaining to admission and evaluation requirements, students should contact the Registrar at: Registrar@jmhs.com.

After Evaluation

After students transcripts are evaluated, students will receive some of the items described below.

Subject Review Form

The *Subject Review Form* for the General and College Preparatory Correspondence Programs shows the diploma program the student is enrolled in and the transfer credits received from previous school(s). JMHS selects courses for students; however, students have the option to change several elective courses. To change courses, students must visit the student portal and make new selections using the scheduling tool.

Students who plan to change their courses should choose wisely based on their abilities and future plans. Once a course is shipped, there is a \$50 processing fee to drop a course, plus any associated replacement fees. Information regarding JMHS courses is available in this document and at www.jmhs.com.

Program of Study

Students can view their program of study by logging into their student portal at <http://students.jmhs.com>.

Dispute of Evaluation

If students feel there is an error in the transcript evaluation process, they need to contact the school within 30 days of the evaluation. JMHS will not be able to handle evaluation disputes after 30 days.

International Student Transcript Guidelines

James Madison High School (JMHS) encourages all international students to acquire an e-mail address, as this will be the most efficient method of correspondence. For students who currently live abroad, we recommend that multiple courses be shipped to them at one time in order to avoid delays and issues with shipping. This would be the most effective way to maintain an adequate course load at all times. See the section on *Course Shipment* for additional information.

Requesting International Transcripts

James Madison High School expects students to make every attempt to obtain transcripts or records from either the country where currently reside or the country in which their previous high school is located. Ministries of Education within a country, similar to the United States' Boards of Education, should have student records. Even during times of social or political turmoil, students have had success retrieving records. Student who are not able to obtain an international transcript are advised to call the Registrar's office.

Acceptable International Records

Attested Documents

These are the equivalent of "official transcripts" in the United States. When transcripts are attested, they have been officially notarized by an education official. These are the preferred documents so as to avoid potential damage or loss of the original.

Official Documents or Original Documents

These are usually a student's only copy, and, at times, the ONLY copy in existence. These usually arrive on special, delicate paper. James Madison High School is unable to send documents back to students. If student's document is the only copy in existence or it is difficult to obtain another copy, the student must keep the original and send us a copy.

International Evaluation Guidelines

The evaluation process for international transcripts is somewhat different from the evaluation process for transcripts from schools within the United States. Different countries often have different educational systems and require different courses for graduation than those required in the United States. For instance, English courses taken internationally are comparable to English as a Second Language courses taken in the United States. Even if a student has completed four English courses at another high school, at least two English courses will still be required at JMHS. Also, students educated internationally who have not completed American History, American Literature, and American Government will be required to do so with JMHS.

The evaluation process for international transcripts has been established to ensure that a student has earned all necessary credits for a United States High School Diploma.

General and Career Programs

Students who have earned a high school diploma outside the United States will still be required to complete a minimum of 15 credits at JMHS. Students will be awarded four credits for required courses (English, math, science, and world history) and four elective credits. The courses for which JMHS chooses to give credit are subject to change depending on the information provided from the student's previous high school. Most international transcripts do not list all credits completed. Evaluations are usually based solely on grade equivalency.

Students who have earned a vocational or technical training diploma or certificate, however, will not be given any credit and will be required to complete the four year program unless documentation is sent of the specific courses completed. Even if a list of specific courses completed is provided from the vocational or technical school, there is no assurance that a student will be awarded eight credits.

Students who have earned an 11th-grade United States equivalency at an international secondary school will be required to complete 18 credits, or the 3 year program, with JMHS. Students will be awarded 4 elective credits.

Students who have earned a 10th-grade equivalency or less at an international secondary high school will receive no credit and will be required to complete all 23 courses, or the four year program, with JMHS.

College Preparatory Program

Students enrolled in the College Preparatory Program and who have earned a diploma or certificate of secondary education will be required to complete 16 credits with JMHS. Students will be awarded four credits for required course work (three foreign language and a fourth that will be determined when the transcript, diploma, or attested document is received) and three elective credits. The courses for which JMHS chooses to give credit are subject to change depending on the information provided from the students' previous high school.

Students who have earned a vocational or technical training diploma or certificate, however, will not be given any credit and will be required to complete the four year program unless documentation is sent of the specific courses completed. Even if a list of specific courses completed is provided from the vocational or technical school, there is no assurance that a student will be awarded six credits.

Students who have earned an 11th-grade United States equivalency or less at an international secondary school will receive no credit and will be required to complete all 23 courses, or the four year program, with JMHS.

The evaluation guidelines for international students are meant to provide a basic understanding of the evaluation process for students who previously attended an international high school. Based on the information a student is able to provide, these guidelines may be adjusted so that JMHS can be confident that a student will gain the academic skills necessary for the awarding of a United States High School Diploma.

Apostillation

Apostillation consists of a notarized document, which is attached to a student's diploma, and serves the purpose of legalizing and authenticating a diploma. This document states that the attached diploma document has been fully earned, approved, and granted. The Apostille will be signed and sealed by the Secretary of State or embassy for the attachment of the Apostille.

A student who has earned a high school diploma with JMHS and wishes to return to his or her native country either to work or to pursue a postsecondary education may need to have his or her diploma Apostilled. Students may contact the Registrar's Office for more information regarding Apostillation. A fee of \$50 is charged for this service.

Getting Started

Student Portal

The student portal can be accessed at www.students.JMHS.com. The student portal has several useful tools to help manage student account information. To access the first course of the program, students should click on the "Courses" link which is at the very top of the Student Portal.

Learning Management System (LMS)

The LMS is where all the courses of the program will be delivered. Students will complete all reading assignments, exams and projects at this site. In addition, students will be able to chat with their instructor during scheduled office hours. No additional log in information is required to access the LMS since students enter the LMS via the Student Portal.

Courses

All courses are delivered in two parts. Each part will have between 6-10 exams and represents a half credit. All students are required to complete Introduction to High School and Health, regardless of transfer credit earned from their previous school.

eBooks are delivered through the LMS using Vital Source. When students start their third course they will be asked to create a password the first time they access the ebook. After that students will not be required to enter a password again, unless they want to access their textbook outside of the LMS.

Study Tips

Students' Use of Rubrics When Grading

Multiple-choice examinations are used throughout James Madison's program to measure students' mastery of the program objectives. In most programs students will also need to complete assignments that require evaluation and feedback from the school's instructional staff. Assignments are often graded using a rubric like the one shown below. This rubric provides guidance for students; it helps to clarify essential elements of the assignment that will be evaluated to determine a grade. The rubric is also an important tool for the instructional team to insure that each student is evaluated consistently and that each student meets the primary objectives of the assignment. Assignments that have very specific right or wrong answers may employ an answer key instead of a grading rubric.

A grading rubric is a scoring tool used to help guide both the student and the teacher. It helps to define the quality of a student's work from the category of excellent to poor and serves as a detailed and specific roadmap for students, which leads to improved student outcomes. Lastly, a grading rubric helps increase grading efficiency and consistency among teachers. If a rubric is used as a tool in your assignment, the rubric will be included with the assignment instructions.

An example of a rubric is on the following page.

Criteria	Exemplary 20 points	Proficient 15 points	Emerging 10 points	Developing 5 points	Unsatisfactory 0 points
Ideas	<p>Thesis is strong, effective, and well-focused.</p> <p>Main ideas stand out and are supported by well-chosen, detailed information. The essay effectively incorporates the information that was outlined in the worksheet, analyzing both the speaker's message and techniques.</p>	<p>Thesis is clearly stated.</p> <p>Main ideas include analysis of both the speaker's rhetorical techniques and the effectiveness of the message. The essay uses the majority of the information outlined on the worksheet.</p>	<p>Thesis is somewhat clear, but lacks development or makes a general statement rather than a definitive argument.</p> <p>Main ideas are underdeveloped. Very little of the information from the worksheet is incorporated into the essay. Student has perhaps addressed the message, but not the speaker's techniques. If both are addressed, they are underdeveloped.</p>	<p>Thesis is not evident.</p> <p>The main idea is not clear. There is a seemingly random collection of information. Hardly any of the information from the worksheet is evident in the essay.</p>	<p>Student has either not turned in enough to be graded or has missed the prompt entirely.</p>
Organization	<p>Introduction is well-developed and engages the reader's interest with a hook and a strong thesis that fully addresses the prompt.</p> <p>Body paragraphs are fully developed and organized around a clear topic sentence supported by effective details.</p> <p>Transitional words and phrases are effective and create flow.</p> <p>The conclusion is strong and connects back to the original thesis. The conclusion effectively sums up the writer's thoughts on the subject and leaves the reader with a definitive understanding of the main focus and point of the paper.</p>	<p>The introduction contains a hook and a thesis that addresses the prompt.</p> <p>Body paragraphs are developed around a topic sentence although they may be somewhat underdeveloped and lacking some connectivity to the thesis.</p> <p>Transitional words and phrases show how ideas connect.</p> <p>The conclusion is recognizable and mostly connects back to the thesis.</p>	<p>The introduction vaguely presents the topic. There may be an attempt at a hook and a thesis, but they are not effective.</p> <p>Body paragraphs may not be organized around a topic sentence and may lack connectivity to the thesis.</p> <p>Some transitional words and phrases are used, but more are needed.</p> <p>The conclusion partially summarizes the ideas.</p>	<p>The introduction vaguely presents the topic without a hook or evident thesis statement.</p> <p>Paragraphs may be evident, but not well-developed, or perhaps the student has not separated into paragraphs at all.</p> <p>Some transitional words and phrases are used, but more are needed. Transitions tend to be static (ex. First, Second, Third, etc.)</p> <p>The conclusion is recognizable, but does not tie up several loose ends.</p>	<p>Student has either not turned in enough to be graded or has missed the prompt entirely.</p>

Support	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. At least two well-chosen, direct quotes <u>are incorporated</u> as support.	Supporting details and information are relevant, but could use more development. At least two direct quotes are incorporated, but they may be too long or not <u>quite supportive</u> of the point.	Supporting details and information are relevant, but several key issues or portions of the thesis are unsupported. One quote is incorporated.	Supporting details are general. No quotes are used.	Student has either not turned in enough to be <u>graded</u> or has missed the point of the prompt entirely.
Conventions	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.	<u>Student either</u> hasn't turned enough in to be graded, or paper fully misses the prompt's intent/purpose.
Sources	The speech <u>is cited</u> in the reference list using APA format. All quotes are cited in-text within the paper in APA format. The paper itself is in correct APA format.	The speech <u>is cited</u> in the reference list using APA format. All quotes are cited in-text within the paper. An attempt at APA format for reference list, in-text citations, and paper itself <u>has been made</u> , but formatting may be minimally incorrect.	The speech <u>is cited</u> in the reference list, but may just be listed as <u>url</u> . In-text citations may be present but incorrectly formatted. It is evident that student is attempting to format paper and reference list, but lacks understanding of correct formatting.	There is some evidence that student understands the need to cite and list sources, but <u>all</u> three components are not present (ex. reference list, in-text citations, proper paper format).	No sources cited.
Overall Score	A 90 or more	B 80 or more	C 70 or more	D 60 or more	F 0 or more

Top 5 Characteristics of an Effective Study Space

Just as there are certain study techniques that work better for your learning styles, there are also study environments that are more in sync with your learning style. Of course, there are general guidelines that apply to every style and that are certainly worth mentioning. No matter how hard you try, you can never learn while watching TV or talking on the phone. You may struggle through and grasp some level of learning, but you will be functioning at a level far below your potential.

- 1. Make It Comfortable**

Your chair should be well padded and supportive (i.e., a high back office chair and a smooth top desk or an oversized library chair in your room). You do not want the kind of comfort you feel when you are lounging on the sofa or stretched out on your bed, but you do need to be free of discomfort. Also, make sure the temperature is balanced-- not too hot or too cold-- and that the air is fresh.

- 2. A Well-Lit Preferably Natural Light**

Natural light, such as light from a window, is better than artificial light, but if you must use artificial light, remember that incandescent light, or soft white light, is better than fluorescent.

- 3. A Well-Stocked Area**

Don't waste time gathering all the study materials and other items you'll need. Instead, when you create your study area, make sure you stock it with items you will need, such as pens, pencils, paper, highlighters, books, calculators, staplers, and rulers.

- 4. An Enhanced Environment**

It's very important that your study place be somewhere you enjoy going. The most effective way to battle the problems of distraction, poor concentration, and low self-esteem is to improve your learning environment. Suggestions: plants, pictures, and colorful desk accessories.

- 5. An Area Full of Positive Messages**

Create a positive emotional and mental environment. Surround yourself with things that carry positive messages. By themselves, they won't do much, but they will be positive encouragements when your mind wanders and you become frustrated. Motivational posters, quotes, and reminders of your goals will serve as positive reinforcement of the value of what you are doing and how vast your potential is.

Study Goals and Objectives

It is imperative that you define your study goals and objectives. The best study goals are always:

- **Realistic for the Time Allotted**
(Example: What is easily accomplished in an hour? A half hour?)
- **Concrete and Specific**
(Example: Read pages 5 – 20 of the short story in the literature book, NOT Read some pages in the literature book.)
- **Significant and Rewardable**
(Example: One chapter of reading in history deserves a 15 minute TV break, snack break, or phone break).
- **Relevant to Your Priorities**
(Finish reviewing chapter 3 in algebra, because there is a test tomorrow is more important than doing an assignment in English that is not due until the end of the week).

Study Keys

- **BELIEVE IN YOURSELF** – your brain is a complex piece of work and has genius capacity. It takes time and effort, But if you believe in yourself, you will reach your true and full potential.
- **DISCIPLINE YOURSELF** – Self-control and discipline are the cornerstones to success. Self-discipline is what makes you keep going when the going gets tough, and this is how study techniques become second nature. When your self-discipline gives you the strength to maintain your study skills, this is when your true abilities will soar.
- **BE PERSISTENT** – Keep on keeping on! Persistence is more important than intelligence, luck, and talent.
- **DIVIDE AND CONQUER** – Analyze the task, divide it into smaller, separate tasks, and put the tasks in priority. Start with the first small step, complete it, and then cross it off the list.
- **BECOME AN INFORMATION FILTER** – You need to learn to distinguish between what is important to remember and what is not. This takes practice to filter out the unnecessary information and even more practice to be confident that you have focused on the correct material.
- **PRACTICE OUTPUT AS WELL AS INPUT** Think of your brain as a computer. The information you study is data INPUT. Your brain processes this information and turns it into useful information or OUTPUT. It is up to you to devise several patterns of output so information can easily be recalled.

- **DO NOT FEAR MISTAKES** – Don't be afraid to try something new just because you're afraid you may get it wrong the first time. Remember: take an action and if you make a mistake, review the results and identify the mistakes, decide how to do it better the next time, and then do it again-- only better.
- **USE ALL OF YOUR DIFFERENT INTELLIGENCES TO CREATE STUDY TOOLS** – As you develop your own toolbox of study skills, make use of as many of your different intelligences as possible. Combine as many as you can as often as you can and create a study skills toolbox that empowers you in every way.
- **ALWAYS BE ACTIVE** – All study, reading, and listening skills come down to one thing: You need to *USE* it. *DO* something with it. Think about it and evaluate it, and then **WRITE IT DOWN**.
- **PREPARE...PREPARE...PREPARE** – Quality preparation makes the difference between mediocre performance and excellent grades. Prepare your study environment, your attitude, and your focus, and you'll be amazed at the difference.

Academic Information

Instructional Model

James Madison High School (JMHS) aims to provide students with engaging, comprehensive, and high-quality curriculum in a flexible and convenient online learning environment. The school strives to meet the educational goals of its students while giving them the opportunity to set the pace of their learning on a schedule that is compatible with their lifestyles and personal/professional commitments. Students are also provided with sample pacing guides to assist with planning study time and to help them stay on track with their goals.

JMHS's enrollment model is an open-enrollment track wherein students can enroll in programs and courses at any time without having to wait for a semester or class start date. The schools' learning model is self-paced within certain maximum time limits per program. The JMHS instructional model is comprised of an instructional team approach. The instructional team includes highly qualified academic advisors, certified teachers, subject matter experts, course authors, and support staff. JMHS's team is available to work with students as needs arise. The team approach allows JMHS to customize support to individual student needs.

James Madison High School provides students with different avenues of support. JMHS has full time lead teachers in math, English and science. The school also has adjunct teachers who interact with students through announcements, threaded discussion questions, Ask Your Teacher forums, and weekly live tutorial sessions in all subject areas. Assistant teachers grade assignments, provide outreach to inactive and/or struggling students, supply students with study tips and resources, and offer one-on-one tutoring via email. JMHS academic advisors are available for tutoring and general academic support via email and phone. JMHS also works with educational service providers to provide additional academic support, e.g. identified at-risk students receive targeted one-on-one tutoring. Students can also receive support via the Community or the Learning Resource Center. A High School Advocate will be assigned to every high school student. An Advocate is specially trained and assigned to assist students throughout their program of study.

Communication with Students

Students are required to set up and maintain their profile information within the James Madison High School Student Portal (<http://students.jmhs.com>). It is the responsibility of the student to ensure that the information within the student profile is accurate and current. All e-mail correspondence from JMHS will be sent to the e-mail address listed on the student profile. Also, where applicable, materials will be shipped to the address on the student profile. JMHS is not responsible for shipments or correspondence sent to the incorrect shipping address or e-mail address.

Course Format and Account Access

Course Format

The high school program includes the following sections as part of the course format. Each course may have a different set of materials and assessments; see the syllabus for details for that course.

Course Materials

- Ask Your Teacher
- Student Lounge
- Orientation
- Syllabus
- JMHS Catalog
- Textbook (eBook or printed hardcopy)
- Textbook Tips
- Lessons
- Vocabulary
- Reading Assignments
- Check Your Learning
- Interactive Activities

Exams and Assignments

- Each lesson has at least one assessment that may include an exam, essay, midterm or final.

Account Access

James Madison High School students access their student account information, online courses, program schedule, transcripts and grades in the Student Portal. All online courses reside in the Brightspace Learning Management System. JMHS's online courses are designed to be engaging, user-friendly, and easy to navigate. Students can perform the following tasks online via the Student Portal and learning management system.

1. Set up student accounts; view and edit account information
2. View account balances and make tuition payments
3. View shipment status for current and completed courses
4. Access online courses and course materials for current and completed courses
5. Submit assignments, multiple-choice exams
6. View assignment and exam grades
7. Program progress tracker to manage pacing through program
8. Access the James Madison High School online library
9. Be a part of James Madison High School online Student Community
10. View Program/Transcript upon evaluation

Course Access

All courses include an eBook and online material needed to complete the course. Some students have opted to receive a printed textbook as well. The policy below applies to all students regardless of whether they receive eBooks or printed textbooks.

James Madison High School provides access to one course at a time to a student. When approximately two-thirds of the exams/projects have been returned and passed, the next course will be made available online, if payments are current. Student's transcript will need to be evaluated before he or she can receive materials for the third course in the program.

Students may access more than one online course at a time as outlined below.

1. To have access to one year's number of courses (General=4; College Preparatory= 5):
 - a. Tuition for one year must be paid in full.
 - b. Waiver letter must be signed that states student may not receive any refunds after the courses are opened.
2. To have all courses opened at once:
 - a. Tuition must be paid in full.
 - b. Subject review form must be reviewed by the student and returned to the school if courses are being changed.
 - c. Waiver letter must be signed that states student may not receive any refunds after the courses are made available.
 - d. Contact the school for assistance.
3. Payment for laboratory courses must be received before student can have access. This is a nonrefundable fee that may be paid by charge card, check-by-phone, paper check, or by adding it to the next month's invoice.

Shipment Errors for Students Receiving Printed Textbooks

If students receive an incorrect or incomplete shipment, they need to call Student Services for assistance. Students have 60 days to notify JMHS of any shipment issues, after which time they will be responsible for any replacement fees.

Replacement Fees

Students will be charged a replacement fee each time they request replacement of study materials. There will be a replacement fee for each item plus a shipping fee(s).

Replacement and shipping fees are due at the time of the request.

Processing Fees

A \$50 processing fee is charged when a course is opened for students and they decide to drop the course. Students cannot drop required courses, only electives. The processing fee plus any associated replacement fees are required for all dropped courses. Student accounts must be current before a course can be dropped. Contact the school for assistance. Fees may be added to the next month's invoice and the course will be dropped immediately. For students who pay by a separate check or charge, the course will be dropped from their program when the check or charge is posted to the student account.

Student Community

The Ashworth College and James Madison High School Student Community (Community) is a fully interactive, student-driven, and staff-supported virtual campus that provides students a complete social learning experience from the day they enroll to graduation and beyond. The Community is comprised of different discussion forums that correspond to the various areas of study offered at Ashworth and JMHS. What makes the Community special is that members have the unique opportunity to connect with other students, academic advisors, and faculty on their own terms, get real-time support from anywhere at any time, attend weekly "live" streaming video events, receive personalized advice from career experts—all while making new friends, sharing opinions and experiences. The Community integrates excellent interactive and academic elements to create a fully supported social learning experience for our students. Visit the Community by clicking on the Community banner in the Student Portal.

Classes and Assignments

Each course is composed of lessons. Each lesson typically contains lecture notes, assignments, and/or multiple-choice exams. Multiple-choice exams are auto-graded immediately upon submission and students can view their grades immediately. Written assignments are graded within 7-10 calendar days from student's submission, and students can view their grades along with grader feedback and comments.

Students can track their shipments, access their online courses, submit assignments, take exams, and view grades via the JMHS Student Portal.

Students generally take one (1) course at a time, in a specified sequence within the high school program. Except in cases where transfer credits are being applied, course orders within a program should be followed to ensure proper learning progression and sequencing through cumulative learning.

How to Calculate GPA

Each letter grade is worth a certain number of grade points.

A = 4 points

B = 3 points

C = 2 points

D = 1 point

F = 0 points

Example:

A student's grades in the first five courses are: A, B, A, C, and A. The GPA would be calculated as follows.

Step 1: Add the grade points for all courses.

A = 4 grade points

B = 3 grade points

A = 4 grade points

C = 2 grade points

A = 4 grade points

17 total grade points

Step 2: Divide the total number of grade points by the number of courses.

$$17 \div 5 = 3.40$$

GPA is 3.40.

Progressing Through the Course

Before students get started, they should review the JMHS Catalog. When a student is ready to begin, it is recommended that he or she set aside a regular time each week to study. The goal should be to maintain steady progress toward graduation. The recommended pace is to complete one lesson per week; however, students should set a pace that is achievable for them and stick to it. ***Students are urged not to rush through their courses!***

JMHS teachers are available to help students with their coursework, so students should be sure to note the office hours posted in the announcement section of their courses. In addition, the school has a robust Student Community where students can seek help from their peers and JMHS staff. Students can also call the Academic Advisors when additional help is needed.

Exams

There are Achievement Exams at the end of each lesson in a course. Some course shipments have only a few units and some have many more. The Achievement Exams may be multiple-choice questions, handwritten exams with various types of questions, or specific projects.

Important: Multiple exams should not all be submitted at once. Always wait on the feedback and exam results before submitting another exam. Learn from the feedback and results for the next exam so that there is continual improvement. The student can start studying their next lesson but it is important to know the results of the previous exam before submitting the next exam.

Please note that handwritten exams are also hand-graded. This means that the results will not be returned as quickly as with a multiple choice exam. **Students should allow ample time for the projects and handwritten exams to be processed.** Under normal circumstances graded exams are returned to students within 7-10 calendar days of the student's submission.

Stanford 10 Testing

The Stanford 10 test is offered to JMHS students twice per year, typically in the spring and fall. This test is made available only to students who are 18 years old and younger and is free of charge. Active students will be notified via email of dates and instructions for taking this test. Taking the Stanford 10 test allows students to compare their achievements with those of other test-takers across the country. Some homeschoolers are required to take standardized testing. Students should check with their state to learn more about the specific requirements for homeschooling.

End-of-Course Survey

Students are to complete End-of-Course Surveys for each course that they have completed. The End-of-Course Survey includes questions on student engagement, student readiness, teacher and academic advisors support, technology, curriculum, resources and other support. Student feedback through the End-of-Course Survey is an opportunity for students to have a voice in their program of study and is an essential part of our process of continual improvement.

Diploma Completion Time

The James Madison High School diploma program can be completed in as few as 18 months. Transfer of credits may shorten completion time to as little as six (6) months. Actual completion time varies by student. Students will be allowed a maximum of six (6) years to complete their program. Students may request up to two (2) 6-month extensions at \$95.00 each.

The program is self-paced and encourages students to set their own schedule for completing their coursework. However, it is important that students set goals to average completing one lesson every one to two weeks. Students are encouraged to set a pace that is comfortable to them, based on their needs, abilities and overall schedule. The school monitors and reaches out to students who have slowed down or stopped activity on their courses in an attempt to provide help and encourage them to return to their studies. The student portal has a progress tracker so students can monitor their progression through their program on a regular basis. Please see the Attendance, Participation, and Engagement Policy.

Academic Policies

Academic Honesty Policy

Academic integrity is the hallmark of excellence and the foundation of education which requires honesty in all course work. Students are expected at all times to submit their own work for all assignments, to present their own work and ideas in all discussions, and to properly cite original authors and others when referring to sources used. Students must succeed in their classes and programs without violating the Academic Honesty Policy.

To preserve the integrity of James Madison High School programs and maintain the high quality of education, the instructional team, and administration must address any charge of a violation of the academic honesty policy. At each penalty level the case is reviewed by the Academic Review Board. The due process procedures include a formal request for inquiry and research to prove or disprove the charge. A proven violation carries academic penalties. Students who violate the Academic Honesty Policy will receive a warning on a first offense, will be placed on probation for a second offense, and will be dismissed from the institution on a third offense. Students may appeal the dismissal but may not appeal the warning or the probation. If an egregious violation occurs, students may be immediately dismissed from their program. The Academic Review Board reserves the right to issue any penalty subject to the severity of the violation.

Academic Honesty Violations

The following violation types deserve close attention because they summarize various violations of academic honesty. This list below is not exhaustive but captures the predominant violations which occur. Students must strive to honor the regulations to preserve the integrity of their grades and degrees.

Plagiarism and Cheating

Plagiarism and cheating are acts of stealing and are types of fraud.

Plagiarism is an act of taking someone else's words or ideas and using them or representing them as one's own work. This includes not properly citing the source of the words or ideas. When students use direct quotations, they must use quotation marks and cite the relevant sources. When students paraphrase material, quotation marks are not used, but the sources still must be cited. Students must also cite sources for any use of language, ideas, theories, data, figures, graphs, programs, electronic information, or illustrations.

Cheating is an act of breaking rules of honest and original work. Cheating includes purchasing essays, copying another person's assignment, posting assignments online asking for solutions, or paying someone to do one's work. It also includes sharing one's own work, with another person or organization by allowing them to copy all or part of one's paper. Students are not permitted to share one's student user name and/or password with others or an organization. Students are not permitted to receive, knowingly give, or attempt to give any unauthorized assistance in the preparation of any work required to be submitted for credit as part of a course.

James Madison High School has the right, at its discretion, to review any exams or assignments that have already been graded and to change the grade if plagiarism is found.

The result of the investigation may lead to the following disciplinary action that can include but is not limited to:

Warning

- Documented counseling by staff
- Attend training workshop, write a paper on academic integrity
- Revision and resubmission of work with possible grade penalty
- Submission of alternate assignment

Probation

- Documented counseling by staff
- Attend training workshop, write a paper on academic integrity
- Revision and resubmission of work with possible grade penalty
- Submission of alternate assignment
- Fail the assignment
- Dismissed from course, suspended from the institution

Academic Dismissal

- Academic Dismissal from James Madison High School

A James Madison High School graduate who is later found after graduation to have plagiarized, including allowing a student to copy his/her paper, may have his/her diploma revoked as per the Revocation of Diploma Policy.

Unauthorized Access to Official James Madison High School Materials

Students may not take, attempt to take, or in any unauthorized manner gain access to, alter, or destroy any materials pertaining to the administration of the educational process (including exams, grade records, answer keys, etc.). Unauthorized access includes sharing one's student user name and/or password with another person or organization who is not authorized or enrolled as a student and is grounds for dismissal from the program.

Misrepresentation, Falsification of James Madison High School Records or Academic Work

Students will not knowingly provide false information when completing James Madison High School forms or applications (including admissions forms, enrollment agreements, use of false or counterfeit transcripts, etc.) or in any work submitted for credit as part of a course.

Malicious/Intentional Misuse of Computer Facilities and/or Services

Students are strictly prohibited from the malicious or intentional misuse of computer facilities and/or services. Violations of state and federal laws (including copyright violations, unauthorized access of systems, alteration/damage/destruction or attempted alteration/damage/destruction, use for profit, etc.) or James Madison High School's rules regarding computer usage (including account violations, damage or destruction of the system and/or its performance, unauthorized copying of electronic information, use of threatening or obscene language, etc.) will result in immediate disciplinary action including and up to academic dismissal.

Student Identification Numbers

Student numbers are issued to specific people for the purpose of conducting James Madison High School business. Any abuse of these numbers shall be cause for permanent dismissal from the James Madison High School. Abuse includes but is not limited to: obtaining student numbers, student user names and/or passwords for malicious use or attempting to obtain for malicious use, false identification or attempted false identification, sharing student user name and/or password with any other person or organization.

Academic Honesty Appeal Process

Students have the opportunity to appeal Academic Dismissal decisions through the Academic Honesty Appeal process. Requests for appeal must be sent to the Registrar within 10 days of receiving the academic dismissal. An appeal form will be sent to the student when they are advised of dismissal. Your account must be current prior to any appeal review.

Submitting an appeal does not guarantee re-instatement. If the decision on the appeal is to deny reinstatement, then that decision is final and no further appeal is allowed. If it is decided that student will be reinstated, then student will remain on Academic Probation until the necessary improvements are made in student's academic performance. Failing to meet the James Madison High School standard may result in a second academic dismissal from the program. After a second dismissal as a result of academic performance, a student will forfeit his or her right to an appeal and will remain dismissed permanently.

Revocation of Diploma Policy

If, after a diploma has been awarded, a diploma recipient is found responsible or involved in a violation of the Student Conduct Code involving academic dishonesty or fraud committed while a student, then James Madison High School may impose, as a sanction, a revocation of the diploma, subject to the following procedures:

1. The Registrar will submit a recommendation of revocation of the diploma to the Academic Review Board.
2. A Notice of Intent to Revoke Diploma shall be sent to the student. This notice shall include the details of the alleged violation and the basis for the revocation.
3. The student may submit a written appeal in response to the Intent to Revoke Diploma to the Vice President and Academic Dean within twenty business days from the date of the Notice of Intent to Revoke Diploma. The imposition of the Revocation of Diploma will be deferred during such statement is received and time has passed. If the student does not submit a statement within twenty business days, the sanction of revocation of the diploma is final.
4. The Vice President and Academic Dean will respond with a decision and send final documentation to the student. If the decision is to accept the appeal, the student's transcript will show no information of the revocation. If the decision is to not accept the appeal, the student's diploma will be revoked and all student records permanently noted.

Grading Policy

Grading System

Each course is graded by taking the grade-weighted average of the grades received for the exams and/or assignments within the course. The following point totals correspond to the following grades:

POINTS	GRADE
100-90	A
89-80	B
79-70	C
65-69	D
Below 65	F

All exams/assignments can be resubmitted once if student is not satisfied with his/her score. Failed exams/assignments do not have to be retaken if final course average is above 65.

James Madison High School will record student's highest attempt as student's final score for the exam/assignment.

Grading Criteria

A = Excellent

The student has demonstrated a thorough understanding of the content and skills presented in the course and consistently initiates thoughtful questions and can see many sides of an issue. The student writes logically and clearly. He or she also integrates ideas throughout the course and, as appropriate, from previously completed courses in a program.

B = Good

The B student is an excellent writer and maintains consistent performance and understanding of course content that goes beyond the minimum requirements.

C = Satisfactory

The C student demonstrates a minimal comprehension of the skills and subject matter included in the course and accomplishes only the minimum requirements, while displaying little or no initiative.

D = Below average

The student's performance is barely acceptable. Assignments are late or missing and there is not even a minimal understanding or mastery of course content skills.

F = Failing

Quality and quantity of work is unacceptable.

Exam/Assignment Retake Policy

All exams/assignments can be resubmitted once if student is not satisfied with his/her score. Failed exams/assignments do not have to be retaken if final course average is above 65.

Students who wish to retake an exam are strongly encouraged to work with their teachers and academic advisors, and to take advantage of the Learning Resource Center's High School Center for resources and academic tutorials. Students can access the Learning Resource Center via the Learning Resources tab in the Student Portal.

James Madison High School will record student's highest attempt as student's final score for the exam/assignment.

Dismissal for Grades Policy

James Madison High School strives to provide all of our students with all of the skills expected of a high school graduate. With this in mind, JMHS has adopted academic standards that we expect all of our students to maintain. Failure to meet these academic standards may result in academic termination for grades.

Students who fail four or more lessons in the Introductory Course will automatically be subject to academic termination for grades.

Students in the General and Career Programs are expected to earn a "C" or higher in each course. Students in the College Preparatory program are expected to earn a "B" or higher in each course. If a student falls below these standards, a JMHS Student Advisor will review the student's performance and place the student on academic probation, require a switch to General (for College Prep students) or consider academic termination for grades.

If a student is terminated for grades, he/she has the opportunity to appeal for re-enrollment. If student chooses to appeal, he/she needs to contact JMHS and a letter will be sent defining the guidelines of a proper appeal. If student is terminated for grades a second time, no appeal for re-enrollment will be allowed.

If student is terminated due to exceptionally poor academic performance, student may be entitled to a refund or student may owe the school additional tuition. This is based on the number of lessons student has completed and the tuition already paid. Any amount owed by student or due to student will be determined by the Tuition Protection Agreement printed on the back of the JMHS Enrollment Agreement. The Enrollment Agreement is a contract that students sign with the school, and it follows the guidelines of the Distance Education Accrediting Commission.

Any credits earned will be awarded only when all applicable fees are paid in full. Only the school, at its discretion, can initiate the academic termination procedure.

Attendance, Participation, and Engagement Policy

James Madison High School programs are self-paced meaning that students are able to study at their own pace and direction within our academic policy limits and expectations.

It is the school's goal that JMHS students show continuous progress in their courses so that the goal of obtaining a high school diploma can be reached in a timely manner, so the student can move forward to attend the college of his/her choice, find employment, or move forward in his/her career. JMHS provides students with the necessary support to benefit from a high-quality educational experience.

Students enroll in a complete program but may have transferred in credit. In general, for the student who has enrolled in a full 23 credit program the expectation is that the student will complete the program within 4 years averaging about 6 credits per year, or about 12 half credit courses per year. Students can obtain their JMHS diploma in as few as 18 months with maximum transfer credit; however, they are allowed a maximum of six years to complete their program.

JMHS regularly monitors student attendance and participation based on several engagement touch points and provides feedback to students and parents in timely ways to support student success. Within each course, student attendance and participation is determined by timely completion of exams and or assignments within each lesson. Timely completion can be determined based on the number of active courses and their total of lessons and assignments to be completed within one semester. When students fail to complete lesson tasks in a timely manner, they will be contacted to determine the cause for nonparticipation in the course, e.g. by a high school teacher, an academic advisor, and/or automated messages triggered by low participation.

Students who are struggling or who are at risk of failure are identified early and provided the necessary support to allow them to move forward to completion of their courses, e.g. tutoring support. JMHS teachers and Academic Advisors are actively involved with parents/guardians and students in evaluating, enriching, and communicating the progress of each student, e.g. Student Advocate communications.

James Madison High School provides access to one course at a time to a student. When approximately two-thirds of the exams/projects have been returned and passed, the next course will be made available online, if payments are current. The student's transcript will need to be evaluated before he or she can receive materials for the third course in the program. If a student chooses to move faster through the program, there are guidelines that must be met.

James Madison High School provides students with many mechanisms to stay on track for timely completion of program and graduation requirements. In the Student Portal there is a Progress Tracker which displays students' percent progression through their program. There is also a progress report in the student portal, which shows a real-time high level overview of student grades and pace. Each course has Curriculum Maps and Pacing Guides to help students manage their expectations on course workload and time to complete a lesson and

course. In addition, the instructional team of teachers and academic advisors are on hand to provide one-on-one academic support to help students master the learning objectives and complete courses and their program of study. Lastly, a High School Advocate will be assigned to every high school student. An Advocate is specially trained and assigned to assist students throughout their program of study.

Following are the steps taken by JMHS to help guide the student forward from the student's date of enrollment to receipt of a high school diploma:

1. Live orientation available in the Community to help students get started
2. Onboarding and reminder emails from JMHS
3. Welcome emails with instructional team names/contact information are sent to the student as student enrolls in each new course
4. Advocate emails – sent every quarter to point student to progress reports on grades and pace located in the portal
5. Reports are provided that advise JMHS teachers of students who are inactive for 10, 20 and 30 days. A personalized email is sent from JMHS Assistant Teachers providing those students with encouragement and contact information for reaching out for assistance
6. Teachers return emails within 24 hours after the initial contact
7. Student assignments are graded within five (5) calendar days from student's submission
8. Continuous constructive and substantive feedback is given to all students at the time of grading. Reference to additional assistance via the academic advisors is given to students who are at-risk or failing
9. Teachers are available real time via scheduled Live Chats and the Ask Your Teacher forum
10. Quarterly JMHS Newsletter sent to students and parents provides encouragement, success stories from student peers and useful information to help a student succeed

Student Authenticity and Proctored Exams and Assignments

James Madison High School has a multi-tiered security system to help ensure student authenticity for all exams and assignments. Selected exams require a signed affidavit and/or academic honesty statement to be submitted prior to exam submission and before a grade can be received. JMHS reserves the right to implement proctored exams at any time with reasonable notification.

Conduct and Communications Policy

The James Madison High School Conduct and Communications Policy refers to the respectful conduct of JMHS staff, teachers and students in any school communications including student's course assignments and test responses. Respectful conduct also includes following all academic honesty policies that include, but are not limited to, protection of student IDs, user names, and/or passwords, protection of course exams and assignments, responses to exams and assignments, and not sharing these with other persons, organizations or websites. Violations of the JMHS Conduct and Communications Policy will lead to disciplinary action up to and including dismissal from James Madison High School.

JMHS provides students with different communication channels for communicating with its staff and teachers and responding to assignments and tests. Communication channels include e-mail, phone, mail, fax, chat rooms, and the Student Community. Other communications channels include the Student Portal or Brightspace which are used for submitting course assignments, test responses and communications to teachers.

It is school policy that JMHS staff, teachers and students maintain respectful, professional, and polite conduct in all communications at all times. All staff, teachers and students are expected to treat one another with respect. Negative emotions, rude language, and/or profanity have no place in any type of communication channels including phone, written, electronic, etc. Any staff, teacher or student using irate, sarcastic, rude, harassing or offensive language in any types of communication channels to any staff, teacher or student of the high school will be subject to disciplinary action up to and including dismissal from James Madison High School.

In order to allow continual communications with JMHS students, it is required that students update JMHS with any changes to the student's account information. Student account information can be accessed through the Student Portal or students can contact Student Services with any changes to student's name, address, e-mail or phone number.

NOTE: JMHS official communications are sent by email or mail. Most official forms require electronic communication by e-mail, unless forms or directions state otherwise. Students are held responsible for official JMHS communications sent to students. Students should check their email accounts regularly and respond, where needed, to any communications sent from JMHS.

Change Diploma Program

Students choose their diploma program when enrolling. There is a switch fee of \$50, plus any associated course replacement fees, for students who decide to change programs after their transcripts have been evaluated.

Compulsory Attendance Laws

Students under the age of 18 are responsible for complying with the compulsory laws of their State. Every State has its own rules and regulations concerning attendance and James Madison High School is not responsible for insuring that students are obeying them. Parents should consult with their local Board of Education to determine what steps they should follow to meet the requirements of the law.

Since JMHS students work at their own pace, JMHS does not maintain typical attendance records of its students as in public schools. However, the high school is able to issue a Status Letter and Transcript upon request. In order for JMHS to issue these documents, students must have completed a transcript evaluation, completed one course, and be current in their tuition payments.

Dual Enrollment High School

- It is the policy of James Madison High School not to allow students to be enrolled in another high school while still enrolled in the JMHS diploma program.
- A student who is still enrolled in a public or private high school must first withdraw from that school if he or she plans to continue studying with JMHS.
- If a student wishes to enroll in a local high school, the JMHS diploma account must be cancelled and all obligations must be fulfilled before JMHS will release a transcript.
- If a student decides to cancel his or her enrollment in the JMHS diploma program to continue studying in another high school program, student should call 800-224-7234 to cancel.
- JMHS students are allowed to attend their local high school for drivers' education, music, or art. However, JMHS will not be able to grant credit for these courses. If a student would like to show a college that these courses have been taken, he or she should mail separate documentation of the courses, as well as a JMHS transcript, to the college's Admissions Department.

College

There are some circumstances when students may need to take a course that James Madison High School does not offer. Depending on the situation, JMHS may grant a student permission to take courses at a college or university while still enrolled with JMHS. Usually students take advantage of this opportunity when they need an advanced-level course, such as Advanced Physics or Calculus, to gain admittance to a particular postsecondary educational institution.

Students who feel they may need to enroll at a local college while still maintaining their status with JMHS should contact the JMHS Registrar. These students will need to obtain the "dual enrollment" documents from the college registrar in order to qualify.

Student Affairs

Registrar

The Office of the Registrar is responsible for the administration of academic services and management of student records. The Registrar's office performs the following functions.

- Compilation and maintenance of student educational records
- Processing of student admissions, withdrawals, and dismissals
- Evaluation of transcripts and determination of transfer credits
- Formulation of diploma plans based on transfer credits awarded
- Verification of student enrollment in courses and programs
- Provision of official and unofficial transcripts per student requests
- Enforcement of all academic policies
- Assessment and conferral of degrees and certificates

Academic Advising

James Madison High School encourages students to take advantage of the knowledgeable academic guidance available through our academic advisement team. The academic advisors are a group of knowledgeable staff members who are available Monday through Friday to help students when they have questions about their studies. The academic advisors can be reached by e-mail, mail, or phone. All student questions and inquiries will be responded to in a timely manner. Students will be assigned a student advocate who is specially trained to assist students throughout their program of study.

Academic Dismissal

Academic dismissal refers to the disenrollment of a student from a course or program of study by James Madison High School. Reasons for academic dismissal include, but are not limited to, the following.

- Failure to provide official transcripts within 90 days of enrollment
- Students under age 18 who fail to provide proof they passed the 8th grade and/or were promoted to the 9th grade
- Failing Introduction to High School courses JM011 and JM022
- Poor or unacceptable performance and grades in courses
- GPA falling below acceptable thresholds
- Acts of plagiarism and academic dishonesty
- Posting homework, and/or answers to homework online or requesting answers to assignments
- Sharing student user name and/or password with other persons or organizations
- Unprofessional communications with James Madison High School instructional team members, staff and other students

Students in the General Program are expected to maintain a "C" average GPA. Students in the College Preparatory program are expected to maintain a "B" average GPA. If a student falls below these standards, the student's performance is reviewed and this may require a switch to General (for College Preparatory students) or consider academic termination for grades.

Students who are dismissed due to exceptionally poor academic performance may be entitled to a refund or may owe the school additional tuition based on the number of lessons students have completed and the tuition amount already paid. Any amount owed or due will be determined by the Tuition Protection Agreement printed on the back of the James Madison High School Enrollment Agreement.

Students who have been academically dismissed from JMHS are not eligible for reinstatement or readmission unless an appeal is submitted to the Registrar and accepted by the Ashworth Academic Review Committee.

Administrative Cancellation

Administrative cancellation refers to the cancellation of a student enrollment from a course and program of study per the student's request. Students whose accounts have been canceled (but have not been academically dismissed) are eligible for reinstatement or readmission. A \$25 readmission fee will apply.

Students who are administratively canceled from the identified course(s) will receive the grade of AC on their academic record. The AC grade has no effect on the student's academic GPA. The student will be notified of the Administrative Course Cancellation to his or her primary e-mail from the Office of the Registrar.

Students who choose to cancel their enrollment may be entitled to a refund or may owe the school additional tuition. The tuition amount due is based on the enrollment period, number of lessons completed, and the amount paid. The tuition balance or refund that is due will be determined by the Tuition Protection Agreement printed on the back of the school's Enrollment Agreement.

Transferring Credit to Another Institution

A student may wish to transfer coursework from James Madison High School to another institution. The following is to be considered carefully.

- Students may not transfer credit to another high school *while still enrolled with JMHS*.
- Each institution determines its own policy for accepting transfer credits.
- Normally, to qualify for credit in another institution, the coursework that student wishes to be considered for transfer credit must be reasonably similar to coursework that the receiving institution offers.

To transfer credits from James Madison High School, the student must request that an official transcript of completed coursework be sent to the new institution.

An official transcript is one sent from the records officer at the sending institution directly to the designated records officer at the receiving institution. JMHS will not release an official copy of a student's transcript unless the account is paid in full. The account must be current to receive an unofficial copy of a transcript.

The other institution may respond to a student's request for transfer credit by:

- Accepting the credit claimed (although some institutions may not give full value).
- Accepting the credit claimed when the student passes a test covering the subject matter.
- Requesting additional information to verify.
- Not accepting the credit claimed.

Students should be sure to keep learning guides, textbooks, other study materials and printed copies of online study materials in case these materials are needed for transfer credits verification by the receiving institution.

James Madison High School does not maintain a list of colleges and universities that accept JMHS credits.

Scholarships and Awards

Students enrolled in degree and certificate programs have opportunities to earn the following academic scholarships and awards. Student candidates are nominated by instructional team members, academic advisors, and student services team members, and then elected by the James Madison High School academic staff.

Gary Keisling ACCESS Scholarship

The Gary Keisling ACCESS Scholarship Program was instituted in 2012 in recognition of Ashworth's former president and chief executive officer's dedication and contributions to both Ashworth College and James Madison High School and the field of distance education. ACCESS is an acronym for Ashworth College Continuing Education for Student Success, which reflects Gary Keisling's personal and professional mission to offer underserved populations, who historically have had limited access to educational opportunities, an accredited diploma or degree that is both accessible and affordable.

The Gary Keisling ACCESS Scholarship Program will offer up to 22 scholarships each year to new [high school](#), [undergraduate associates](#) and [bachelor's degree and career](#) students who are interested in pursuing their education online in one of Ashworth's 115-plus high school, career, and degree programs.

To be considered for an ACCESS Scholarship, all applicants must submit an application and an original 250- to 500-word essay. High school and degree applications may also require past transcripts reflecting a 3.00 GPA or equivalent. This scholarship will be available to students each fall. An announcement will be made when new applications are being accepted.

DEAC Student of the Year Award

The DEAC Student of the Year honor is awarded by the Distance Education Accrediting Commission (DEAC) on an annual basis to students who have exhibited outstanding academic performance, overcome barriers and obstacles to learning, and have demonstrated exemplary behavior and attitude in their dealings with staff, instructional team members and peers.

Learning Resource Tools

Learning Resource Center and Library Services

Students can access both the Learning Resource Center and the library via the Learning Resources tab in the Student Portal.

The Learning Resource Center (LRC) provides a variety of resources to James Madison High School students to encourage the achievement and success of every student. These resources are found in the High School Center. The LRC's High School Center provides tips, tutorials and answers for those students conducting research and writing papers. The LRC also provides resources to supplement those in the online library so that students may have access to a wider range of materials relevant to their coursework. Students may also participate in discussion forums in the LRC community where they can ask questions regarding finding resources for specific assignments or subjects.

The James Madison High School Learning Resource Center has three main areas:

- The High School Guidance Center features resources pertaining to non-academic guidance topics such as preparing for life after high school, tests such as the SAT, ACT, and more.
- The High School Library features resources which support academic efforts by providing resources to help students conduct research as they complete assignments or additional practice to help them better understand the topics they need more help with.
- The Writing Lab provides step by step instructions on how to write a paper using APA Citation guidelines. This section also discusses plagiarism and how to avoid plagiarism when writing a paper. It also provides guidelines for using proper grammar and punctuation.

Access to the Student online library is free and provided upon enrollment.

JMHS Writing Lab

Housed inside the Learning Resource Center (LRC), students can receive one on one writing coach sessions with an English teacher to improve and hone their writing skills. The Writing Lab remedial help for students who need extra assistance with APA citation of sources, paraphrasing and summarizing. Email write2@JMHS.com for more information.

Technology Requirements

Students must have Internet access and an active e-mail address. General coursework requires a reliable internet connection and a recently updated browser. Individual courses may have specific hardware and/or software requirements.

Tuition, Fees and Payment Options

NOTE: Tuition and fees are subject to change without notice. Students should confirm current tuition and fees on the JMHS Web site.

Tuition

Tuition information and details are listed by program on the JMHS website at www.jmhs.com.

Fees*

Fee	Purpose of Fee	Fee Amount	Trigger
Admission Fee (Also known as an Application Fee in Georgia)	Student Fee for processing admission into the school.	\$75.00	Student enrolls into the HS Program
9th Grade Entrance Exam	This charge is for new students who are not able to obtain an 8th grade transcript for entering high school	\$75.00	Student enrolls and is not able to obtain an 8 th grade transcript. This is a post enrollment fee.
Shipping to addresses outside Canada and the U.S.	Students are charged for shipping course materials outside Canada and the U.S.	\$150.00 one-time fee	Student requests course materials and lives outside Canada and the U.S.
Official Transcript Request Fee	There is a fee for official transcripts.	\$15.00 per printed official transcript \$13.00 per electronic official transcript	Student requests a copy of his/her transcript
Expedited Transcript Fee	Students who wish to receive transcripts in 2-3 days	\$12.00	Student requests expedited shipping
Overnight Transcript Fee	Students who wish to receive transcripts in 1 day	\$18.00	Student requests overnight shipping
Portfolio Assessment Fee	Students are charged a fee to evaluate portfolios that are submitted.	\$50.00	Student is charged portfolio assessment fee after the portfolio has been evaluated

Program Change Fee	A student may switch between general and college preparatory at any time by paying a program transfer fee.	\$50.00 per program change	Student requests a switch in programs
Fee	Purpose of Fee	Fee Amount	Trigger
Late Fee	A late fee will be charged for each monthly payment that is not paid within 10 days of its due date.	\$10.00 per late payment	Student does not pay monthly payment within 10 days of its due date.
Dishonored check, draft, or money order	For any check, draft, or money order that is returned for insufficient funds, student will be charged a \$20.00 fee.	\$20.00 per dishonored check, draft, or money order	Student pays via a dishonored check, draft, or money order
Check-by-phone	Fee for servicing check payments over the phone	\$1.00	Student makes payment by check over the phone
Registration Fee	Registration fee	The lesser of (a) 20% Tuition or (b) \$200. This is a one time fee	Student enrolls and cancels before completing 5% of the program
Six Month Extension Fee	Students who do not complete their program of study within the prescribed time limit must request a six month extension.	\$95.00	Student requests 6 month extension
Readmission Fee	Students whose accounts have been canceled (but have not been academically dismissed) are eligible for reinstatement or readmission and will be charged a fee to do so.	\$25.00	Student requests to be readmitted
PCDI Canada Technology Fee	Fee for providing technology support services in Canada	\$24	Student is a resident of Canada and enrolls into a high school program

*Ashworth reserves the right to add or change fees as necessary.

Payment Options

Monthly Payment Plan Option

Students can make a small down payment and break the remaining tuition into low, interest-free monthly payments. Each month JMHS sends a statement to the student that reflects the current balance. Students are allowed to adjust the payment amount and due date. JMHS provides students maximum flexibility by allowing them to enroll in just one semester at a time. There are no hidden fees and all eBooks are included in the tuition amount.

For students making monthly payments, the first monthly payment is due one month after JMHS accepts the student Enrollment Agreement; subsequent payments are due every month thereafter. Students will be invoiced each month until their tuition is paid in full. Students who signed up for Auto Bill Pay will have their credit card or bank account debited every month until their tuition is paid in full. Students are responsible for updating account information should the card expire or be closed, in order to avoid late or returned-payment penalties. Students who are paying by check will have the check sent to their bank for payment electronically through the automated clearinghouse. If there are insufficient funds in the student account, JMHS may resubmit the check for payment and a collection fee may be imposed. The first amounts we receive from the student in monthly payments will be credited toward the Nonrefundable Fees, Administrative Fees, and/or Registration Fees.

A LATE FEE of \$10.00 will be charged for each monthly payment that is not paid within 10 days of its due date.

For any check, draft or money order that is returned for insufficient funds (NSF), student will be charged a \$20.00 fee and JMHS will resubmit for payment. For students using the Auto Payment option, they are responsible for keeping the account information updated to avoid any late or returned payment penalties. For any default that is not cleared within 15 days of JMHS notifying student of non-payment, James Madison High School reserves the right to call the entire program obligation due and payable immediately, plus any collection or attorney's fees, and the student will not be entitled to any refunds. Payments should be made in US dollars only. Students in Canada and foreign countries will be responsible for payment of any applicable custom duties.

Students must remain current with their monthly payments in order to continue to receive their course materials. Students cannot obtain transcripts or status letters if their accounts are past due.

Collections Policy

Students are encouraged to stay in contact with the institution to remain current with their payment plans. Students will be notified if their payment plan becomes past due. If a student's account remains past due, multiple attempts will be made to notify the student of his/her outstanding balance.

In the event a past due account remains outstanding for more than 60 days, the student will have a financial hold placed on his/her account. The financial hold will block the student from accessing the student portal.

After multiple attempts to resolve the outstanding balance with the student and after a financial hold has been placed on the student's account, the remaining balance owed may be referred to a third party collection agency. The institution does not sell its receivables and works to ensure any third party agency treats students ethically and fairly. Students are responsible for all fees, interest charges and other costs associated with the collection agency. Collection agencies may report outstanding balances to one or more credit bureaus.

The institution will review its use of collections agencies annually. This review will include:

1. A review of any complaints received from students and regulatory agencies regarding collections practices.
2. The Better Business Bureau report of the collections agencies used by the institution.
3. An in-person visit to discuss the annual review with the collections agencies.

Payment Methods

In addition to checks and money orders, JMHS also accepts Visa®, MasterCard®, American Express®, and Discover®. Students can choose to pay by mail, phone, or online.

- By Mail: When the monthly statement arrives, students should include a check, money order, or credit card information, and mail the payment in the enclosed postage-paid envelope by the due date indicated on the statement.
- By Phone: Credit card, debit card, and electronic check payments are accepted over the phone. Students should contact a Student Services representative at 800-224-7234 during normal business hours.
- Online: Students can make online payments through the JMHS Student Portal at any time by credit card, debit card, or electronic check. Students should log into the online Student Portal and follow the simple, step-by-step instructions.

Auto Bill Pay

Students can use a credit card to sign up for Auto Bill Pay and receive a savings on their tuition amount.

E-Statements

Students can sign up for eStatements via the Student Portal.

International Students

Tuition payment must be made in U.S. funds only. Students in Canada and other foreign countries will be responsible for payment of any applicable transfer fees and customs duties.

Tuition Reimbursement

Some employers pay for education tuition for their employees. Students should check with their employers to see if they qualify for tuition reimbursement under the Employee Education Assistance Act, IRS Code, Section 127.

Tuition Reimbursement Documents

Students sometimes need a copy of their account history for their own records or to submit to employers or others for reimbursement. Following are the instructions on how to print a copy of account history.

- Go to Student Portal
- Click on **Account** and **Account History**
- Click on download button in the upper right hand corner of **AccountHistory**
- Print document or you may have to right click on document and click **Save As** to save as a file and then print

Re-Enrollment Fees

Students who voluntarily drop out of their diploma programs for any reason and seek readmission into these programs should complete the *Program Readmission Form* and submit it to the Registrar's office to be reinstated in their original program. A \$25 fee is charged for readmission. Readmission is granted at the discretion of the Registrar. All past-due balances must be paid prior to readmission. Students who have been academically dismissed from their program will not be granted readmission.

Refund Policy

General Cancellation/Refund Policy

Students may cancel their program at any time. Cancellation requests may be submitted in any manner, but a written request is recommended.

If Student Withdraws	Amount Student Owes
Within 5 calendar days of the day the student enrolls/signs this Agreement	\$0 – Full Refund
After 5 calendar days:	
If the student has not submitted any lessons	Nonrefundable Fees + Registration Fees
If the student is a resident of the U.S. state of Georgia, and has submitted at least one lesson, up to and including 5% of the lessons	Nonrefundable Fees + Registration Fees + 5% of Tuition
If the student is a resident of the U.S. state of Georgia, and has submitted more than 5% of the lessons, up to and including 10% of the lessons, or, for non-Georgia residents, has submitted at least one lesson, up to and including 10% of the lessons	Nonrefundable Fees + Registration Fees + 10% of Tuition
If the student has submitted more than 10% of the lessons, up to and including 25% of the lessons	Nonrefundable Fees + Registration Fees + 25% of Tuition
If the student has submitted more than 25% of the lessons, up to and including 50% of the lessons	Nonrefundable Fees + Registration Fees + 50% of Tuition
If the student has submitted more than 50% of the lessons	Nonrefundable Fees + Registration Fees + 100% of Tuition

Refunds

The refund due to the student will be the Amount Paid to Date less the Amount Owed by Student as of the date the student cancellation is accepted and processed. If the Amount Owed by Student is greater than Amount Paid To Date as of the date of cancellation, the student owes JMHS the difference and such amount is payable within 30 days. Upon cancellation, a student whose tuition is paid in full is entitled to receive all materials, including kits and equipment.

Refunds that are issued to students are returned by the same method payment was received. Most credit card payments are returned in 2-3 days. Checks are returned within 30 days. All students who qualify for a refund under the terms of the enrollment agreement may initiate the cancellation by mail, phone, or e-mail. Requests are processed the same day. If a student has received all course material, the school does not issue a refund. Students can request all of their materials at any time once they have paid the tuition balance in full.

Rights and Responsibilities

Student Responsibilities

It is the responsibility of James Madison High School to provide all students an opportunity to learn in an online environment that is functional and easy to use; students also hold a responsibility to JMHS and their studies. All students are expected to:

- Respect their peers and instructional teammembers.
- Maintain good academic standing while at JMHS.
- Understand and follow all JMHS policies and understand the consequences for violations.
- Protect student user name and/or password by not sharing with any other person or organization, this is grounds for dismissal.
- Follow all course instructions to ensure successful completion of courses.
- Complete all assignments and assessments.
- Grow academically and intellectually.

Anti-Bullying

James Madison High School has adopted the statewide anti-bullying policy developed by the Georgia Department of Education. Students can access policy and additional resources from the Learning Resource Center via the Learning Resources tab in the Student Portal.

<https://study.ashworthcollege.edu/portal/site/6f91662d-1f74-4738-bfe4-5e5af8fe9eef/page/4888a635-c523-4cee-8c73-bf1ed9679b13>

The Georgia Bullying Law

O.C.G.A. 20-2-751.4

(a) As used in this Code section, the term "bullying" means an act which occurs on school property, on school vehicles, at designated school bus stops, or at school related functions or activities, or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology of a local school system, that is:

(1) Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so;

(2) Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or

(3) Any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:

(A) Causes another person substantial physical harm within the meaning of Code Section 16-5-23.1 or visible bodily harm as such term is defined in Code Section 16-5-23.1;

(B) Has the effect of substantially interfering with a student's education;

(C) Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or

(D) Has the effect of substantially disrupting the orderly operation of the school.

Maintenance and Confidentiality of Student Records Policy

It is the policy of James Madison High School not to release educational or financial information to anyone other than the student if the student is age 18 or older. For students under the age of 18, the educational and financial information can be released to the student and/or the student's parent or guardian.

In order for James Madison High School to release information to anyone other than the student (parent/guardian if student is under 18), JMHS must have written consent from the student (parent/guardian if under age 18) to do so. The student (or parent/guardian if student is under age 18) must complete the *Student Information Release Form*.

James Madison High School's policy regarding confidentiality is in keeping with the Family Educational Rights and Privacy Act (FERPA), which affords student certain rights with respect to their education records. This includes the following.

1. The right to inspect and review the student's education records within 45 days of the day JMHS receives a request for access.
2. The right to request the amendment of the student's education records that the student believes are inaccurate
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. School officials are individuals or entities working for or on the behalf of the educational institution. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. As allowed within FERPA guidelines, Ashworth College/JMHS may disclose education records without consent to officials of another school, upon request, in which a student seeks or intends to enroll.
4. The right to file a complaint with the US Department of Education concerning alleged failure by JMHS to comply with the requirements of FERPA

At its discretion, JMHS may provide Directory Information in accordance with the provisions of the Family Education Rights and Privacy Act. Directory Information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. Students may withhold Directory Information by notifying the Registrar in writing; please note that such withholding requests are binding for all information to all parties other than for those exceptions allowed under the Act.

FERPA Policy – Student Right to Privacy Policy

Buckley Amendment

The Buckley Amendment, or the Family Educational Rights and Privacy Act of 1974 (FERPA), is a law regarding the protection of a student's education records. A postsecondary school is required to provide certain privacy protections for those education records that it does maintain. Education records include both directory and non-directory information.

This law applies to institutions that receive federal funds through programs that are administered by the United States Department of Education. James Madison High School (JMHS) has adopted this policy as the industry standard in records' maintenance and operations.

Access to Information

An "eligible student" under FERPA is a student who has reached 18 years of age or attends a postsecondary institution. In order to disclose education information about an eligible student attending JMHS, JMHS requires written consent to share personally identifiable information beyond the directory information. However, there are a number of exceptions to FERPA's prohibition against nonconsensual disclosure of personally identifiable information from education records.

For a student who is 17 years or younger, all rights regarding education records are given to the student's parent or guardian.

Internally, each JMHS employee's access to a student's education information is based on a legitimate educational interest and need to know.

Education Record

An education record is any record that is maintained by JMHS in its educational process. Transcripts or a grade report would be examples of this.

Directory Information

FERPA does allow institutions to declare certain items to be defined as "Directory Information." Directory Information can be given out without the prior consent of the eligible student or parent. Ashworth's Directory Information is divided into two levels. The first level is general directory information. The second level is restricted to the use of our strategic partners in order to better serve our students.

Level 1 – General Directory Information

- Name
- Dates of Attendance
- Major
- Degree Awarded, if any
- Distinction (Honors, Dean's List, etc.)
- Phone Number
- E-mail Address

Level 2 – Restricted Directory Information

- Student ID
- Social Security Number

Students may request that their Directory Information be made private.

Information that has not been declared Directory Information will require a release from the student before it can be shared.

Examples of Confidential Information

Examples of confidential information are below, although this is not an exhaustive list.

- Grades
- GPA
- Social Security Number

Grade Challenge Policy and Procedures

James Madison High School teachers are experts within their fields of study and have the final authority for assigning grades, with the exception of grades that are found to be a result of arbitrary or capricious grading. If a student believes and is able to support with clear and credible evidence that capricious or unprofessional grading has taken place, a grade challenge may be initiated on an assignment or on a final course grade.

The grade challenge policy provides guidance on grades within an active course and governs course **final** grades. Grade challenges may be made to the teacher on an individual-assignment basis or submitted to the Academic Team Lead on a final course grade.

Challenges to Individual Assignments While a Course is Active

Individual lesson assessment grades are to be handled between the student and teacher while a course is in session. The student must initiate contact with the teacher within one (1) week for individual lesson assignments (multiple-choice exams, essays, etc.). The student must discuss the grade concerns with the teacher or lead teacher. It is advisable to correspond through a verifiable means such as e-mail. These matters are to be resolved between the student and teacher.

Challenges to a Final Course Grade after the Course Has Been Completed

The following policy and procedures apply to all final course-grade challenges. The *Grade Challenge Form* is to be used only to challenge a course **final** grade.

1. If a student believes he or she received a final course grade based on capricious or unprofessional grading, the student must discuss the dispute with the teacher who issued the grade within seven (7) days of the final grade being posted. The correspondence must be tracked through a verifiable means such as e-mail.
2. If a satisfactory solution cannot be found, the student may obtain a *Grade Challenge Form* from the Student Portal. The form is to be completed and submitted for review to the Academic Team Lead at bcarver@ashworthcollege.edu or faxed to 770.417.3030.
3. A *Grade Challenge Form* must be initiated within 30 days of the final course grade posting date.
4. After reviewing the *Grade Challenge Form* and supporting documentation for completeness, the form will be forwarded to the designated representative. If supporting documentation or recommendation is missing, the form will be returned to the student for completion.

5. The Vice President and Academic Dean may consult with the teacher in an attempt to resolve the dispute. The original teacher who graded the assignment or a different teacher may be notified of the challenge and asked for his or her perspective.
6. Grade challenges may not be appealed beyond the Vice President and Academic Dean. All documents submitted for grade challenge are entered in the permanent record of student and teacher.

It is the student's responsibility to provide the necessary information to support the challenge. The student's *Grade Challenge Form* must include all required information as well as clearly written justification for the grade challenge to be considered. The burden of proof rests with the student to provide any additional supporting documentation. Examples of necessary information include: medical verification if the exception is due to illness or copies of any documentation to substantiate the request being made.

Student Complaint Policy

Student complaints should first be brought to the attention of the college by communication with academic advisors, student services advisors, instructors/faculty, or with a department or institutional representatives in question, who shall handle all student concerns with respect and concern. Many issues can be resolved informally, once the college is made aware of the concern.

Should a student be unable to resolve the issue of concern informally, the student can submit a *Student Complaint Form* to the appropriate person as per the instructions on the form. It is important for the student to keep documents and records that provide evidence related to the issue of concern. This form is available through the Student Portal. If a student no longer has access to the Student Portal, the form may be requested to be sent by email or mail by contacting an Ashworth representative.

To file a complaint with JMHS, submit the *Student Complaint Form*, preferably via e-mail, within 30 days of occurrence of the issue or event. The *Student Complaint Form* and supporting documents need to be directed to the *appropriate* e-mail address below.

- Administrative issues, financial issues, technical issues, student service issues, or Student Community issues: Send form to Andrew.kachurak@pennfoster.edu.
- Instructional issues, instructor/academic advisor performance, program content, program effectiveness, or library service: Send form to education@ashworthcollege.edu.
- Other policy, harassment on the basis of sex, race, color, religion, national origin, age, disability or sexualorientation: Send form to Andrew.kachurak@pennfoster.edu.
- Grades and grading issues: Please see the Grade Challenge Policy.

Upon submission of a complaint form and any supporting documents, the student will be notified of any outcome of an official review and determination within 30 days after Ashworth College receives the complaint.

Student Complaint Right to Appeal

Once a student attempts to resolve a complaint through the Student Complaint Policy and/or in conjunction with resolution of a complaint through another channel such as phone, email, or mail and the student maintains the complaint as unresolved, the student is afforded the opportunity to appeal the outcome. Appeals must be submitted within seven (7) calendar days of the receipt of the outcome. The appeal must be in writing using the *Student Complaint Appeal Form* and documentation related to the complaint and attempts to resolve the complaint must be attached. The *Student Complaint Appeal Form* is located on the Student Portal or may be requested from a student representative. The appeal form must include a detailed description of the student's attempt to resolve the complaint, the steps taken to resolve the complaint, and the desired outcome of the appeal.

Send a file containing the completed form and documentation to:

Andrew.kachurak@pennfoster.edu. Place in the subject line of the email: Student Complaint Appeal.

Appeals may also be sent by mail to:

James Madison High School
6625 The Corners Parkway, Suite 500
Norcross, GA 30092

The student will receive in writing the outcome of any appeal within fourteen (14) days after Ashworth College receives the *Student Complaint Appeal Form* and after school has received all requested information. Additional time may be needed as determined by the Vice President and Academic Dean. Final institutional decisions are made by the Vice President and Academic Dean. All documents will become a permanent part of a student's record.

If the student believes that the proposed resolution was unsatisfactory, students may follow the Student Grievance Policy. Please see the Student Grievance Policy for further information.

Student Grievance Policy

A grievance may arise out of a decision reached or action taken in the course by a member of the teacher, staff, or administration of JMHS. A basic grievance is that the high school has violated a published policy. It does not include grade appeals. The purpose of the Student Grievance Policy is to provide a process for an impartial review and to ensure that the rights of students are properly recognized and protected.

The first step to resolve a grievance is to ensure that all informal channels of resolution and the Student Complaint Policy have been exhausted. If the student believes that the resolution received was unsatisfactory, the student has a right to appeal. Please see the Right to Appeal information in this catalog. If the student is still not satisfied with the appeal results, the student may contact any of the below agencies. Please note that these agencies require that a complainant work with the institution first to exhaust all avenues for resolution.

Distance Education Accrediting Commission (DEAC)

Distance Education Accrediting Commission
1101 17th Street, NW, Suite 808
Washington, DC 20036
202-234-5100
202-332-1386 (Fax)
www.deac.org

Better Business Bureau: BBB

BBB online contact at www.bbb.org

AdvancED-SACS:

Arizona State University
7665 S. Research Drive
Tempe, AZ 85284
888-41ED NOW (888-413-3669)
www.advanc-ed.org

Non-Discrimination Policy

James Madison High School is committed to providing an environment that is free from discrimination on the basis of race, color, national origin, sex, sexual orientation, or disability in its educational programs, activities, and /or employment practices. If any student, faculty, staff or applicant has a question or concern regarding compliance with this policy, that person may direct the question or concern to the Vice President and Academic Dean.

Students with Disabilities Act

James Madison High School complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 and subsequent amendments. It is the policy of James Madison High School not to exclude or deny access of a qualified individual with a disability an equal opportunity to participate in, and have access to, educational program benefits and services. The ADA does not require modifications or adjustments that would fundamentally alter the nature of the education or the learning outcomes of a course or degree program being sought, lower the academic standards, or compromise the integrity of the school, department, or program. The ADA does not require an institution to bear undue hardship which includes any action that is unduly costly, extensive, or disruptive.

James Madison High School grants reasonable accommodations to qualified students with disabilities. Reasonable accommodations are granted with documented proof of the claimed disability as long as the accommodation does not compromise essential requirements of a program of study, and/or does not impose a financial administrative burden beyond what is deemed reasonable and customary. To qualify for support, please complete the James Madison High School ADA Form and submit according to the directions on the form. The ADA Form is available in the Student Portal and website.

Graduation

Graduation Requirements

To earn a high school diploma from James Madison High School, students must meet the following requirements:

- Complete at least six credits with JMHS, 25% of coursework.
- Complete 23 credits.
- Pass all courses.
- Meet all financial obligations with JMHS by paying balance in full.
- Be enrolled in the JMHS program for more than 6 months.

Graduation Items

Upon graduation, students will receive the following:

- Diploma (up to 6 weeks domestic and 12 weeks international)
- Unofficial transcript (up to 6 weeks domestic and 12 weeks international)
- Additional copies of diplomas are available for a \$25 fee

Graduation Distinctions

James Madison High School awards diplomas with honors to candidates who meet specified standards of academic excellence. Graduation with Distinction is awarded to eligible James Madison High School students. The honor is awarded upon graduation.

Graduates will be recommended for graduation with honors on the basis of their overall grade point average for all high school level work attempted at James Madison High School. Respective standards are as follows.

High School Designations

HONORS DESIGNATION	REQUIRED OVERALL GPA
Valedictory Honors	3.90 – 4.00
Salutatory Honors	3.75 – 3.89
Honors	3.50 – 3.74

Graduation Ceremony

Starting in 2007, James Madison High School began a tradition of celebrating and honoring the achievements of our graduates in a yearly graduation ceremony in Atlanta, Georgia. Every year, hundreds of students make the journey to receive their high school and career diplomas, undergraduate and graduate certificates, and associate, bachelor's and master's degrees. Information on graduation is posted on the JMHS Web site early in the year for the summer celebration. Please note that the graduation date changes each year.

Students eligible to graduate must meet the graduation requirements for their specific programs. In order to walk across the stage and receive their degree, diploma, or certificate, students must register with JMHS, reserve a cap and gown through JMHS, and participate in the graduation rehearsal.

High School Guidance Center

The High School Guidance Center houses non-academic resources for students of James Madison High School. It includes resources for college and career preparation, anti-bullying, health, wellness, and safety, learning and study skills, and test preparation for the ACT and the SAT.

College and Career Services

Students can access both the College and Career Services in the High School Guidance Center in the Learning Resource Center. The LRC can be accessed via the Learning Resources tab in the Student Portal.

College Services

Many James Madison High School graduates use their high school education and diploma to help them enroll into a college or university. While hundreds of postsecondary institutions have accepted JMHS graduates, it is beneficial to learn more about a particular college's admission process before applying.

- JMHS is a distance education high school. Alternative forms of education are growing around the country. However, not all college registrars and admissions specialists may be aware of distance education programs or institutions.
- It is important to contact school(s) of choice **now** to determine the future school's policy regarding distance education credits from JMHS. This is especially important because of the variations in the admittance policies at postsecondary institutions.
- James Madison High School is regionally accredited by AdvancED Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and nationally accredited by the Distance Education Accrediting Commission (DEAC).
- JMHS currently offers a diploma tracks that is intended for students who plan to attend college. It is recommended that students call the specific college or university they are interested in attending **now** to discuss admissions requirements. Students then need to call JMHS and discuss the requirements so that their program of study can be properly completed. Please refer to the courses offered in the desired diploma track before making any decisions.
- A profile of JMHS and a letter describing the school's accreditation is listed on the Web site at www.jmhs.com. It may be helpful to download these to have available when speaking with the admissions representative at student's future school of choice.

- As stated in the Enrollment Agreement, JMHS cannot guarantee admission into every school. While a diploma from JMHS is widely accepted, there are some institutions where it may not be honored. Many of these institutions will simply require students to pass a GED (General Educational Development Test) or other form of examination to be considered for admittance. For these situations, it is recommended students contact the admissions representative at the school or the State Board of Education to discuss eligibility guidelines and registration procedures. Colleges and universities have individual admissions policies and a large part of the admissions process is based on the individual student.

SAT and ACT Registration

JMHS offers registration packages for the SAT and ACT examinations. Please enter a ticket in your Student Portal or contact the Registrar's office to request a package. You may also find the registration materials on the below websites.

SAT: <https://collegereadiness.collegeboard.org/sat>
 ACT: <https://www.act.org/>

Students will be asked for James Madison High School's College Board code number for form completion. It is **112276**.

Additional information regarding testing and college research can be found in the JMHS Learning Resource Center. <https://goo.gl/bkwjJL>

JMHS Personalized Career Services

James Madison High School provides students with the tools needed to help students succeed; this includes helping students search for their dream job. Students receive exclusive access to personalized JMHS Career Services.

A JMHS Career Services Advisor provides students with the below services.

- Provide resources and templates for writing resumes and cover letters
- Critique student resumes and cover letters with helpful feedback
- Initiate requests for recommendation letters for students seeking internships or externships
- Strengthen interview skills through mock interviews and strategy development
- Suggest JMHS programs of study to enhance students skill set
- Refer students to relevant career tools located in the JMHS Learning Resource Center (LRC)
- Convey labor market information pertinent to students residence
- Respond to career questions posted by students

Career Services

Visit Career Services in the Student Portal. Click on Learning / Learning Resources / Learning Resource Center / Career Services (on left tab). The following information can be found.

- Resume writing guidance and templates
- Job search strategies
- Labor market information
- Career evaluations
- Job interview videos
- Job interview guide and checklist

Teachers and Academic Advisors

James Madison High School uses an instructional team approach. The instructional team is comprised of teachers and academic advisors.

Teachers

Kristen Allen

MS, Education, California State University, Fullerton

BA, English, California State University Long Beach

State of California Educator Certificate, English (6-12)

Lillian Byrd Austin

Ed.S, Curriculum and Instruction. Lincoln Memorial University

M.Ed., English Education, Georgia State University

BA, English, Emory University

State of Georgia Educator Certificate, English (6-12)

Lillian Austin has received Gifted and Reading endorsements through the Atlanta Public Schools in Atlanta, Georgia. Lillian's 10 years of professional and academic experience span elementary, middle and high school level instruction in English, reading and math in both traditional and online environments. She has instituted strategies to help online students feel comfortable with demonstrating knowledge and seeking assistance as they need it.

Christina Baker

MA, California State University

State of California Educator Certificate, English (6 – 12)

Christina Baker has been an educator, tutor and a writer for over ten years. She has experience teaching grades K-12 with an emphasis in the language arts for 7-12: reading, writing, English fundamentals, literature, and rhetoric.

Victoria Barbour

BS, Mathematical Science, Clemson University

State of Georgia Educator Certificate, Mathematics (6-12)

Victoria Barbour has more than six years of experience in the teaching field. Her diverse academic roles and innovative teaching experiences have been both online and in the classroom. She has experience teaching high school and middle school mathematics in Georgia.

Sherri Billings

MAT, Mathematics, Kennesaw State University

BS, Mathematics, Kennesaw State University

BS, Computer Science, Kennesaw State University

State of Georgia Educator Certificate, Mathematics (6-12); State of New Hampshire Educator Certificate, Mathematics (6-12)

Sherri Billings currently holds certificates to teach secondary mathematics in two states. For the past eight years Sherri has taught secondary mathematics courses in various academic settings, including private school classrooms and online, through the university level. She has also applied her knowledge of database software and systems to market research projects for large corporate clients.

Nadia Blake

ME, McGill University

MBA, York University (Canada)

BE, McGill University

State of Florida Educator's Certificate, Math (6-12)

Nadia Blake's professional background includes over 20 years of experience in engineering and business industry along with several years of experience in the field of education as both a high school teacher and college adjunct faculty.

Megan Bowen, Director of High School Programs

BS, Secondary English Education

BA, English Literature, Miami University, Oxford, OH

MS, Educational Leadership and Administration, Capella University

State of Georgia Educator Certificate, English 6 – 12

Megan Bowen is the Principal of James Madison High School. She joined JMHS in 2002 as a teacher, and served as the Lead English Teacher and Assistant Principal before becoming the school's Principal in early 2017. Megan believes in the value of diverse educational programs and experiences to assist each student in successfully completing high school and achieving his/her academic goals. She began her teaching career in the Southwestern City School district in Columbus, Ohio before moving to Georgia in 1998. She has over 20 years of experience in public, private, and distance education.

Rhonda Brookshire

Ed.S, Mathematics Education, University of Georgia
MS.Ed, Mathematics Education, Georgia State University
BSEd., Mathematics Education, University of Georgia
State of Georgia Educator Certificate, Mathematics (6-12)

Rhonda Brookshire has more than 15 years of classroom experience teaching math in both traditional and online settings. She has been awarded STAR teacher for two years and received Atlanta Toyota's Most Inspiring Teacher award in 2003. Rhonda believes that all students are capable of learning but not all students learn in a traditional school setting.

Charles (Chuck) Cook

BS, Business Administration, Barry University
State of Georgia Educator Certificate Spanish (6-12); ESOL (K-12)

Charles Cook has more than thirty years of experience as a professional educator in the U.S. and abroad. Fluent in Spanish, he has taught in public and private schools as an ESL/bilingual transition teacher for grades K through 12, and also taught at the university and post-graduate levels.

Chuck Corvin

M.Ed., Education, Tusculum College
BS, Math, Lee University
State of Georgia Educator Certificate, Math (6-12)

Chuck Corvin has more than fifteen years of experience in the teaching field. He was also a youth pastor for eight years. His diverse academic roles and innovative teaching/mentoring experiences have been both online and in the traditional classroom. He has a broad range of experience teaching high school mathematics in Tennessee and Georgia.

Roger Dunnick – Lead Social Studies Teacher

Ed.D, Leadership, Liberty University

M.Ed., Administration and Supervision, Liberty University

BA, Social Sciences, Emory and Henry College

Virginia Postgraduate Professional License, History and Social Sciences

Roger Dunnick is the Lead Social Studies teacher for James Madison High School. He has over twenty years of combined professional experience as an educator in secondary Social Studies and as a high school administrator. His experience as a Social Studies teacher includes both traditional and online delivery methods. Roger particularly enjoys engaging students and finding unique ways to assist each individual student that he teaches.

Lauren Finnegan

MA, English, Villanova University

BA, English, Penn State University

State of Pennsylvania Educator Certificate, English and Social Studies (7-12)

Lauren Finnegan has over 10 years of professional experience in education, working in a variety of settings, including online, private and public schools. In the past few years, in addition to her full-time job as an educator, Lauren has worked as a therapist and evaluator in public mental health as part of her doctoral education to become a psychologist.

Allison Hankinson

MSEd, Secondary Science Education, Piedmont College, Demorest

BA, University of Georgia

State of Georgia Educator Certificate, Science and Health

Allison Hankinson has four years of professional and academic experience focused on broad field science and education. During this time, she taught at an alternative high school in Gwinnett County and has served as the science department chair for two years. Allison's academic experience has focused on traditional, blended learning and online learning. She also has experience developing digital content for core science classes.

J. Renae Jackson

Ph.D., Educational Leadership, Capella University

M.Ed., School Counseling, University of West Alabama

M.S., Organizational Management, Capella University

BA, English, Georgia State University

State of Georgia Educator Certificate, English (6-12); Gifted Endorsement (P-12); School Counseling (P-12)

In her 11 years as a professional educator, Renae Jackson has served as a school counselor, curriculum chair and language arts instructor. Additionally, she has worked with special needs students along with honors, gifted, AP and IB level students. She has also counseled at-risk youth and their families at a behavioral health agency.

John Johnson

M.Div, Southern Baptist Theological Seminary

State of Georgia Educator Certificate, Mathematics 6 – 12

John Johnson has over 25 years of secondary teaching experience in mathematics and is a member of National Council of Teachers of Mathematics.

Tami Johnson. Lead Science Teacher

D.H.Ed. Health and Medical Education and Management, A.T. Still University

Ed.S, Instructional Leadership/Neurobiology of Learning, Nova Southeastern University

M.Ed., Behavioral Science/Special Education, Florida Gulf Coast University

B.S. , Community Health/Exercise Physiology, University of North Florida

State of Georgia Educator Certificate, Health K-12, Biology (6-12), Broad Field Science (6-12), Gifted and Talented (K-12)

Tami Johnson has worked in K-12 education since 1998 teaching science and medical electives at the high school level and with vocational bridge program students. She began working at the college level in 2009 when she earned her Doctorate missed. Tami missed working with high school level students and was excited to join the JMHS team. She has worked with all levels of students from profoundly autistic to advanced placement students and has a passion for finding strategies to help today's diverse students master their learning objectives.

Cynthia Jones

M.Ed., Information Science

B.E.S, Educational Studies, University of Missouri-Columbia

State of Missouri Teacher Certificate, English (9-12)

Cynthia Jones has received secondary English and Library Media Specialist endorsements through the Missouri Department of Elementary and Secondary Education. Cynthia's 12 years of professional and academic experience span elementary, high school, and college level instruction in writing, reading, information science, and educational technology. Cynthia has instructed in both traditional and online environments.

Lynette Lane

MS, Life Science, Louisiana Tech University

BS, Science Education, Louisiana Tech University

State of Tennessee Educator Certificate, Science (7-12)

Marla McGhee

MA, Cross-Disciplinary Studies, Nova Southeastern University

BS, English Education, University of South Florida

State of Georgia Educator Certificate, English (6-12)

Marla McGhee has over 20 years of varied teaching experience, including both public and private school settings, as well as having taught in a dropout prevention program, a therapeutic boarding school, and a boarding school for professional athletes.

Valerie MacDonald

BA, Spanish, University of South Carolina

Valerie MacDonald has over 11 years of experience in the teaching field. Valerie worked for four years with a non-profit organization teaching English to Hispanic children.

Jennifer Michels

BS English Education, Indiana State University

BS History, Indiana State University

State of Indiana Professional Educator Certificate, Language Arts (6-12)

State of Indiana Professional Educator Certificate, Historical Perspective (5-12)

State of Florida Eligibility Educator Certificate, English (6-12)

Jennifer Michels is a passionate teacher with five years of experience teaching high school English. She has a strong background in education and has taught both honors and remedial courses.

Teneka Middleton

MSW, Washington University in St. Louis

BSW, University of Central Missouri

Secondary Mathematics Certification, Missouri and Georgia, (7-12)

Teneka Middleton has taught for over 13 years at the both the middle and high school levels. She considers it both an honor and a privilege to teach math and help students discover the much sought after "Aha!" moment.

Lorraine Nowlin

MPS, ESOL Education, Manhattan College, NY

BA, English, SUNY at Albany, Albany, NY

State of NY Educator Certificate, English (7-12)

Lorraine Nowlin brings extensive experience in English Literature instruction as well as English Language instruction to language minority students.

Karen O'Connor

Ed.S., Curriculum and Leadership, Piedmont College

MBA, Finance, JM Robinson School of Business, Georgia State University

BS, Mathematics, Winona State University

State of Georgia Educator Certificate, Mathematics (6-12)

Karen O'Connor has 28 years of professional and academic experience encompasses the teaching of math, business, finance and education at the high school level; Gifted and Talented Certification; and teaching high school math courses online. She also currently teaches honors math at a private school.

Angela Ruff – Lead Spanish Teacher

BSE, Bilingual/Bicultural Education, Western Illinois University
MS, Information Technology, American InterContinental University
State of Georgia Educator Certificate, Spanish (P-12), ESOL endorsement

Angela Ruff is the Lead Spanish teacher for James Madison High School. She has taught Spanish for over 20 years at all levels. She has spent time in Mexico, Costa Rica, and Peru, studying the language, and has a passion for teaching.

Lee Sakellarides

MA, English, Brooklyn College, The City University of New York
BS, Education, Indiana University
State of Indiana Educator Certificate, English (9-12)

Enoch L. Salter Jr. Advised Aaron 12.12.15

Th.D., Pastoral Leadership, Andersonville Theological Seminary
Ed.S., Educational Leadership, Arkansas State University
M.Ed., Educational Leadership, American College of Education
BS, Secondary Education, Social Science, Auburn University Montgomery
A.A., Associate in Arts, Alabama Southern Community College
State of Alabama Educator Certificate, Principal (P-12)
State of Alabama Educator Certificate, Social Science (6-12)

Dr. Enoch Salter has more than 17 years of experience teaching social science. In his many teaching roles, he has served as a teacher, department head, coach, technology coordinator, union president and adjunct college professor. He has also been awarded with Monroe County, Alabama teacher of the year award. He is the author of *Held Hostage: How the Educational Reform Movement is Destroying Public Education*.

Jennie Tague

MA Communications, IUPUI
MA Curriculum and Technology Education, Ball State University
BA Speech Communications, Theatre, and English

Jennie Tague is in her 16th year teaching English, speech communications and theatre arts. In addition, she is in her 5th year teaching college level speech courses for Indiana University Bloomington through the ACP dual credit program.

Suzan Thompson

BA, English and Psychology, Herbert Lehman College, Bronx, NY
MS, Secondary Education, English Fordham University, New York, NY
State of New York Educator Certificate, English (7-12)

Suzan Thompson has been a licensed English teacher since September, 2004. She has primarily taught in the New York City public high schools and is currently an educator within the Fulton County Department of Education in Georgia. Her passion for helping students to achieve academic success can be seen through the strategies she employs in order to engage students in the learning process. She strives to meet the academic needs of students in both traditional and online learning environments.

Nikiya Webb

BS, Biology Education, Georgia Southern University

State of Georgia Educator Certificate, Biology (6-12)

Nikiya Webb has been a high school biology teacher, mentor and professional learning development coordinator. She was also awarded Teacher of the Year and enjoys volunteering as a science lab instructor, enriching elementary students in science and laboratory concepts.

Academic Advisors

Brian Robinson

BS, Park and Recreation Management, Southwestern Oklahoma State University

Brian was first team all-conference wide receiver and mentored at-risk youth while at SOSU. After college, Brian went overseas to become a professional football player and football coach. While in Europe, he became an international English teacher and model. Brian's passion as an educator is to empower students to reach achieve their academic and personal goals.

Hannah Tillman

BA, English Education, University of West Georgia

Hannah was a school teacher for over three years after graduating with Honors from the University of West Georgia. Hannah is a published author who is currently working on a novel. Hannah lived in Italy for a year and speaks Italian and Spanish. Hannah is currently pursuing a Master's in Business administration.

Darryl Wallace

BS, Human Services, Wingate University

Darryl has over 10 years of experience in Education, Healthcare, and Finance. He is a meticulous professional, excellent at juggling multiple tasks and working under pressure. Darryl is well known for promoting a safe and positive online environment for learning.

Jackel Peters

BS, Recording Arts, Full Sail University

AS, Business Administration, Andrew College

Jackel Peters was born and raised on the beautiful island of St. Croix in the US Virgin Islands. For over three years, Jackel worked at US Virgin Islands department of Human Resources and increased his desire to serve people. He has brought an array of problem solving skills, flexibility, and calm collectedness to students at Ashworth College. He makes it his personal mission to help students achieve their educational goals.

Jorge M. Gonzalez, Jr.

BA, Journalism, Georgia State University

For over 7 years, Jorge worked in the Finance industry before joining academic advising team. He is fluent in Spanish and is an audio engineer in the private sector. He is passionate about uplifting diverse communities through education and music. He believes education will help you find your life's purpose.

Marceline Kakudji**BS in Business Administration, Daemen College**

Marceline has a love of finance which served her well in her career as a financial consultant. After six years of facilitating and developing the financial health of her clients, she decided on a career change. As a new academic advisor Marceline brings, a fresh unique perspective to student's educational health and long-term professional goals. She believes we all should volunteer to help humanity in some capacity.

High School Diploma Programs

Study Tracks

When enrolling at James Madison High School, students can select the General Diploma Program or the College Preparatory Diploma Program. All programs are informed by the state of Georgia requirements and the Common Core Standards.

Program Objectives

1. Leads to a high school diploma
2. Prepares students with foundational skills for their career
3. Gives students the flexibility to combine school with full or part-time employment
4. Provides the opportunity for students of all ages to start or restart their High School program
5. Provides education in life skills beyond the basic High School Curriculum
6. Prepares students to enter into Ashworth College

General Track: 23 Credits

The **General Track** is for students who want to earn a high school diploma and intend to continue their education at a community college or technical school.

Many community colleges will accept students with a general diploma. However, JMHS suggests that students contact the college of their choice to ask about the admission requirements. It is important for students to understand what classes are needed for future college enrollment at the time that they enroll in JMHS rather than when it is time to graduate.

The general diploma program can be completed in as few as 18 months. Transfer of credits may shorten completion time to as little as six (6) months. Actual completion time varies by student. Students will be allowed a maximum of six (6) years from the date of enrollment to complete their program. Students may request up to two (2) 6-month extensions at \$95.00 each.

College Preparatory Track*: 23 Credits

The **College Preparatory Track** is for students who plan to continue their education at a postsecondary institution. It offers more challenges, demands more of the high school student, and has written assignments, research projects, and more problem-solving assignments.

The college preparatory diploma program can be completed in as few as 18 months. Transfer of credits may shorten completion time to as little as six (6) months. Actual completion time varies by student. Students will be allowed a maximum of six (6) years from the date of enrollment to complete their program. Students may request up to two (2) 6-month extensions at \$95.00 each.

To be eligible for the College Preparatory program track, a student's incoming GPA must be a minimum of 2.00 on a 4.00 point scale, or a C overall grade. If the transcript arrives after starting into a program and the student is not eligible based on the overall GPA, then the student will be switched to the general program track.

*College Preparatory Track is not offered by PCDI Canada.

General Track	College Preparatory Track¹
23 Credits ²	23 Credits ²
Introduction To High School ³	Introduction To High School ³
Health	Health
American History	Algebra I
English I	English I: College Prep
Vocabulary Studies	Biology: College Prep
Open Elective	Open Elective
Pre-Algebra	Spanish I
Physical Science	American History: College Prep
English II	Geometry
Algebra I	English II: College Prep
Personal Finance	Chemistry
Open Elective	Spanish II
American Government and Economics	Open Elective
Biology	Algebra II
English III	American Government and Economics: College Prep
Geometry	English III: College Prep
Open Elective	Open Elective
World History	Physics
Earth Science	World History: College Prep
English IV	Pre-Calculus
Algebra II	English IV: College Prep
Open Elective	Spanish III
Open Elective	Earth Science
World Geography	World Geography

¹ College Preparatory Track is not offered by PCDI Canada.

² Courses are delivered in 2 parts, each .5credits.

³ Indicates a Non-Credit Course

Open Electives

Below are courses students may choose as elective options.

Electives for General Track

Accounting
Chemistry
Fitness
Math General
Nutrition
Physics
Pre-Calculus
Principles of Public Speaking
Reading and Literature
Spanish I
Spanish II
Spanish III

Electives for CP Track

Accounting
Fitness
Nutrition
Personal Finance
Principles of Public Speaking
Reading and Literature
Vocabulary Studies

Students who plan to attend college after graduation should consult with the admissions department of the college he or she plans to attend to determine what courses they should take as electives. JMHS has selected language courses based on what is typically expected from High School Graduates. Some college programs may require additional science and math courses.

Single Courses

JMHS offers single courses. These are usually chosen for summer school, credit recovery from a failed course, academic acceleration, schools that do not offer the course, and other reasons. A student does not have to be in the JMHS diploma program to take a single course. Students taking only single courses may be enrolled in another high school. There is no minimum age requirement to take a single course.

JMHS single courses can be completed in as few as 30 days per course taken. Students are allowed a maximum of six (6) months per course taken to complete their course(s). Actual completion time varies by student. Students may request up to two, one month extensions at \$95.00 each. No assurance is made of eligibility for college admission or job placement. Acceptance for transfer of academic credits is determined by the receiving institution.

High School Programs and Courses

Programs

James Madison High School offers two program tracks, the General Diploma Program or the College Preparatory Diploma Program. All programs are aligned to the state of Georgia requirements of 23 credits and English and math courses are informed by the Common Core Standards.

The **General Track** is for students who want to earn a high school diploma and intend to continue their education at a community college or technical school.

The **College Preparatory Track** is for students who plan to continue their education at a postsecondary institution. It offers more challenges, demands more of the high school student, and has written assignments, research projects, and more problem-solving assignments.

Program Objectives

1. Leads to a high school diploma
2. Prepares students with foundational skills for their career
3. Gives students the flexibility to combine school with full or part-time employment
4. Provides the opportunity for students of all ages to start or restart their High School program
5. Provides education in life skills beyond the basic High School Curriculum
6. Prepares students to enter into Ashworth College

Course Descriptions

The following is a list of all James Madison High School courses along with information on whether they are required or may be chosen as an elective in the two diploma programs. JMHS will choose all courses for students and establish a program of study after student transcripts have been evaluated. Students will have the option to change one or several courses or leave schedule as it is. Items students will need to provide are also listed, if applicable. Students should not choose a course if they do not have or have access to the items needed.

Business

Accounting

Students learn the basic concepts, formulas, and practices used by accountants to evaluate and manage common business practices. Course coverage includes mastery of the concepts of the accounting cycle and multiple applications of accounting practices to business operations like merchandising, inventory, payroll, and the tracking and management of business assets. Students are also taught accounting applications required for structuring of partnerships and corporations, how to create and evaluate financial statements and financial management of departments and manufacturing accounts. Assessments for this course include multiple-choice exams and graded projects.

Credits: 1 Unit
Course ID: CE021, CE022
Course Area: Business
Course Type: General / College Prep

Personal Finance

Personal Finance equips students with the material necessary to understand, plan, and manage their financial affairs. This course focuses on the development of practical methods for organizing financial information, interpreting financial position and cash flow, developing achievable and worthwhile goals, and implementing actionable plans and risk management techniques to meet those goals. Specific topics covered include money management, insurance, and investing. Assessments in this course are designed to help students gauge their understanding of the course materials through the grading process. Exams and assignments vary in size and number and include multiple-choice, essay writing, and/or short answer assessments.

Credits: 1 Unit
Course ID: CE011, CE012
Course Area: Business
Course Type: General / College Prep

Foreign Language

Spanish I

Spanish I integrates the modalities of Spanish, speaking, reading, writing, and listening, to help students achieve a basic level of proficiency. Students study the most elementary concepts of grammar, vocabulary, dialogue, and culture, focusing on activities and routines used in daily life at school and home. Spanish I includes mastery of the two forms of the verb "to be" (ser and estar) and how and when to accurately use them. It is a gentle introduction to the language and culture as a whole, and develops skills through reading, writing, and listening assignments as well as multiple-choice, fill in the blank, and short answer exams and a comprehensive midterm and final.

Credits: 1 Unit
Course ID: LA021, LA022
Course Area: Foreign Language
Course Type: General / College Prep

Spanish II

Spanish II is a continuation of the Spanish I course, including development of all modalities of the language – listening, speaking, reading, and writing – with a heavy emphasis on grammatical structures and verb tenses. Having mastered the present tense in Spanish I, students progress to the past, present progressive, present perfect, conditional, and future tenses, along with learning commands and reflexive verbs. They are introduced to the subjunctive mood. Students in Spanish II learn to differentiate and master the preterite and imperfect tenses, and use them in a variety of settings. Spanish II moves beyond daily life into topics such as travel, sports, leisure activities, childhood, news, and professions. Skills are developed through advanced reading, writing, and listening activities, as well as opportunities for practice speaking, as well as multiple-choice and short answer exams and

a comprehensive midterm and final.

Credits: 1 Unit

Course ID: LA031, LA032

Course Area: Foreign Language

Course Type: General / College Prep

Spanish III

Spanish III examines higher level topics and linguistic structures, with a heavy emphasis on cultural and societal issues. The focus is to grammatically master the subjunctive mood—present, past, and present and past perfect subjunctive. It also reviews the tenses from Spanish I and II, and introduces irregular preterite verbs and the conditional perfect. There is additional focus on Latin American art, music, archeology, legends, history, and environmental challenges specific to Latin America. Skills are developed through higher level readings and similar activities as Spanish I and II. The exams pull heavily from the “lecturas” and stories. The chapter exams are multiple-choice; the midterm and final exams are comprehensive, short answer, and in depth on the chapter readings and topics.

Credits: 1 Unit

Course ID: LA041, LA042

Course Area: Foreign Language

Course Type: General / College Prep

Language Arts

English I

English I is an examination of classical and contemporary non-fiction, poetry, short stories, drama, and novels, focusing on the integration of the three fundamental disciplines of language arts: literature, grammar, and composition. Students read a variety of works, including fiction and nonfiction short stories, various types of poetry, plays, and famous speeches, including a specific focus on works written by authors such as Edgar Allen Poe, Mark Twain, Shakespeare, and Homer's "The Odyssey", among others. English I (General) focuses on answering the "big questions" in response to literature; making inferences, predictions, and connections; comparing works and identifying figurative language and themes in literature. Skills are developed through a series of writing assignments as well as multiple-choice exams and a comprehensive final. English I (College Prep) contains additional writing assignments than what is required for the English I (General) course.

Credits: 1 Unit

Course ID: General: EN011, EN012. College Prep: EN051, EN052

Course Area: English

Course Type: General / College Prep

English II

English II is an examination of the genres, writing techniques, themes, and styles associated with fine literature. Students are asked to analyze literature and think critically about idea development. Skills developed are integrated to form a strong foundation in literature, grammar and composition. Students read a variety of works, including fiction and non-fiction short stories, various types of poetry, a novel of their choice, plays and famous speeches. Authors covered in the text include William Shakespeare, Dylan Thomas, Rudyard

Kipling, Robert Frost, Alfred Tennyson, Maya Angelou and Alexander Pushkin among others. English II (General) focuses on comprehending complex text, analyzing argument, reading and analyzing poetry, reading informational and expository text, learning about the oral interpretation of literary works, analyzing how diction and syntax establish a writer's style, determining central ideas, identifying elements of plot structure literary drama, and Greek theater and tragedy. Students learn to develop literary analysis with support from the text, reflect on and write about short story elements, write a cause and effect essay, a comparison essay and a persuasive essay. Skills are developed through writing assignments as well as multiple-choice exams. English II (College Prep) contains additional writing assignments than what is required for English II (General), as well as a unit on Edith Wharton's "Ethan Frome".

Credits: 1 Unit

Course ID: General: EN021, EN022. College Prep: EN061, EN062

Course Area: English

Course Type: General / College Prep

English III

English III is a chronological study of the development of American literature through various genres including: non-fiction, poetry, short stories, drama, and novels. Students analyze and evaluate informational and literary works in conjunction with American historical events beginning with the Native American oral tradition and continuing into the

contemporary period of the present. Through reading prolific writers such as Anne Bradstreet, Edgar Allan Poe, Ralph Waldo Emerson, Mark Twain, Frederick Douglass, Ernest Hemingway, Katherine Anne Porter, and Amy Tan, students explore major questions surrounding the American identity, literature as a reflection and shaper of society, and the relationship between literature and setting. In tandem with literary study, students also sharpen vocabulary and grammar skills through interactive activities and writing assignments. Multiple-choice, open-response, and essay assessments will measure students' progress throughout their study of the content. English III (College Prep) contains additional writing essay assignments than what is required for English III (General).

Credits: 1 Unit

Course ID: General: EN031, EN032. College Prep: EN071, EN072

Course Area: English

Course Type: General / College Prep

English IV

English IV is a chronological study of the development of British literature through various genres including: non-fiction, poetry, short stories, drama, and novels. Students analyze and evaluate informational and literary works in conjunction with British historical events beginning with the Old English and Medieval periods and continuing into the Post-modern period. Through reading prolific writers such as Geoffrey Chaucer, Edmund Spenser, William Shakespeare, John Milton, John Donne, Jane Austen, Mary Shelley, Charles Dickens, Rudyard Kipling, James Berry, and Anita Desai, students explore major questions surrounding the relationship between literature and setting, literature as a reflection and shaper of society, and the relationship of the writer to tradition. In tandem with literary study, students also sharpen vocabulary and grammar skills through interactive activities and writing assignments. Multiple-choice, open-response, and essay assessments will

measure students' progress throughout their study of the content. English IV (College Prep) contains additional writing assignments than what is required for English IV (General).

Credits: 1 Unit

Course ID: General: EN041, EN042. College Prep: EN081, EN082

Course Area: English

Course Type: General / College Prep

Principles of Public Speaking

This course teaches the students fundamental principles while emphasizing skills development in the practice of public speaking. It covers purposes, methods and steps in preparing speeches, develops communication skills in listening, speech criticism, audience analysis and writing, and provides effective delivery techniques for presenting a variety of speeches.

Credits: 1 Unit

Course ID: JM041, JM042

Course Area: English

Course Type: General / College Prep

Reading and Literature

Students are introduced to the tools needed to understand and interpret fiction and non-fiction literature, including poetry, short stories, and novels. In part two, students review historical non-fiction, fables, fairytales, folklore, and speeches.

Credits: 1 Unit

Course ID: JM021, JM022

Course Area: English

Course Type: General / College Prep

Vocabulary Studies

Study the Greek and Latin bases, prefixes, and suffixes that serve as the foundation for so much of our language. Etymological, or root, meanings of words are analyzed and compared to current meanings and usages.

Students study the Greek and Latin bases, prefixes, and suffixes that serve as the foundation for so much of our language. Etymological, or root, meanings of words are analyzed and compared to current meanings and usages.

Credits: 1 Unit

Course ID: JM031, JM032

Course Area: English

Course Type: General / College Prep

Life Skills

Fitness

Fitness teaches the importance of exercise and wellness as part of a healthy lifestyle. Topics include cardiovascular fitness, flexibility, body mechanics, diet and weight management,

stress management, and injury prevention. Students take a multiple-choice exam after each lesson.

Credits: 1 Unit

Course ID: CE051, CE052

Course Area: Life Skills

Course Type: General / College Prep

Introduction to High School

Introduction to High School Part I is designed to teach new students about policies of James Madison High School and help students become familiar with online learning, course structure and navigation. In addition, this course covers basic study strategies and guides students to evaluate their learning style, research skills, and reading comprehension. Students take a multiple-choice exam after each lesson.

Introduction to High School Part II is designed to introduce students to current technologies they will find useful for school and in the workplace. In addition, this course covers life and career skills such as communication and collaboration. These concepts tie into the student being able to find, apply for and secure a job. Students have one assignment to submit for Lesson 1 and take a multiple-choice exam after Lessons 2 through 6.

Credits: 1 Unit

Course ID: JMP011, JMP012

Course Area: Life Skills

Course Type: General / College Prep

Nutrition

In Nutrition Part I, students learn the latest nutrition and diet information in this comprehensive program. Topics include MyPlate guidelines, diet planning, the digestive system, and how nutrients affect energy, wellness, and disease. Students are assessed on each lesson with a multiple-choice exam.

In Part II, students are introduced to healthy eating and understanding what is in the food we eat. Topics include nutritional guidelines, vitamins and minerals, food safety, and eating for peak performance. Students are assessed on each lesson with a multiple-choice exam.

Credits: 1 Unit

Course ID: CE061, CE062

Course Area: Life Skills

Course Type: General / College Prep

Health and Physical Education

This course will be broken into two sections. Part 1 will examine essential health concepts to allow high school students the ability to demonstrate comprehensive health knowledge and skills throughout life. The included topics will focus on developing well rounded health behaviors as well as skills in basic first aid. Part 2 will focus on Physical Education which mirror the National Physical Education Standards. High school students will explore the concepts of fitness and fitness assessment as well as explore and participate in sport and individual fitness activities that can develop motor skills, movement principles, and increased levels of physical fitness. Students will also learn a variety of sports and activities

that will enhance physical fitness level and learn personal and social behavior in physical activity settings. Ultimately students will understand the value of physical activity for health, enjoyment, challenge, self-expression and social interaction.

Credits: 1

Course ID: PE011 and PE012

Course Area: Physical Education and Health

Course Type: General (This course is only available as a single course)

Mathematics

Algebra I

Algebra I is designed to provide students with a foundation for all future mathematics courses. The fundamentals of algebraic problem-solving are explained. Students explore: foundations of Algebra, solving equations, solving inequalities, an introduction to functions, linear functions, systems of equations and inequalities, exponents and exponential functions, polynomials and factoring, quadratic functions and equations, radical expressions and equations, and data analysis and probability. Throughout the course, Common Core standards are taught and reinforced as the student learns how to apply the concepts in real-life situations.

Credits: 1 Unit

Course ID: MA033, MA034

Course Area: Mathematics

Course Type: College Prep

Algebra I

The Algebra 1 course focuses on transferring concrete mathematical knowledge to more abstract algebraic generalizations. In this course, you'll learn to recognize patterns using tables, graphs, and equations. You'll explore operations on algebraic expressions, and apply mathematical properties to algebraic equations. You'll solve problems using equations, graphs, and tables to investigate linear, exponential, and quadratic relationships. You'll apply what you learn to real-world concepts and tasks. Assessment of student learning occurs through multiple-choice unit exams.

Credits: 1 Unit

Course ID: MA031, MA032

Course Area: Mathematics

Course Type: General

Algebra II

Algebra II is designed to build on algebraic and geometric concepts. Throughout the course, Common Core standards are taught and reinforced as the student learns how to apply the concepts in real-life situations. Students develop advanced Algebra skills such as Algebra II foundations, function families, quadratic functions and complex numbers, polynomials expressions and equations, exponential and logarithmic functions, rational functions, statistics, periodic functions and trigonometry, and applying trigonometric functions.

Credits: 1 Unit

Course ID: MA053, MA054

Course Area: Mathematics

Course Type: College Prep

Algebra 2

The Algebra 2 course focuses on graphing, interpreting and transforming functions, including linear functions, absolute value functions, quadratic functions, and polynomial functions. You'll solve quadratic equations, work with complex numbers, and factor polynomials. You'll also focus on graphing, interpreting and transforming functions, including exponential functions, logarithmic functions, rational functions, and trigonometric functions. You'll also evaluate sequences and series. Most importantly, you'll apply this new understanding to everyday situations through new problem-solving techniques. Assessment of student learning occurs through multiple-choice unit exams.

Credits: 1 Unit

Course ID: MA051, MA052

Course Area: Mathematics

Course Type: General

Geometry

This course covers the required concepts of Euclidean geometry including definitions, postulates, and theorems. Throughout the course, Common Core standards are taught and reinforced as the student learns how to apply the concepts in real-life situations. Areas of study include tools and language of geometry, reasoning and proof, parallel and perpendicular lines, congruent triangles, relationships within triangles, polygons and quadrilaterals, similarity, right triangles and trigonometry, transformations, area, surface area and volume, circles, and probability. Geometry Part I includes six multiple-choice lesson exams and a midterm written exam that requires students to demonstrate understanding by showing their work. Geometry Part II includes six multiple-choice lesson exams and a final written exam that requires students to demonstrate understanding by showing work, as well as a multiple-choice comprehensive final exam that covers parts I and II of Geometry.

Credits: 1 Unit

Course ID: MA043, MA044

Course Area: Mathematics

Course Type: College Prep

Geometry

The Geometry course focuses on the properties of lines and angles. You'll perform translations and apply theorems to shapes. You'll forge connections between mathematical topics and gain many powerful tools to help you negotiate logic problems and proofs, all of which will improve problem-solving skills. You'll also study properties of polygons, circles, and three-dimensional figures. You'll apply theorems and trigonometric ratios to shapes. In this course, you'll discover how relevant geometry is to everyday life by exploring practical applications. Assessment of student learning occurs through multiple-choice unit exams.

Credits: 1 Unit

Course ID: MA041, MA042

Course Area: Mathematics

Course Type: General

Pre-Algebra

In the Pre-Algebra course, you'll explain proportional relationships and use number lines and coordinate planes to reason with integers. You'll develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. You'll learn about the laws of exponents to the creation and solution of simple exponential equations. You'll study angles, congruent and similar triangles, rectilinear figures, polygons, circles and arcs, and the Pythagorean Theorem. You'll study the area and volume of two-dimensional and three-dimensional figures.

Credits: 1 Unit

Course ID: MA021, MA022

Course Area: Mathematics

Course Type: General

Pre-Calculus

Pre-Calculus weaves together previous studies of algebra, geometry, and mathematical functions into a preparatory course for calculus. The course focuses on mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. Throughout the course, Common Core standards are taught and reinforced as the student learns how to apply the concepts in real-life situations. Topics include fundamental concepts

of Algebra, functions and graphs, polynomials and rational functions, exponential and

logarithmic functions, trigonometric functions, analytic trigonometry, topics in trigonometry, systems of equations and inequalities, matrices and determinants, conic sections and analytic geometry, sequences, induction, probability, and an introduction to Calculus.

Pre-Calculus Part I includes seven multiple-choice lesson exams and a midterm written exam that requires students to demonstrate understanding by showing work.

Pre-Calculus Part II includes multiple-choice lesson exams and a final written exam that requires students to demonstrate understanding by showing work, as well as a multiple-choice comprehensive final exam that covers both parts I and II of Pre-Calculus.

Credits: 1 Unit

Course ID: MA061, MA062

Course Area: Mathematics

Course Type: College Prep

Science

Biology

Biology is designed to provide students with an understanding of how living organisms work and the various processes needed for survival. Topics include the nature of life, ecology, cells, genetics, microorganisms, plants, animals and the human body. Students learn how many of these topics are interrelated; for example, how cells form organs that create systems that allow various life functions. Students are given an opportunity to identify key concepts through the reading material and then apply that knowledge in review activities. Comprehension is assessed through multiple-choice exams and a comprehensive midterm exam. Comprehension will be assessed through multiple-choice exams and comprehensive subjective exams.

Credits: 1 Unit

Course ID: SC051, SC052.

Course Area: Science

Course Type: College Prep

Biology

This course begins with the overall process of science, then dives right into the main characteristics shared by every living thing and an introduction to the big ideas uniting the study of biology. You'll study the chemistry of molecules important to life and use that foundation to study cells, organisms, and the interdependence of living things and their environments. You'll relate cell structures and parts to life-sustaining functions, such as respiration and photosynthesis. You'll learn about DNA, genetics, and inheritance. You'll study evolution and the evidence behind it. Charles Darwin pieced together observations and ideas to form the theory of evolution and how it shaped the diversity of life all around you. You'll study life forms from simple bacteria to complex plants and animals. You'll notice that adaptations accompany each group of living things to increase their abilities to thrive within their environments. Students are given an opportunity to identify core concepts through the reading material and then apply that knowledge in review activities. Comprehension will be assessed through formative activities and multiple-choice exams.

Credits: 1 Unit

Course ID: SS041, SS042

Course Area: Science

Course Type: General

Chemistry

Chemistry Part I introduces students to the scientific process and to scientific measurement techniques, including metric measurement conversions. Chemistry requires quantitative measurements and calculations when making observations or creating chemical reactions during experiments. Most measurements are made using the international system of units (SI Units) along with prefixes that relate to the size of the measurement. This course discusses dimensional analysis, development of the modern atomic model, and the Periodic Table of Elements. Students investigate how chemicals react and how these reactions can be represented and calculated. Assessments for each individual lesson consist of multiple-choice exams. The mid-term exam consists of short-answer and problem-solving questions.

Chemistry Part II: Students investigate how chemicals react and how these reactions can be represented and calculated, how energy is important in chemical reactions and relationships, and the dynamics of the phases of matter. Solution chemistry allows students to develop expertise in calculating various measures of concentration and in understanding chemical equilibrium. Factors affecting how chemical reactions take place in solution then leads to an investigation of acids and bases. Oxidation-Reduction reactions, also known as redox reactions, are reactions that involve a transfer of electrons between elements during

chemical reaction. Redox reactions and nuclear chemistry wrap up the course. Assessments for each individual lesson consist of multiple-choice exams. The final exam consists of short-answer and problem-solving questions.

Credits: 1 Unit

Course ID: SC081, SC082

Course Area: Science

Course Type: College Prep

Earth Science

In this course, you'll learn about the various branches of Earth science. You'll study the steps of the scientific method and learn the differences among scientific hypotheses, theories, and laws. In addition, you'll learn how scientists communicate their findings. You'll learn about the two types of weathering—physical and chemical—and some of the processes that contribute to each type. You'll study different types of surface water, such as streams, lakes, and wetlands. You'll learn about the layers of Earth's atmosphere. You'll learn about weather and the world's oceans. You'll study climate and climate change. In this course, you'll discover how change across the Earth's surface is driven by complex geological processes. You'll learn about plate tectonics, one of the fundamental phenomena that drive global change. You'll study the fundamentals of geological time and many important events that have occurred throughout Earth's history. You'll be introduced to the evidence for these important events and how they have shaped all aspects of Earth's surface and the atmosphere. You'll learn about renewable and nonrenewable resources, as well as how the uses of each have contributed to changes in the environment. Students are given an opportunity to identify core concepts through the reading material and then apply that knowledge in review activities. Comprehension will be assessed through formative activities and multiple-choice exams.

Credits: 1 Unit

Course ID: JM051, JM052

Course Area: Science

Course Type: General

Health

Part I of this course introduces the student to a variety of important health-related topics. Students learn the basic elements of a healthy lifestyle, how to make informed decisions regarding health, and how personal decisions impact not only individual health but the health of the larger community. Students learn how to identify credible information on health topics and about various careers in the healthcare field. Part II presents a detailed overview of the different systems of the human body. Students review the anatomy and functions of each system, the common terms related to each system, and the medical specialties related to each system.

Credits: 1 Unit

Course ID: SC031, SC032

Course Area: Science

Course Type: General / College Prep

Physical Science

This course will introduce you to concepts that affect your daily life, including applications and devices you encounter throughout your day. You'll review various types and properties of bodies in motion, how things move, the rate at which they move, and items affecting their motion. You'll learn how to describe these

properties and relationships through both text and calculations. You'll also explore properties and sources of heat, temperature changes, and modes of transmission. You'll be tasked with calculating unknown variables for heat-related problems and investigating heat-related substances and devices, such as engines. You'll better understand musical sounds and how sound waves work. You'll also be able to classify matter while looking at laws that govern how matter interacts. The technology and products you use every day result from nuclear and organic chemistry. You'll review the development and properties of electricity, magnetism, currents, and circuitry. Students are given an opportunity to identify core concepts through the reading material and then apply that knowledge in review activities. Comprehension will be assessed through formative activities and multiple-choice exams.

Credits: 1 Unit

Course ID: SC021, SC022

Course Area: Science

Course Type: General / College Prep

Physics

Physics Part 1 introduces students to relationships in the natural world using mathematical and conceptual thinking. Motion, forces and energy are the major themes investigated in this course. Straight-line motion as well as circular motion and gravitation provide ways for students to develop skill in looking at objects from different points of view. An investigation of forces looks at the causes of motion and the interactions between objects. These interactions occur because of the types of energies that occur in a system. How this energy is transferred and the efficiency of its transfer are illustrated as we analyze collisions and the way simple machines work. We end this course with a discussion of the Special Theory of Relativity and the General Theory of Relativity. These two ideas form the cornerstones of modern physics. Assessments for each individual lesson consist of multiple-choice exams. The mid-term consists of short answer and problem solving questions.

Physics Part 2 introduces students to relationships in the natural world using mathematical and conceptual thinking. Students investigate the different kinds of energy by first looking at the atomic nature of matter. Each of three phases of matter are described in terms of their unique characteristics and features. Students learn the difference between temperature and heat and how heat is transferred. Other forms of energy including waves (sound and light, too), electricity, magnetism and finally nuclear energy, complete the course. With each of the forms of energy, there is an emphasis on the conceptual relationships that are unique to each as well as how each of these forms of energy contribute to our world. Assessments for each individual lesson consist of multiple-choice exams. The final exam consists of short answer and problem solving questions.

Credits: 1 Unit

Course ID: SC091, SC092

Course Area: Science

Course Type: College Prep

Social Studies

American Government and Economics

American Government explores the structure, dynamics and processes of the American system of government, providing a comprehensive introduction to the origins and development of ideas and institutions that influence the contemporary political milieu. The course examines the development and composition of the Declaration of Independence, the United States Constitution, the three branches of government, political parties, and interest groups within the framework of the historical, economic and social context. Assessment of student learning occurs through multiple-choice lesson exams and a comprehensive final examination. The College Prep course includes a short answer/essay type final examination.

Economics explores the fundamental economic question of the behavior of consumers, firms, and markets under the constrictions of scarcity. Topics covered include supply and demand analysis, determination of market prices, profit maximizing output, distribution of income, Gross Domestic Product, and fiscal and monetary policy. Assessment of student learning occurs through multiple-choice lesson exams and a comprehensive final examination. The College Prep assessment of student learning occurs through multiple-choice lesson exams and a short answer/essay type final examination.

Credits: 1 Unit

Course ID: General: SS011, SS012. College Prep: SS021, SS022

Course Area: Social Studies

Course Type: General / College Prep

American History

American History Part I is a survey of important events in American history from the earliest discovery of the Americas to the American Civil War through modern times. Students study major events and people that helped shape the United States as we know it today. Events such as colonization, the American Revolution, the formation of a constitutional government, slavery and the Civil War are highlighted along with important figures in the settlement, founding, and development of the United States. Following the Civil War, students study Reconstruction and the Industrialization of America. Part II discusses events such as the Progressive Movement, World War I, the Great Depression, World War II, the Cold War, Vietnam, and events of the 80's, 90's, and 2000's.

Students use a variety of resources to complete the study of American History. These resources include the textbook, activities within the textbook, live lessons in the course chat room, interactive websites and study aides. Assessment of student learning occurs through multiple-choice unit exams and a comprehensive midterm and final examination. The College Prep course assessments include multiple-choice unit exams and short answer and essay-type questions in midterm examinations.

Credits: 1 Unit

Course ID: College Prep: SS041, SS042.

Course Area: Social Studies

Course Type: General / College Prep

American History

In this course, you'll learn about native peoples who originally explored the land. You'll trace the paths of explorers and examine how colonies became the United States after breaking away from England. You'll study the founding principles of the US government, the acquisition

of new territory post-colonial times, the causes and events of the Civil War, and post-Civil War America. You'll discover the impact industrialization in the United States had on the economy and society. You'll study the Progressive Era, World War I, the interwar period, the Great Depression, and World War II. You'll learn about the period after World War II, when the United States was seen as one of two world superpowers (with the USSR) and entered into the Cold War. You'll study the Civil Rights movement, the development of a counterculture, and the resurgence of conservatism. The course concludes with a discussion of modern technological advancements, terrorism, and the current state of politics. Students are given an opportunity to identify core concepts through the reading material and then apply that knowledge in review activities. Comprehension will be assessed through formative activities and multiple-choice exams.

Credits: 1 Unit

Course ID: SS031, SS032

Course Area: Social Studies

Course Type: General

World Geography

World Geography explores how physical features of the earth, population settlement patterns, human activities, customs, and traditions contribute to defining a place, a culture and a people. The course examines how the land, features, people and cultures of the world affect the social, political, and economic character of nations and regions. Assessments consist of multiple-choice lesson exams and a comprehensive midterm and final exam.

Credits: 1 Unit

Course ID: SS071, SS072

Course Area: Social Studies

Course Type: General / College Prep

World History

World History (General) Part I is an in-depth study of our global community's past, emphasizing the people and events that changed past societies, and how these changes affect our modern society. The course is separated into lessons comprising the following topic areas: early civilizations such as Ancient Greece and Rome, the rise of Christianity and civilizations of the Americas, societies of the Middle Ages such as the Byzantine Empire, Russia and Eastern Europe, the Renaissance and Reformation, the start of the Global Age in Europe, Africa, Asia, and the Americas, the Age of Absolutism, the regional civilizations of Islam, Africa, and the spread of civilization in East and Southeast Asia.

Understanding of the material is conveyed through multiple-choice lesson exams as well as a comprehensive midterm exam. The College Prep course includes multiple-choice lesson exams as well as a midterm exam that includes short answer questions.

Part 2 is separated into lessons comprising the following topic areas: the French Revolution and Napoleon, the beginning of the Industrial Revolution and the Revolutions of Europe and Latin America, Nationalism in Europe, the growth of Western Democracies, and New Imperialism. The course closes with World War I and the Russian Revolution, the rise of totalitarianism, World War II and its aftermath, the world since 1945 including the Cold War, the emergence of new nations, regional conflicts, the developing world and the world today. Understanding of the material is conveyed through multiple-choice lesson exams as well as a comprehensive final exam. The College Prep course includes a final exam that includes short answer questions.

Credits: 1 Unit

Course ID: General: SS051, SS052. College Prep: SS061, SS062.

Course Area: Social Studies

Course Type: General / College Prep

Appendixes

Appendix A: External Agencies

Military

Each branch of the military has its own stipulations regarding the acceptance of a distance education diploma. It is suggested students contact their recruiter and have the recruiter call the JMHS Registrar for more information about James Madison High School. Students should refer to page 2 when describing our accreditation to a recruiter.

Social Security Administration

The Social Security Administration requires a student to be enrolled in a program that requires at least 20 hours attendance per week. Since JMHS students work at their own pace, JMHS cannot verify that students work 20 or more hours per week. It is suggested students contact their local Social Security office and explain the JMHS program. Sometimes there may be exceptions for students who classify as “homeschooled” or “independent study” students.

Insurance Companies

Some insurance companies require forms to be completed by a student’s school. Please send the form to JMHS student services with student number on the form. JMHS is unable to classify students as full- or part-time due to the fact that JMHS is a self-paced program.

Driver’s License Bureau/Department Of Labor/Work Permits

Most states require minor students to provide proof that they are attending school and/or receiving instruction on a regular basis. Since JMHS students complete all work at home, JMHS is unable to verify that students are adhering to the compulsory attendance laws of the state. Therefore, James Madison High School is unable to complete the form from the Driver’s License Bureau or the Department of Labor. It is important for students to contact their local school district or Board of Education to find out what steps are needed to ensure that students are acting within the limits of the law, thus enabling students to become eligible to receive a driver’s license or work permit.

Appendix B: A Student's Guide to Avoiding Plagiarism

Plagiarism is a violation of the Academic Honesty Policy. Whether it is intentional or not, plagiarism is cheating; it is both illegal and a breach of academic conduct. This guide briefly addresses definitions and examples of plagiarism and provides instructions on how to avoid plagiarism in your assignments.

As a student you will often need to present the ideas and opinions of professionals in your own words. Your instructional team members expect you to use the work of others in your responses; there is no way to avoid this. However, to avoid plagiarism, simply cite the work of others correctly in APA format, every time. You should refer often to the APA Guidelines as well as to a printed or online APA style manual.

The following suggestions can be helpful in preparing your responses.

Avoiding Plagiarism

1. As you take notes, mark the material that is directly copied or paraphrased in a significant way, perhaps by using a different colored font or by changing the background color of the information (highlighting the information). When you finalize your paper, you can easily check to be sure that you have cited this information.
2. When you are paraphrasing information, read the information and then write it down from memory. This will help you to avoid using the sentence structure and words of others. Remember that a paraphrase must still be cited.
3. When quoting directly, copy the person's name that you are quoting into your notes next to the quote as you take notes and put quotation marks around the exact words that you copied. Use very few quotes in your papers, quoting only when the exact phrasing of the information is as important as the information itself.
4. Always put quotation marks around any direct statement from someone else's work (or indent and single-space extended quotations). Always give a footnote, endnote or other form of citation for this quotation.
5. Cite any paraphrase or another writer's ideas or statements.
6. Cite any thoughts you obtained from a specific source in your reading.
7. Cite any material, ideas, thoughts, etc., you received from your reading that can't be described as general knowledge.
8. Cite any summary (even if your own words) of a discussion from one of your sources.
9. Cite any charts, graphs, tables, etc., made by others or any you made using other's information.
10. Cite any computer algorithm you incorporate into a computer program if you did not write or create the algorithm yourself. (Excerpt from the Logger, 1995, p.12. 9)
11. Consult your instructor if you have any questions regarding issues of plagiarism and academic honesty.

Information Which Must Be Cited

- Another person's idea, opinion, or theory regardless of the medium (magazine, book, newspaper, journal, song, email, lecture, TV program, movie, Web page, letter, advertisement, interview)
- Any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge
- Quotations of another person's actual spoken or written words
- Paraphrase of another person's spoken or written words

Information That Does NOT Have To Be Cited

- Generally accepted facts
- One's own experimental results
- One's own experiences, observations, insights, thoughts, or conclusions about a subject
- Common knowledge, including folklore, common sense observations, and shared information within your field of study or cultural group

APA Format

There are two ways to incorporate the work of others into your work: quoting and paraphrasing. **Use the APA Formatting resources at the bottom of the page for additional help.**

- **Quote** – called a direct quote – is the use of others' exact words and must be enclosed in quotation marks. These citations should be presented exactly as they are written and must be attributed to the originator. Note the author names and date in parentheses in the following example.
Scripts are defined as "formats for integrating visuals from a computer projections, slides, film or videotape into a presentation by one or more persons" (Newsom & Carrell, 2001, p. 374).
- **Paraphrase** – or indirect quotes – is material from others' work, but it is presented in your own words. It too must be cited as in the following example.
In general, there are two types of presentations: informational and persuasive (Newsom & Carrell, 2001).

Useful Resources

- JMHS Learning Resource Center: Located in the Student Portal
- Instructional Support Services (ISS): Writing Tutorial Services. (2004). Plagiarism: What it is and how to recognize and avoid it. Retrieved June 9, 2011, from <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>
- Purdue University: Online Writing Lab. (2004). Avoiding Plagiarism. Retrieved June 9, 2011, from http://owl.english.purdue.edu/handouts/research/r_plagiar.html#common#common
- Purdue University: Online Writing Lab. (2004). APA Formatting. Retrieved June 9, 2011, from <http://owl.english.purdue.edu/owl/resource/560/01/>

Appendix C: Intellectual Property Policy

This policy provides guidance regarding the use and creation of intellectual property at James Madison High School. While the definition of intellectual property, very broadly, means the legal rights which result from intellectual activity in the industrial, scientific, literary and artistic fields, this policy is focused on products related to course and program development and instructional practices in the online learning environment. It is the responsibility of all faculty, staff, students and anyone using the facilities or resources of JMHS to read, understand and follow this policy.

Definitions

Copyright: The exclusive right of an author to reproduce and create derivative works from original works of authorship that are fixed in a tangible medium which are not in the Public Domain and thus, protected under United States Copyright Law Title 17 of the U.S. Code.

Covered Individuals: All individuals employed or under contract by the high school, enrolled at the school, attending courses at the school, and/or using the facilities or resources of the high school are subject to this policy.

Intellectual Property: Includes, but is not limited to, any works of authorship, computer software, invention, discovery, creation, know-how, trade secret, technology, scientific or technological development, research data, regardless of whether subject to legal protection such as copyright.

Public Domain: The status of work that are not protected by copyright.

Work Made for Hire: Work prepared by an employee within the scope of employment, or work under contract that specifies the product to be a work for hire.

Compliance with Copyright and Intellectual Property Law

Anyone who believes that any faculty, staff, or student of JMHS has infringed on their rights as a copyright owner should contact the Vice President and Academic Dean with the following information:

Complete name, mailing address, email address, phone and fax numbers;
Information about the copyrighted material (URL, book title, etc.);
The URL of the high school site which has the infringing material; and any other information supporting the claim.

JMHS will apply measures to protect against unauthorized access (e.g. limiting transmission to students enrolled in a particular course) and requires that only lawfully acquired copies of copyrighted works are used.

Appendix D: High School Vocational Program Overview

The JMHS General Diploma with a Trade Concentration track offers a fundamental high school education with training from our Career school in your choice between Carpentry, Electrician, Plumbing or Veterinary Assistant. All courses in this regionally accredited online high school curriculum are self-paced. Academic guidance is provided by our highly trained [academic advisors](#) and [state-certified teachers](#). Our General high school diploma program with a trade concentration is an ideal way to lay the foundation for moving ahead in the workforce or achieving other personal goals.

100% online (no physical textbooks)

Carpentry Track

Measure, cut, drill, join, fasten, and finish. And that's just the beginning. Our online Carpentry classes curriculum covers all the **essential tools and procedures used by construction professionals** including blueprints and building codes, roof framing, and ventilation. With this knowledge, you can say goodbye to the garage workshop and hello to real-world residential and commercial building projects.

General HS Diploma and Carpentry concentration

1	Introduction to High School	Life Skills	0
2	Health	Science	1
3	American History (General)	Social Studies	1
4	Vocabulary Studies	English	1
5	English I	English	1
6	Open Elective	--	1
7	Pre-Algebra	Mathematics	1
8	Physical Science	Science	1
9	English II (General)	English	1
10	Algebra I	Mathematics	1
11	Personal Finance	Business	1
12	Open Elective	--	1
13	American Government and Economics (General)		
		Social Studies	1
14	Biology (General)	Science	1
15	English III (General)	English	1
16	Geometry	Mathematics 1	
17	Open Elective	--	1
18	World History (General)	Social Studies	1
19	Earth Science	Science	1
20	English IV (General)	English	1
21	Open Elective	--	1
22	Introductory Carpentry Part 1	Trade	1
23	Introductory Carpentry Part 2	Trade	1
24	World Geography	Social Studies	1

100% online (no physical textbooks)

Plumbing Track

Unlike many other online plumbing courses, our program is developed by practicing professionals. That means it has a curriculum that is not only comprehensive and practical, but it is also instantly applicable to any plumbing job. In each class, you will start with important fundamentals and move on to advanced, hands-on procedures.

General HS Diploma and a Plumbing concentration

1	Introduction to High School	Life Skills	0
2	Health	Science	1
3	American History (General)	Social Studies	1
4	Vocabulary Studies	English	1
5	English I	English	1
6	Open Elective --		1
7	Pre-Algebra	Mathematics	1
8	Physical Science	Science	1
9	English II (General)	English	1
10	Algebra I	Mathematics	1
11	Personal Finance	Business	1
12	Open Elective --		1
13	American Government and Economics (General)		
		Social Studies	1
14	Biology (General)	Science	1
15	English III (General)	English	1
16	Geometry	Mathematics	1
17	Open Elective --		1
18	World History (General)	Social Studies	1
19	Earth Science	Science	1
20	English IV (General)	English	1
21	Open Elective -		1
22	Introductory Plumbing Part 1	Trade	1
23	Introductory Plumbing Part 2	Trade	1
24	World Geography	Social Studies	1

100% online (no physical textbooks)

Electrician Track

Our Electrician Training online program prepares you for these opportunities. It explores every essential aspect of electrician work—from grounding to conduits—helping you stand out from the crowd and gain the competencies employers demand.

General HS Diploma and Electrician concentration

1	Introduction to High School	Life Skills	0
2	Health	Science	1
3	American History (General)	Social Studies	1
4	Vocabulary Studies	English	1
5	English I	English	1
6	Open Elective --		1
7	Pre-Algebra	Mathematics	1
8	Physical Science	Science	1
9	English II (General)	English	1
10	Algebra I	Mathematics	1
11	Personal Finance	Business	1
12	Open Elective --		1
13	American Government and Economics (General)		
		Social Studies	1
14	Biology (General)	Science	1
15	English III (General)	English	1
16	Geometry	Mathematics	1
17	Open Elective --		1
18	World History (General)	Social Studies	1
19	Earth Science	Science	1
20	English IV (General)	English	1
21	Open Elective -		1
22	Introductory Electrician Part 1	Trade	1
23	Introductory Electrician Part 2	Trade	1
24	World Geography	Social Studies	1

100% online (no physical textbooks)

Veterinary Assistant Track

Our Veterinary Assistant online course curriculum is designed to help students gain career-critical skills and knowledge. You'll learn everything from front-office management to medication dosages to animal restraint.

General HS Diploma and Veterinary Assistant concentration

1	Introduction to High School	Life Skills	0
2	Health	Science	1
3	American History (General)	Social Studies	1
4	Vocabulary Studies	English	1
5	English I	English	1
6	Open Elective --		1
7	Pre-Algebra	Mathematics	1
8	Physical Science	Science	1
9	English II (General)	English	1
10	Algebra I	Mathematics	1
11	Personal Finance	Business	1
12	Open Elective --		1
13	American Government and Economics (General)		
		Social Studies	1
14	Biology (General)	Science	1
15	English III (General)	English	1
16	Geometry	Mathematics	1
17	Open Elective --		1
18	World History (General)	Social Studies	1
19	Earth Science	Science	1
20	English IV (General)	English	1
21	Open Elective -		1
22	Veterinary Assistant Part 1 Trade		1
23	Veterinary Assistant Part 2 Trade		1
24	World Geography	Social Studies	1

100% online (no physical textbooks)

Pharmacy Clerk Track

Our Pharmacy Clerk curriculum focuses on real world skills demanded by pharmacy employers.

General HS Diploma and Pharmacy Clerk concentration

1	Introduction to High School Life Skills		0
2	Health	Science	1
3	American History (General)	Social Studies	1
4	Vocabulary Studies	English	1
5	English I	English	1
6	Open Elective	--	1
7	Pre-Algebra	Mathematics	1
8	Physical Science	Science	1
9	English II (General)	English	1
10	Algebra I	Mathematics	1
11	Personal Finance	Business	1
12	Open Elective	--	1
13	American Government and Economics (General)		
		Social Studies	1
14	Biology (General)	Science	1
15	English III (General)	English	1
16	Geometry	Mathematics	1
17	Open Elective	--	1
18	World History (General)	Social Studies	1
19	Earth Science	Science	1
20	English IV (General)	English	1
21	Open Elective	-	1
22	Pharmacy Clerk Technician Part 1	Trade	1
23	Pharmacy Clerk Technician Part 2	Trade	1
24	World Geography	Social Studies	1

100% online (no physical textbooks)

Medical Billing and Coding

Our Medical Billing and Coding online course curriculum is designed to teach students the precise skills you need to accurately convert patient information into insurance claims.

General HS Diploma and Medical Billing and Coding concentration

1	Introduction to High School	Life Skills	0
2	Health	Science	1
3	American History (General)	Social Studies	1
4	Vocabulary Studies	English	1
5	English I	English	1
6	Open Elective	--	1
7	Pre-Algebra	Mathematics	1
8	Physical Science	Science	1
9	English II (General)	English	1
10	Algebra I	Mathematics	1
11	Personal Finance	Business	1
12	Open Elective	--	1
13	American Government and Economics (General)		
		Social Studies	1
14	Biology (General)	Science	1
15	English III (General)	English	1
16	Geometry	Mathematics	1
17	Open Elective	--	1
18	World History (General)	Social Studies	1
19	Earth Science	Science	1
20	English IV (General)	English	1
21	Open Elective	-	1
22	Medical Billing and Coding Part 1	Trade	1
23	Medical Billing and Coding Part 2	Trade	1
24	World Geography	Social Studies	1

100% online (no physical textbooks)

Child Development Associate/Early Childhood Education

The Childhood Development Associate/Early Childhood Education program helps you prepare for a rewarding career path, explore developmental processes, learn to handle behavior issues, and prepare learning activities.

General HS Diploma and CDA/ECE concentration

1	Introduction to High School	Life Skills	0
2	Health	Science	1
3	American History (General)	Social Studies	1
4	Vocabulary Studies	English	1
5	English I	English	1
6	Open Elective --		1
7	Pre-Algebra	Mathematics	1
8	Physical Science	Science	1
9	English II (General)	English	1
10	Algebra I	Mathematics	1
11	Personal Finance	Business	1
12	Open Elective --		1
13	American Government and Economics (General)		
		Social Studies	1
14	Biology (General)	Science	1
15	English III (General)	English	1
16	Geometry	Mathematics	1
17	Open Elective --		1
18	World History (General)	Social Studies	1
19	Earth Science	Science	1
20	English IV (General)	English	1
21	Open Elective -		1
22	Childhood Development/ECE Part 1	Trade	1
23	Childhood Development/ECE Part 2	Trade	1
24	World Geography	Social Studies	1

100% online (no physical textbooks)

Medical Office Assistant

In our Medical Office Assistant training program, lessons give you job-ready skills so you can become the organizational cornerstone every medical practice needs to run the office.

General HS Diploma and Medical Office Assistant concentration

1	Introduction to High School	Life Skills	0
2	Health	Science	1
3	American History (General)	Social Studies	1
4	Vocabulary Studies	English	1
5	English I	English	1
6	Open Elective --		1
7	Pre-Algebra	Mathematics	1
8	Physical Science	Science	1
9	English II (General)	English	1
10	Algebra I	Mathematics	1
11	Personal Finance	Business	1
12	Open Elective --		1
13	American Government and Economics (General)		
		Social Studies	1
14	Biology (General)	Science	1
15	English III (General)	English	1
16	Geometry	Mathematics	1
17	Open Elective --		1
18	World History (General)	Social Studies	1
19	Earth Science	Science	1
20	English IV (General)	English	1
21	Open Elective -		1
22	Medical Office Assistant Part 1	Trade	1
23	Medical Office Assistant Part 2	Trade	1
24	World Geography	Social Studies	1

100% online (no physical textbooks)

Sterile Processing

Our Sterile Processing technical program prepares students to become a vital member of the hospital central services team with skill sets that include: approved practices for decontamination and sterilization of medical supplies and equipment, the proper ways to transport equipment, identifying common pathogens found in the medical setting, and more. It focuses on essential job skills in the field.

General HS Diploma and Sterile Processing concentration

1	Introduction to High School	Life Skills	0
2	Health	Science	1
3	American History (General)	Social Studies	1
4	Vocabulary Studies	English	1
5	English I	English	1
6	Open Elective --		1
7	Pre-Algebra	Mathematics	1
8	Physical Science	Science	1
9	English II (General)	English	1
10	Algebra I	Mathematics	1
11	Personal Finance	Business	1
12	Open Elective --		1
13	American Government and Economics (General)		
		Social Studies	1
14	Biology (General)	Science	1
15	English III (General)	English	1
16	Geometry	Mathematics	1
17	Open Elective --		1
18	World History (General)	Social Studies	1
19	Earth Science	Science	1
20	English IV (General)	English	1
21	Open Elective -		1
22	Event Planning Part 1		1
23	Event Planning Part 2		1
24	World Geography	Social Studies	1

100% online (no physical textbooks)

Event Planning

Our Event Planning program will equip you with knowledge of best practices in the industry, helping you stand out from the crowd as you pursue a career arranging events like conferences, trade shows, receptions, and parties.

General HS Diploma and Event Planning concentration

1	Introduction to High School	Life Skills	0
2	Health	Science	1
3	American History (General)	Social Studies	1
4	Vocabulary Studies	English	1
5	English I	English	1
6	Open Elective --		1
7	Pre-Algebra	Mathematics	1
8	Physical Science	Science	1
9	English II (General)	English	1
10	Algebra I	Mathematics	1
11	Personal Finance	Business	1
12	Open Elective --		1
13	American Government and Economics (General)		
		Social Studies	1
14	Biology (General)	Science	1
15	English III (General)	English	1
16	Geometry	Mathematics	1
17	Open Elective --		1
18	World History (General)	Social Studies	1
19	Earth Science	Science	1
20	English IV (General)	English	1
21	Open Elective -		1
22	Medical Billing and Coding Part 1	Trade	1
23	Medical Billing and Coding Part 2	Trade	1
24	World Geography	Social Studies	1