GSSM VIRTUAL

Accelerate Engineering Program

Academic Policies and Course Catalog 2025 – 2026

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This guide may not contain all of the policies, procedures, or instructions that apply to GSSM students. In the event that a policy or procedure described herein, or its absence, improperly contradicts other policies, procedures, or statutes of the State of South Carolina, authoritative policy may take precedence without invalidating other parts of this guide. Policies that apply to students in the State of South Carolina, but may not be contained within this document, may apply to GSSM students. All policies, procedures, and statements contained herein supersede policies, procedures, statements, and practices previously published or communicated by GSSM.

Introduction

At the South Carolina Governor's School for Science + Mathematics, we are committed to developing the total person, focusing on our students' intellectual and emotional growth at the forefront of our guiding principles. Our goal is to assist students in becoming responsible citizens and ethical leaders while offering a transforming educational experience. Opportunities to support leadership and character development are offered throughout the GSSM Accelerate program. The experience for our students is greatly enhanced when families embrace academic and community standards and partner with us.

The faculty and staff of the GSSM Accelerate program are committed to promoting and encouraging the values of accountability, commitment, compassion, fairness, honesty, respect, responsibility, safety, trust, and wellness. As a member of our community, we ask that you embrace these ideals. In addition to academic talent, cooperation, consideration, and civility are necessary for success as part of the GSSM Accelerate program.

To support student success and an effective partnership, we ask all students to review this handbook and become familiar with the policies, procedures, and practices that govern our community. The policies, procedure, and practices have been designed for students' benefit and to promote their success. We believe they support the best possible learning environment and outcomes for all community members. All students are bound by the Honor Code of GSSM while enrolled in GSSM Accelerate program and when participating in GSSM sponsored activities. Please note that the GSSM Accelerate program reserves the right to revise, create, and clarify policies and procedures as warranted.

Program Details

All students enrolling in GSSM Accelerate courses must have been accepted into the Accelerate Gateway through GSSM's application process. Students in the program must take all of the required courses for their grade level and maintain academic excellence throughout the program.

In addition to the virtual courses taken during the academic year, Accelerate students are required to participate in a variety of summer learning experiences and a series of mandatory Saturday laboratory experiences. The mandatory labs are held on the GSSM campus in Hartsville, SC.

All rising sophomores participate in a one-week residential camp held on the GSSM campus called Base Camp. Students have opportunities to bond with their Accelerate peers who attend many different SC high schools and home schools interact with GSSM faculty, and work on engineering projects that build team work, communication, and leadership skills. Rising juniors

spend a week on the University of South campus exploring engineering and participating in research projects. Rising seniors spend a week on the campus of Clemson University working with Clemson engineering instructors on specialized engineering research projects. GSSM also offers the opportunity for a limited number of students to participate in its 6-week long summer research and inquiry projects at industry and educational locations around the state.

Technology

GSSM has developed a live 2-way interactive delivery model that uses Zoom, which is a high-definition video conference platform. Accelerate students from our partner schools and home schools across South Carolina simultaneously join live Accelerate classes using classroom videoconference systems, laptops, and other internet-connected devices. The students receive instruction, work on group projects, participate in group discussions, and join instructors' office hours for after-class help through Zoom.

The Accelerate virtual engineering program uses Canvas as a course management system. Canvas is designed to support online teaching and learning. All classes are recorded and accessible for review at any time. Instructors provide students with access to recorded classes and other course materials and information through Canvas.

Each Accelerate partner school is assigned a laptop for use by students enrolled in the program. The laptop can be used at the Accelerate partner school or the student's home (if permitted by the partner school) to complete classwork, homework, projects, and collaborative assignments. The laptop is formatted to provide students with access to course software and links to instructor-designated websites for required coursework. Home school students are not provided with a laptop, but access to a computer with camera and microphone is required for participation in the program. Home school students will be provided access to any required course software or links to instructor-designated websites. All students participating in the Accelerate program will be required to use a "Lockdown Browser" when completing tests and assessments. The software/link for the browser will be provided to students.

Facilitators

Key to the success of the Accelerate classroom experience is the facilitator. The facilitator is an adult at the partner school site who works with the students and the GSSM instructors to ensure a positive learning environment.

Expectations for facilitators include the following:

- Maintaining a safe, productive environment for students in the virtual classroom;
- Serving as the conduit for communication between GSSM and the school;
- Performing certain classroom management functions;
- Administering and proctoring tests and quizzes designed by GSSM instructors;

- Troubleshooting minor technical issues, such as muted volume, unplugged cables, or pointing and zooming the camera;
- Communicating with the GSSM instructors about school closures, schedule changes, or classroom issues that affect student learning;
- Receiving assignments and graded work from GSSM instructors;
- Sending completed assignments to GSSM instructors for grading; and
- Communicating with parents, school counselors, and school administration about student performance.

The facilitator is not required to be a subject-area teacher, though many schools have subject-area teachers participate as facilitator.

Home school students will not have a facilitator assigned to them individually. They will be able to communicate any issues to the Accelerate Guidance, Advisement, and Support (GAS) coordinator (Ms. Kristal Martinez, kmartinez@governors.school).

Catalog Format

The GSSM Virtual Catalog and Academic Policies is a resource for students, parents, faculty and staff to find information about how academics work as part of the GSSM Accelerate program.

It begins with a full course description for GSSM Virtual courses offered as part of the Accelerate program. Use these course descriptions to understand the range of courses you can take as part of GSSM Accelerate Program. The descriptions list the prerequisites for each course. All courses taught as part of the Accelerate program are listed in this catalog, with the semester they are typically taught.

Next in the catalog comes a list of frequently asked questions about the GSSM Accelerate program. This FAQ section is a great resource for understanding the program, policies and curriculum of the program.

Finally, we have all GSSM Accelerate program academic policies and procedures, the information you need to succeed as part of the GSSM Accelerate program and the academic rules you must follow. This section includes the academic policies and requirements you need to successfully complete the GSSM Accelerate program.

Students are responsible for understanding and following these policies. The catalog isn't just a rulebook, though. Students, working with faculty, staff, and their families, should use it to understand all the GSSM Accelerate program has to offer academically. Our commitment is both to academic excellence and helping every GSSM Accelerate student get the most out of this program.

Parents of home school students will be asked to sign and submit a copy of the last page of the Accelerate Academic Policies and Course Catalog acknowledging understanding of the program requirements and agreeing to abide by these requirements.

As you read through the course offerings be sure to consider the following elements:

1] Number of semesters. Some courses, like Senior Research and Inquiry, are one-semester courses. Others, like Chemistry 1, are year-long courses. Yet other courses, like Pre-Engineering 1 and Pre-Engineering 2, are a two-semester course sequence.

2] Level of the course. Some courses, like Pre-Engineering 1, are Honors courses. These are clearly marked with the word "Honors" after the course name. Other courses, EGR 102 - Engineering Disciplines and Skills, are listed as "DE" for Dual Enrollment courses.

3] Course format. GSSM Virtual has developed a live 2-way interactive delivery model that uses Zoom, which is a high-definition video conference platform. Accelerate students from our partner schools and home schools across South Carolina simultaneously join live Accelerate classes using classroom videoconference systems, laptops, and other internet-connected devices. The students receive instruction, work on group projects, participate in group discussions, and join instructors' office hours for after-class help through Zoom.

Section 1: GSSM Accelerate Course Descriptions

Chemistry

	Chemistry 1 - Honors (A Full Year Course – 1.0 unit) **323100HW** This course is an in-depth study of the composition, properties, and interactions of substances. Topics include: atomic structure and nuclear processes; structure and classification of chemical compounds; types, causes and effects of chemical reactions; structure and behavior of the different phases of matter; and the nature and properties of chemical solutions. The standards for scientific inquiry will form the basis of instruction for the course. *COREQ: ALGEBRA II-H*
Dual Enrollment Courses	
CHE101/101L-DE (Dual Credit with Coker University) **4 hours of college credit**	**Dual-Enrollment Chemistry I (FALL Semester – 1.0 unit)** **323900EW** A course in basic chemical principles. Topics include: periodicity, stoichiometry, chemical and nuclear reaction types, coordination chemistry, atomic and molecular nomenclature, structure, and properties. ***CHE 101L General Chemistry Laboratory accompanies CHE 101 and carries 1 credit***; it is designed to develop laboratory and mathematical skills through experiments that illustrate chemical concepts. Mandatory labs are scheduled on some Saturdays each semester. *PREREQ: Chemistry-H or permission of instructor.*
CHE102/102L-DE (Dual Credit with Coker University) **4 hours of college credit**	**Dual-Enrollment Chemistry II (SPRING Semester – 1.0 unit)** **324000EW** An introduction to the principles of chemical kinetics and thermodynamics and their application to chemical reactions, with an emphasis on solution chemistry. ***CHE 102L General Chemistry Laboratory accompanies CHE 102 and carries 1 credit***. It is a continuation of CHE 101L, focused on the development of quantitative and analytical laboratory skills. Mandatory labs are scheduled on some Saturdays each semester. *PREREQ: CHE101/101L-DE.*

Engineering

	Pre-Engineering Part 1-Honors (FALL Semester – 0.5 unit) **LBA: 609924HH** Pre-Engineering 1 offers students an introduction to engineering, discussing careers and highlighting South Carolina-based industries. Introduces professional, ethical, and societal issues appropriate to engineering. Various forms of technical communication are emphasized. Mandatory labs are scheduled on some Saturdays each semester. *COREQ: ALGEBRA II-H or permission of instructor*
	Pre-Engineering Part 2-Honors (SPRING Semester – 0.5 unit) **LBA: 609925HH** Provides a solid foundation of skills to solve engineering problems. Students demonstrate problem-solving techniques with units and dimensions, use modeling techniques and interpret validity of experimental results, learning "thinking like an engineer". Mandatory labs are scheduled on some Saturdays each semester. The course is integrated with Pre-calculus. *PREREQ: Pre-Engineering 1 and COREQ: Pre-Calculus-H*

	Fundamentals of Electrical Engineering – Honors (FALL Semester – 0.5 unit) LBA: 379943HH This course is designed to provide a foundational understanding of electrical engineering, introducing students to the study and practice of the field. Students explore the wide variety of disciplines associated with electrical engineering, with focus on topics important to electrical, electronic, and computer engineering. Through activities, laboratory modules, and design projects, students learn first-hand how engineers use mathematics and science to solve problems. Topics include circuits, electronics, microcontrollers, and signals. *PREREQ: Pre-Calculus-H*
	Introduction to Civil Engineering 1-Honors (SPRING Semester – 0.5 unit) LBA: 379942HH This course provides fundamental concepts in each of the disciplines of Civil Engineering including Architecture and City Planning, Environmental, Geotechnical, Water Resources and Harbor, Coastal and Ocean, Structural, Surveying, Remote Sensing and GIS, Transportation, and Construction Engineering. Critical thinking skills are fostered. *PREREQ: Pre-Calculus-H*
	Senior Research and Inquiry – Honors (SPRING Semester – 0.5 unit) LBA: 609960HH This course will allow students to work individually or in a group to address real world engineering projects aligned with the NAE Grand Engineering Challenges for the 21st century. Students and/or teams will develop a preliminary plan, acquire competencies, and use problem solving strategies to develop innovative solutions for their selected challenge. Solutions may be interdisciplinary in nature and will involve analysis, design, and/or implementation of innovative solutions for addressing society's grand challenges. Each individual student and/or team will also prepare and present a presentation summarizing their selected problem and solution as part of a Spring semester Senior Projects Presentations event. *Successful completion of this course fulfills the Accelerate Engineering program capstone course requirement.
	Mentored Research and Inquiry – Honors (FALL Semester – 0.5 unit) LBA: 609961HH This course will allow students to conduct a six-week, research & inquiry project under the guidance of a research mentor with experience & expertise in their field. Students are responsible for meeting any requirements of the project site (e.g. documentation, participating in a poster presentation, etc.). The mentor and project must be approved or assigned by GSSM. Students prepare their GSSM Research & Inquiry Portfolio prior to the start of the Fall Semester. During the Fall semester, students work at a seminar level with a GSSM Research Advisor to complete preparation to present at the GSSM Annual Research Colloquium. This presentation is required to receive credit. *Successful completion of this course fulfills the Accelerate Engineering program capstone course requirement.
Dual Enrollment Courses	
EGR102-DE (Dual Credit with Coker) **3 hours of college credit**	**Engineering Disciplines and Skills (FALL Semester – 1.0 Units) 806400EW** This course provides a solid foundation of skills to solve engineering problems. Students demonstrate problem solving techniques with spreadsheets, dimensions and units, and use modeling techniques and interpret validity of experimental results. Students design projects on multi-discipline teams. The course introduces professional and societal issues appropriate to engineering. Various forms of technical communication are emphasized. *PREREQ: Pre-Calculus-H or above, or permission of instructor.*
EGR115-DE (Dual Credit with Coker) **3 hours of college credit**	**Engineering Design and Modeling (FALL Semester – 1.0 unit) 805400EW** This course is an introduction to engineering graphics and machine design. Students use hand sketching and CAD tools to visualize, communicate, rapid prototype, and analyze engineering problems. SOLIDWORKS software is used. *PREREQ: Pre-Calculus-H.*

EGR141-DE (Dual Credit with Coker) **3 hours of college credit**	**Programming and Problem Solving with MATLAB (SPRING Semester – 1.0 unit) 805300EW** Students formulate and solve engineering problems using MATLAB; estimate answers for comparison to computed solutions; read, interpret and write programs, instructions and output; iterate, evaluate conditional statements; and debug. Various forms of technical communication is emphasized. *PREREQ: ENGIN102-DE or permission of instructor.*

English

ENG111-DE (Dual Credit with Coker) **3 hours of college credit**	**English Composition and Rhetoric I (FALL Semester – 1.0 unit) 301500EW** This course introduces students to the modes of writing, with an emphasis on exposition and argumentation. The course also reviews basic processes of composing: inventing, planning, drafting, and revising. Students will learn how to develop ideas in a clear and logical manner, communicate their ideas coherently to their intended audience, and write in a correct and effective way. In addition to writing several in-class essays and short papers, students will learn the techniques and conventions of academic research. They will participate in at least one session on library and information technology. Fiction and nonfiction readings will provide discussion material and starting points for their writing.
ENG112-DE (Dual Credit with Coker) **3 hours of college credit**	**English Composition and Rhetoric II (SPRING Semester – 1.0 unit) 301600EW** This course advances students' critical reading and writing skills by exploring how writing creates knowledge and shapes meaning. The course also reviews basic processes of composing: inventing, planning, drafting, and revising. Students will learn how to develop ideas in a clear and logical manner, communicate their ideas coherently to their intended audience, and write in a correct and effective way. In addition to writing several in-class essays and short papers, students will learn the techniques and conventions of academic research. They will participate in at least one session on library and information technology. Fiction, poetry, and nonfiction readings will provide discussion material and starting points for their writing. *PREREQ: ENG111-DE*.

Mathematics

	Algebra II – Honors (FALL – 1.0 unit) 411500HW This course is designed for students who have demonstrated exceptional mathematical capabilities during the study of Algebra 1. It facilitates the development of proficiency in solving equations and inequalities, using radicals and manipulating polynomials. Additional topics are rational functions and sequences. In addition to traditional computational methods, students use graphing calculators and/or computer software as tools for problem solving. *PREREQ: Algebra I-H*
	Geometry - Honors (FALL Semester – 1.0 unit) 412200HW Students will investigate in greater depth the basic structure of geometry by exploring deductive reasoning through proof and problem solving, developing powers of spatial visualization, building knowledge of the relationships among geometric elements, and developing precision of mathematical language. Concepts of congruence, similarity, and symmetry can be understood from the perspective of geometric transformations and in rigid motions: translations, rotations, reflections, and combinations of these. *PREREQ: Algebra I-H*

	Algebra III - Honors (Fall Semester – 1.0 unit) 411300HW This course is designed to develop knowledge of advanced functions, provide a conceptual understanding of their underlying expressions and give students an opportunity to develop algebraic skills for solving real-world problems. Emphasis is placed on using mathematics as a tool for problem solving, simple mathematical modeling and engineering applications. Topics include data analysis, introduction to functions and their graphs (linear, quadratic, exponential, and logarithmic functions), solutions to equations and inequalities, solutions to systems of equations, recursive equations, matrix algebra, and elementary trigonometry. *PREREQ: Algebra II-H*
	Pre-Calculus - Honors (SPRING Semester – 1.0 unit) 413100HW In this course students will study the following topics: trigonometric, polynomial, exponential, logarithmic, rational, radical, and other primary functions. Sequences and series, topics in analytical geometry, polar coordinates, vectors, and parametric equations are included in the course content. In addition to traditional computational methods, students use graphing calculators and/or computer software as tools for problem solving. *PREREQ: Algebra II-H*
	Mathematics Preparation Lab (DE Calculus 1) - Honors (FALL Sem. – 0.5 unit) 314900HH The first course of a two-semester sequence. This fall semester class prepares students to take dual enrolled Calculus 1 in the spring semester. Topics in the DE Calculus 1 Preparation Lab include limits and continuity, derivatives, and max-min theory. Derivatives of polynomials, rational functions, trig functions, and exponential and logarithmic functions are studied. *PREREQ: Pre-Calculus-H.*
	Mathematics Preparation Lab (DE Calculus 2) - Honors (FALL Sem. – 0.5 unit) LBA: 319972HH The first course of a two-semester sequence. This fall semester class prepares students to take dual enrolled Calculus 2 in the spring semester. Topics in the DE Calculus 2 Preparation Lab include techniques of integration, applications of integration, and basic differential equations. Applications of integration will include area, volume, arc length, and surface area. *PREREQ: Calculus 1 - DE.*
	Linear Algebra – Honors (0.5 unit) LBA: 319974HH This course includes solving systems by matrix methods, matrix operations, matrix algebra, determinants, Cramer's rule, vector algebra, the dot and cross products used in projections and geometric applications, lines and planes in 3-space, vector spaces, linear independence, linear transformations, eigenvalues, and eigenvectors.
	Introduction to Mathematical Cryptography – Honors (0.5 unit) LBA: 319973HH Have you ever wondered how your smartphone protects you from hackers? Why the world's first computer was invented? What secret saved an island in WWII? We'll answer these and many other questions. Students learn to harness mathematics to solve difficult puzzles and also explore the history and mathematics behind code making and breaking. Through class discussions, problem solving, and group activities, students will learn a variety of encryption schemes ranging from ancient Roman codes to modern public key encryption used to secure digital communications online. Students will learn abstract algebra including sets, groups, and equivalence relations and use these techniques to discuss modern cryptosystems and identify weaknesses that allow secret messages to be read without a key.

Dual Enrollment Courses	
MAT231-DE **(Dual Credit with Coker)** **4 hours of college credit**	**Calculus I (SPRING Semester – 1.0 unit)** **413600EW** Topics include limits and continuity, derivatives, max-min theory, optimization and related rates, the Mean Value Theorem and Rolle's Theorem, l'Hôpital's Rule, and antiderivatives. Other topics include Riemann sums, the definite integral, the Fundamental Theorem of Calculus, and u-substitution. Integral calculus will also focus on the applications of area and volume. *PREREQ: DE Calculus 1 Preparation Lab.*
MAT232-DE **(Dual Credit with Coker)** **4 hours of college credit**	**Calculus II (SPRING Semester – 1.0 unit)** **413700EW** This course covers areas of regions bounded by polar graphs, the calculus of parametric equations, integration by parts, partial fractions, trigonometric substitution, improper integrals, and arc length. Other topics include series and sequences, tests of convergence, absolute and conditional convergence, power series, and Taylor and Maclaurin series. *PREREQ: MAT231-DE, DE Calculus 2 Preparation Lab.*

Physics

PHY203/203L-DE (Calculus Physics I+Lab Dual Credit with Coker University) **4 hours of college credit**	**DE University Physics I + Lab** **(FALL Semester – 1.0 unit)** **324900EW** A calculus-based course covering classical mechanics and dynamics. Topics include vector notation, kinematics, statics, dynamics, circular motion, work and energy, linear momentum, and rotational motion. PHY 203L Calculus Physics Laboratory accompanies PHY 203 and carries 1 credit. Experiments designed to illustrate the principles of physics covered in PHY 203. Mandatory labs are scheduled on some Saturdays each semester. *PRE/CO-REQ: MAT231-DE.*
PHY204/204L-DE (Calculus Physics II+Lab Dual Credit with Coker University) **4 hours of college credit**	**DE University Physics II + Lab** **(SPRING Semester – 1.0 unit)** **325000EW** A calculus-based course covering fluids, vibrations, waves, sound, electricity, magnetism, light, and optics. PHY 204L Calculus Physics Laboratory II accompanies PHY 204 and carries 1 credit. It includes experiments designed to illustrate the principles of physics covered in PHY204. Mandatory labs are scheduled on some Saturdays each semester. *PREREQ: PHY203/203L-DE.*

Section 2: Frequently Asked Questions

1. **How will Accelerate classes be taught?**
   Accelerate classes are taught in a live synchronous format utilizing the Zoom platform. Classrooms at partner schools will be set up with the appropriate technology to allow students to log into Zoom for virtual live lectures at a scheduled time via classroom monitors/computers and home school students will log in via their personal computers. All sessions are recorded so a student who misses a class or desires to review a lesson can watch a specific lecture. Other materials and assignments (such as homework, instructions for projects, etc.) will be made available to students on Canvas or via email.

2. **What will the class schedule be?**
   Accelerate classes are offered to partner schools and home school students as part of a 3-hour block of instruction. These blocks are 8:15am-11:15am and 12:15pm-3:15pm M-F. The student's home high school will coordinate with GSSM Accelerate Manager and Registrar to identify which block(s) best fit the home high school schedule. Home school students will also follow this instruction schedule and have an opportunity to request either the morning or afternoon block. Attempts will be made to honor a home school student's request, but balancing of class numbers will ultimately dictate assignment of a particular block for instruction.

3. **What are the expectations during virtual classes?**
   The expectations for conduct in virtual classes are the same as for your in-person home high school classes. Also, please be aware that when using Zoom, your camera will record images of your class that may be saved for future use. Home school students and partner school students (when their home high school is not in session or if they are unwell but still want to keep up with lessons) are expected to log in from home for their Accelerate classes.

4. **What computer applications will regularly be used?**
   Zoom will be used for synchronous classroom meetings. Canvas or Outlook email is used for posting announcements, making class material available, and for uploads from the student to the instructor. You will use your official GSSM e-mail accounts and the provided access to MS-Office, MathWorks, and SolidWorks programs as part of the program.

5. **Will attendance be taken for Accelerate classes?**
   Official attendance records are kept by the student's home high school. However, attendance for Accelerate classes is also kept by the instructors and students are expected to be in class unless they have an excused absence. For excused absences, student must submit a copy of the excuse provided to their home high school for an absence to be considered excused. Home school students must provide an official doctor's excuse or other documentation to their instructor for and absence to be deemed excused. Assemblies and other home high school activities or events that take place during an Accelerate instruction block are considered excused. Students who have an excused absence are allowed to turn in late work and are expected to view the recording for any class they miss. The makeup of work missed due to an unexcused absence will be at the instructor's discretion. See *Academic Policies* section, *Attendance, Absences, and Makeup Policy*.

6. **Will there be office hours?**
   Accelerate instructors will hold regularly scheduled office hours and will also meet with students individually, as requested, via Zoom (see the course syllabus for designated times for office hours).

7. **How will quizzes and tests be given?**
   Instructors will work with partner school facilitators to plan student assessments either on-line or using traditional pen and paper tests. Tests will be proctored by facilitators and all academic integrity policies and expectations will be observed. Student assessments and quizzes will require use of the provided computer "lockdown browser" and students must have the computer camera on during the assessment.

8. **How many courses do I need each semester?**
   All students will take a minimum of 3 GSSM Accelerate courses per semester. Juniors and Seniors may take 4 courses if their schedule permits. All student will also attend a weekly Guidance, Advisement and Support (GAS) session led by our Accelerate Coordinators.

9. **What science courses do I need?**
   It is important that Accelerate students have a solid foundation in the sciences. Therefore, Accelerate students must take a full year of Chemistry and Physics at the dual enrollment (DE) level. Prior to taking DE Chemistry, students must have completed an honors level Chemistry class as a Sophomore. The required Physics courses are calculus based and requires a pre- or corequisite of DE Calculus 1.

10. **Which math course will I take?**
    All Accelerate students are required to complete Pre-Calculus, DE Calculus 1 and DE Calculus 2. Prior to taking each of these semester long courses, students will complete a semester of DE Calculus 1 Preparation Lab and DE Calculus 2 Preparation Lab.

    <u>For Incoming Sophomores</u>

    Sophomores accepted to the Accelerate program will take either Algebra 2 (Honors) or Geometry (Honors) during their first semester. This will be based on which course sequence was followed at the student's home high school or as part of a home school program. For students who have completed both Algebra 2 (Honors) and Geometry (Honors), they ***MAY*** be able to take a math elective (Algebra 3) based on availability of instructors. If they are not able to take this elective, the home high school or home school program will be responsible for providing a math class for the first (fall) semester. All students will take Pre-Calculus (Honors) during the second (spring) semester of their sophomore year.

11. **What English courses should I take?**
    Accelerate students will take English at their home high schools or home school program during the Sophomore and Junior years of the program. English Rhetoric and Composition 1 and 2 ***MAY*** be offered as electives during the fall and spring semesters of students' senior year.

12. Which engineering course should I take?

The GSSM Accelerate program offers introductory and advanced engineering courses. Pre-Engineering 1 and 2 are designed to introduce incoming Sophomores to the engineering profession, design process and basic engineering problem solving. Introductory Engineering electives will also be offered as part of the Accelerate program (based on instructor availability). The more advanced courses include three dual-enrolled courses, EGR102 - Engineering Disciplines and Skills, EGR141- Programming and Problem Solving with MATLAB, and EGR115 - Engineering Design Modeling. EGR102 and EGR141 allow students to learn how to apply Excel (in EGR102) and MATLAB (in EGR141) to analyze and solve engineering and science problems. EGR115 is designed for students to learn how to utilize SolidWorks for 3D modeling and is also required by some engineering departments at state schools.

13. What will be the class size for Accelerate classes?

In order to provide the best educational experience, we try to balance classes (i.e., a similar number of students in each section of a course) with the needs of the partner school and home school program. The ideal class size will be 15-18 students, but in some situation this number may be exceeded to meet partner school and home school program schedules.

14. How do I complete the Accelerate Engineering program capstone course requirement?

Completion of an Accelerate program capstone course can be accomplished through either the 6-week summer mentored research and inquiry program or the spring semester Senior Research and Inquiry class. Acceptance into the summer mentored research program is competitive and has limited seats. Interested students will apply for the program during the fall semester of their Junior year. Students who are selected for this program must complete all requirements including; six weeks of mentored summer research with an external research group (selected by GSSM), completion of a portfolio, and make an in-person presentation at the Annual Research Colloquium on the GSSM Hartsville campus.

15. Will I be required to travel to the Hartsville GSSM campus for any Accelerate classes?

All students are required to attend on-campus labs during the fall and spring semesters of their Sophomore, Junior, and Senior years (see *Lab attendance policy*). Additionally, students will participate in a week-long Base Camp experience at the Hartsville campus prior to their Sophomore year. During the summer between the Sophomore and Junior year and Junior and Senior year students will attend a week-long summer engineering camp experience at The University of South Carolina (Columbia campus) or at Clemson University. Students who are selected and participate in the 6-week summer mentored research and inquiry program will not be required to attend a summer camp experience between their Junior and Senior year.

16. How are GSSM Accelerate program grades included on a student's home high school transcript?

The GSSM Accelerate program has a Memorandum of Understanding (MOU) with each partner school which prescribes how grades from the Accelerate program will be provided to the partner school. Grades will be provided to the partner school according to the GSSM Accelerate calendar (9-weeks and semesters) and it is the partner school's responsibility to insure inclusion of the grades on the students grade reports and transcript. Parents of home school students will be asked to sign and submit a copy of the last page of the Accelerate Academic Policies and Course Catalog acknowledging understanding of the program requirements and agreeing to abide by these requirements. Home school student's grades will be provided to the parents of the home school student.

17. For which GSSM courses can I get college credit?

GSSM has a dual-enrollment agreement with Coker University. Students receive Coker University credit for certain courses. See *College Credit Hours for GSSM Courses* for more information about dual enrollment.

18. Is there a graduation ceremony for the Accelerate program?

Students who complete the Accelerate program will be invited to participate in a completion ceremony held in Hartsville the third weekend of May (*dates vary so see Accelerate calendar*). Students will receive their High School Diploma and participate in a graduation ceremony at their home high school or as part of their home school association.

Section 3: Academic Policies

Sections: Requirements and Eligibility

A. Academic Calendar
B. Academic Requirements
C. Academic Eligibility to Continue at GSSM

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Academic Requirements and Eligibility

A. Academic Calendar

To see the current *Student Edition* of the ***GSSM Academic Calendar***, please go to:

https://www.scgssm.org/academic-programs/accelerate-virtual-dual-enrollment-engineering-program

B. Academic Requirements

The GSSM Accelerate Program awards a Certificate upon completion of the program. To receive this certificate, students must remain enrolled in the GSSM Accelerate Program and fulfill the following requirements:

- complete the following courses as part of the Accelerate Program during the Sophomore (Gateway) year: Pre-Calculus (H), Chemistry (H), Pre-Engineering 1 (H) and Pre-Engineering 2 (H). Students who have not completed either Algebra 2 (H) or Geometry (H) will also complete these classes as part of the Accelerate Program.
- be enrolled in all required Accelerate courses during each of the fall and spring semesters.
- earn a semester grade of C or better (70 or above) in each of the courses taken as part of the GSSM Accelerate Program.
- satisfactorily complete the Accelerate program Senior Capstone course.

The table below outlines the minimum courses that must be completed for a GSSM Accelerate Certificate.

Accelerate Certificate Requirement
Science *(CHE 101/101L-DE, CHE 102/102L-DE, PHY 203/203L-DE, PHY 204/204L-DE)*
Mathematics *(DE Calculus 1 Preparation Lab, MAT 231-DE, DE Calculus 2 Preparation Lab, MAT 232-DE)*
Engineering (*EGR 102-DE, EGR 115-DE, EGR 141-DE*, and *Mentored Research and Inquiry* **or** *Senior Research and Inquiry* capstone course)

C. Academic Eligibility to Continue in the GSSM Accelerate Program

At the end of any semester, a student who earns a semester grade of D or lower (69 or below) in any course will no longer be allowed to participate in the GSSM Accelerate Program.

If there are extenuating circumstances, a student may appeal to the Academic Review Committee. If a student chooses to appeal, the appeal must be sent via email to the Vice President for Academics via email within five (5) days after the semester grades are communicated to the student and their family by email, phone call, or regular mail. Parents or guardians are welcome to appeal along with their student. The Academic Review Committee will respond to the appeal and render a decision within five (5) days of receiving the appeal.

Academic Integrity and Grading

D. Academic Integrity

Academic integrity is "a commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage" (International Center for Academic Integrity website). GSSM is a close-knit community built on these values. Because developing ethical leaders is a core component of a GSSM education, we expect students to uphold high ethical standards. A lack of academic integrity prevents students from learning and undermines our community, and therefore, is strictly prohibited. GSSM's academic integrity policy covers all school-related academic work, both in and out of class.

Remember:

1. Each GSSM Accelerate course syllabus gives specific guidance on academic integrity in that course. A syllabus is a contract for every class between the students and the teacher.

2. Students are responsible for understanding how to act with academic integrity in all their academic work. If they have questions or are unsure if they are violating academic integrity, they need to ask their teacher for clarity.
3. Students may not communicate with others or consult resources during in-class quizzes, tests, or exams unless specifically allowed by the instructor. Prohibited resources include textbooks, electronic devices, notes, or personal formula sheets unless specifically permitted by the teacher.
4. Plagiarism is prohibited. Plagiarism consists of taking someone else's work—words, images, and/or ideas—and passing them off as your own. Patch plagiarism, copying sections of a source while changing a few words, is also prohibited. When in doubt, cite your source. If you are confused about whether you are plagiarizing, ask your teacher. The use of AI (ChatGPT, etc.) to assist with completing assignments is prohibited and considered a form of plagiarism.
5. Students may not use the work of GSSM Accelerate alumni or other students.
6. Without permission, students may not obtain, consult, transmit, or share copies of quizzes, tests, projects, or prompts from current or previous years, physically or electronically. Students may not share or post class materials or assignments online.
7. Students may only collaborate on work when permitted by their teacher.
8. Teachers, working closely with their students, are the primary enforcers of academic integrity. When teachers discover that a student has violated academic integrity, they will discuss the incident with the student and then decide the consequences for the offense. In enforcing academic integrity, teachers will always work to be fair and consistent to all students and to help students learn from their mistakes. See the Discipline and Honor Code Violations section of this handbook for a full explanation of GSSM's process for dealing with violations of academic integrity.

Meeting the High Expectations of Being a Govie (adapted from the MIT website)

Plagiarism	
Do	**Don't**
Cite the words or ideas of others, if you use them. Cite your own work if you use it in another assignment. Undertake research honestly and credit others for their work.	Purchase papers or have someone write a paper for you. Copy words, data, or ideas without citing your source.

Unauthorized Collaboration	
Do	**Don't**
Trust the value of your own intellect	Collaborate with another student or use internet resources beyond the extent specifically approved by the instructor.

Cheating	
Do	**Don't**
Demonstrate your own achievement. Accept corrections from the instructor as part of the learning process. Do original work for each class.	Copy answers from another student; do not ask another student to do your work for you. Do not fabricate results. Don't use electronic or other devices during exams. Alter graded exams and submit them for re-grading. Submit projects or papers that have been done for a previous class.

Facilitating Academic Dishonesty	
Do	**Don't**
Showcase your own abilities.	Allow another student to copy your answers on assignments or exams. Do not take an exam or complete an assignment for another student. Do not share information about a test with other students until they have been returned to everyone. Do not alter graded exams and submit them for re-grading.

Very often, when students fall prey to challenges around academic integrity, it is because they feel desperate. In an effort to avoid the pitfalls of academic dishonesty, note the following:

Don't be afraid to ask for help!

We all need it from time to time. Asking for help is a sign of a mature, successful student.

Talk to your teacher

- Make an appointment to talk to your teacher and use their office hours. GSSM Accelerate instructors are here because they are committed to helping students succeed.
- **Ask your teacher for an extension**. Teachers would much rather give you an extension or accommodate you in some other way than see you violate academic integrity.

Get academic support

- Issues with academic integrity often stem from struggles with time management, organization, and study skills. The staff of the Guidance, Advisement, and Support (GAS) can help with all three.
- Talk to your GAS representative, who can provide insight and guidance and help you work with your teachers.

Manage your time

- Use what you learn in your GAS sessions to help you plan a schedule, balance your priorities, and save time. Good time management will help you stay productive, on track, and reduce stress.

Give your mind a break

- Students often put pressure on themselves to succeed. Even if you're used to getting A's, that might not happen as part of the GSSM Accelerate program; and that's okay. When you are feeling overwhelmed, it is important to take a break from your academic focus.
- Play a sport or do something physical.
- Do something fun with friends to take a break from your work.
- Talk with your home high school counseling staff about being stressed and to find out other healthy ways to deal with stress.

Consequences for Academic Integrity Violations

1. When teachers discover that a student has violated academic integrity, they will discuss the incident with the student and determine the consequences for the offense. In enforcing academic integrity, teachers will always work to be fair and consistent to all students and to help students learn from their mistakes.
2. The teacher may choose to resolve the incident without a formal incident report if they think that is the best way for the student to learn from it. For these minor incidents, teachers can give students verbal or written warnings, reduce their grades, and/or require them to revise, rework, or retake written work or an exam. Teachers will keep records of all incidents involving academic integrity even if they do not write a formal incident report for them.

3. If the teacher considers the incident more serious, they will complete an academic integrity incident report and send it to the Dean of Curriculum and Instruction. At this point, the level of the charge is at the discretion of the instructor. The incident report will describe what happened, any supporting facts for the existence of a violation, and the penalty for the incident. The report will also outline how the teacher has worked with the student to understand the consequences of their actions and a plan for moving forward in the class.

4. Incident reports have three levels:

   1. **A level-one incident related to academic integrity** is "failing to follow instructions" as outlined on the class syllabus and/or communicated by the teacher. As referenced in the Student Handbook, GSSM makes some allowances for students as they acclimate to the school and, in this case, the rigor. Minor infractions should be minimal once students adjust. Penalties may include a written reprimand and/or warning.

   2. **A level-two incident** is "cheating, plagiarism, unauthorized collaboration, and other acts of academic dishonesty." Penalties may include a zero on the assignment. Faculty may also give the student an opportunity to re-submit the assignment.

   3. **A level-three incident** occurs when a student commits a second level-two academic integrity offense or when a violation is judged to be egregious. Level-three incidents are referred to the Judicial Council for review. Penalties may extend to expulsion from the program. See the Judicial Council section of this handbook for an explanation on Judicial Council procedures.

5. **Level-two or level-three incidents will also be sent to the student's parents** in keeping with the GSSM Discipline and Honor Code. Notification of level-two and level-three incidents will also be sent to the students home high school.

6. The Dean of Curriculum and Instruction will review the incident report and student's permanent record to determine if a greater penalty is merited based on previous offenses. Completed academic dishonesty incident reports and subsequent actions will be placed in a student's permanent record. The dean will also meet with the student to help him or her understand the consequences of their actions and to work on moving forward productively.

7. Appeals:
   1. Students may appeal to the Dean of Curriculum and Instruction if they believe that they did not violate academic integrity. The dean will consult with the faculty member,

the chair of the department, and the Vice President for Academics before deciding the appeal.

2. Students may appeal grade penalties by using the GSSM grade appeal process found in this handbook.

Students may appeal Judicial Council decisions using the appeal process outlined in the Discipline and Honor Code Violations section of *The GSSM Student Handbook*.

E. Grade Appeal Policy

- **Purpose**

Faculty members have the right and responsibility to assign grades based on their selected methods.

These methods must follow professional and disciplinary standards, must be clearly communicated to everyone in the class, and must be equally applied to all students. Faculty members should maintain careful records of all grades and policies and ensure that the syllabus is thorough and clear.

GSSM Accelerate students have the right to appeal any grade. They should be aware, however, that clear evidence is needed to successfully appeal a grade. Belief that an assignment or text was too difficult is not grounds for an appeal. A student must have clear evidence that a faculty member erred or violated a specific policy in assigning the grade, or that they treated the student in a prejudicial or unfair manner.

- **Talk to Your Teacher First**

GSSM Accelerate students are encouraged to work directly with their teachers to resolve disputes or misunderstandings. Many grade disputes can be resolved without students filing a formal appeal. If a student feels that they have received a grade in error or unfairly, the student must contact their teacher by email within five (5) business days of the grade being posted or distributed. The student should include the following in their email: evidence to support the appeal and the outcome the student seeks. The student and faculty member should meet to discuss the issue within five (5) business days of the student contacting the faculty member. If the matter is resolved, the faculty member will write an email to the student summarizing the terms of their agreement.

- **Formal Resolution**

If an initial process between a student and faculty member does not resolve the dispute, a student may proceed to a formal appeal.

1. The student should first send a written appeal to the faculty member within ***five (5) business days*** of the first meeting with the faculty member that states again their reasons and evidence for the appeal to include a statement of why the matter was not

resolved during the initial process. The faculty member will respond in writing within ***five (5) business days*** to the student's written appeal.

2. If the student is not satisfied with this response, the student may appeal, within ***five (5) business days***, to the department chair of the faculty member. If the faculty member is the department chair, the student may appeal to the Dean of Curriculum and Instruction.
3. The student must also present a written appeal to the department chair. The department chair will read the faculty member's written response. The department chair, the student, and the faculty member will then meet within ***five (5) business days*** after the student's written appeal has been received by the department chair. Students may have an additional faculty or staff member of their choosing at this meeting if they wish. The department chair will respond in writing to the student's written appeal within ***five (5) business days*** after the meeting. This response will go to both the student and the faculty member.
4. The department chair is the final arbiter of a grade appeal based on a question of academic content. If the dispute remains unresolved, however, a student may ask the Vice President of Academics for an academic hearing as a final appeal within ***five (5) business days*** of receiving the department chair's response. This final appeal must state in writing what procedure the faculty member has violated and/or how the student has been treated unfairly.
5. Within ***five (5) business days*** of receiving this written request for an academic hearing, the Vice President of Academics will create an academic response team composed of three faculty members. The Vice President of Academics will appoint one faculty member from the teaching faculty at large and one faculty member each from lists of three faculty submitted by the student and the faculty member who is involved in the appeal. None of these faculty members shall be members of the academic department of the faculty member whose grade is being disputed.
6. The academic response team will review written statements and information supplied by the student, faculty member, and department chair or dean. Both the student and the faculty member have the right to appear in person before the academic response team. The team may investigate further as is appropriate and may seek assistance or information from others. All discussions and submitted written documents will be confidential.
7. After this review, the academic response team will render a decision regarding the appeal within ***five (5) business days***. This decision is the final step in the grade appeal. The academic response team will inform the student, the faculty member, and the department chair or dean of their decision in writing. Their decision will include the relevant findings of fact, conclusions, and reasons for the decision.

Note: Records of grade appeals will be kept by the department chair of the faculty member whose grade was appealed.

Other Academic Appeals

Students may also have disputes with faculty members that do not directly involve grades. Appeals related to academics but unrelated to grade appeals will follow the same general procedures as outlined above for grade appeals. The appeal must be made in writing to the instructor, with a copy to the department chair or the Dean of Curriculum and Instruction if the faculty member is a department chair. If the appeal is not resolved by working with the faculty member, the student may appeal to the department chair, and finally the Vice President of Academics.

F. Grade Point Average Equivalencies

South Carolina Uniform Grading Scale Conversions				
Numerical Average	**Letter Grade**	**College Prep Weighting**	**Honors Weighting**	**AP/IB/Dual Credit Weighting**
100	A	5.000	5.500	6.000
99	A	4.900	5.400	5.900
98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300
92	A	4.200	4.700	5.200
91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400
83	B	3.300	3.800	4.300
82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000

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79	C	2.900	3.400	3.900
78	C	2.800	3.300	3.800
77	C	2.700	3.200	3.700
76	C	2.600	3.100	3.600
75	C	2.500	3.000	3.500
74	C	2.400	2.900	3.400
73	C	2.300	2.800	3.300
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100
70	C	2.000	2.500	3.000
69	D	1.900	2.400	2.900
68	D	1.800	2.300	2.800
67	D	1.700	2.200	2.700
66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100
60	D	1.000	1.500	2.000
59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700
56	F	0.600	1.100	1.600
55	F	0.500	1.000	1.500
54	F	0.400	0.900	1.400
53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100
0-50	F	0.000	0.000	0.000
50	WF	0.000	0.000	0.000
50	FA	0.000	0.000	0.000
-	WP	0.000	0.000	0.000
-	P	0.000	0.000	0.000
-	NP	0.000	0.000	0.000
-	AU	0.000	0.000	0.000

G. Academic Advisors

GSSM Accelerate students work with the Accelerate Guidance, Advisement, and Support (GAS) representative along with their home high school academic advisor and parents in the course selection process. For home school students the GAS representative will work with the student and their parents in the course selection process. The GSSM GAS representative also serves as a mentor supporting the wholistic development of the student, and serves as a resource referring students to other professionals when appropriate.

GAS representatives communicate with student instructors, home high school advisors and home school student's parents because they can usually provide more information and insight about the student and can often help teachers by sharing appropriate, nonconfidential information about their advisees.

H. College Credit Hours for GSSM Accelerate Courses

Credit Hours at Coker University for Coursework taken through the South Carolina Governor's School for Science and Mathematics Accelerate Program

GSSM has a dual-enrollment agreement with Coker University through which our students receive Coker University credit for certain courses.

- **Dual-enrollment courses are** those for which GSSM Accelerate students simultaneously earn high-school and college credit. College credit for GSSM's dual-enrollment courses is granted by Coker University which is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC or SACS), the recognized regional accrediting body in the southeast.
- **GSSM Accelerate faculty teach** our dual-enrollment courses in the same way they teach all our virtual classes. GSSM faculty grade all work in the courses and assign students their grades. The courses are approved by Coker as meeting the same learning objectives as the Coker courses for which they receive credit.
- **Dual-enrolled courses taken while enrolled in GSSM Accelerate Program receive as follows:** One 3-hour dual-enrolled course (taken in one semester) earns one unit of high school graduation credit.
- As with credits from most SACS-accredited colleges, **credits from Coker are transferrable to other similarly accredited institutions**. In addition, most schools within South Carolina have agreements in place that allow for the transferring of college credits. GSSM Accelerate students who receive a "C" or higher (≥ 70/100) in their dual-enrollment courses are usually able to transfer their Coker credits to other colleges and universities in South Carolina (and, in many cases, to other institutions). Letter grades below a "C" (≤ 70/100) are almost always ineligible for credit transfer, though they will most likely remain on the student's transcript when it is sent to the

institution of matriculation. Colleges and universities set their own transfer policies, so for colleges outside S.C., students should confer with the college about its specific transfer credit policies.

- **Coker will issue a transcript** showing the college credit earned at Coker for each dual-enrollment class a few weeks after final grades are submitted. Official transcripts may be requested for a small fee.
  - Follow the process here (https://www.coker.edu/offices-services/academic-records/) for Coker University transcripts. Note: Scroll down to How can I order a copy of my transcript?
  - Students should also be aware that grades earned in dual-enrolled courses are used in calculating eligibility for the LIFE Scholarship. Students should work with their advisors to try to avoid having GSSM dual-enrollment courses hurt their eligibility for this scholarship if they will attend college in South Carolina. See https://www.che.sc.gov/students-families-and-military/scholarships-and-grants-sc-residents for FAQ about the LIFE Scholarship.
- **If you have questions** about dual-enrolled courses, contact the Dean of Curriculum and Instruction, Matt Martin (mailto:mmartin@governors.school).
- Students follow the important dates below for GSSM dual-enrolled courses

Dual Enrollment Important Dates for Coker University

August 14, 2025	Last day to add/drop a fall course (not on transcript)
October 17, 2025	Last day to withdraw from a fall course with a W. After this date students will earn a WP or WF on transcript.
January 13, 2026	Last day to add/drop a spring course
March 19, 2026	Last day to withdraw from a fall course with a W. After this date students will earn a WP or WF on transcript.

Dual-Enrollment Courses

For a full description of Clemson transfer credit, go to:
https://transferringcredits.app.clemson.edu/transferequivalency.php.
For a full description of USC transfer credit, go to:
https://banner.onecarolina.sc.edu/BannerExtensibility/customPage/page/z_spg_codes-transferequiv?mepCode=COL

Course Policies

I. Attendance, Absences, and Makeup Policy

To receive the full benefit of the academic experience, GSSM Accelerate students must attend all of their classes and labs unless they have excused absences. For planned absences (college visits, school events, etc.) students need to notify their instructor three days prior to the planned absence. For

unanticipated absences, students need to notify the instructor as soon as possible (email or phone) and upon return to school provide a verification for the absence (doctors note, etc.)

Official absence logs are kept by the student's home high school, however excessive absences by an Accelerate student can result in grade reduction and possible dismissal from the program. For home school students, records of absences will be kept by the Accelerate instructor.

1. Students who are absent from class must make up all missed work. For excused absences, the following makeup work policy applies:

    a. Students should email their instructor reminding them or informing them in case of an unexpected absence, they will be absent.

    b. Before returning to class, students should check Canvas and watch recorded classes to find out what was covered and what was assigned during their absence.

    c. Work assigned prior to the excused absence and due the day of an excused absence must be turned in within two (2) class meetings from the day the student returns to class. The first of those two days is the day the student actually returns to class.

    d. Work assigned during a class period when a student is absent must be completed within five (5) calendar school days (Monday – Friday) from the day the student returns to class. The first of those five days is the day the student actually returns to class.

    e. If a student is excused for three (3) or more consecutive classes in a course, the student must meet with the instructor to determine an appropriate time frame to complete work due during the classes missed as well as new assignments. This meeting should occur before or on the day the student returns to class. The GAS advisor can assist in coming up with an appropriate plan if necessary.

    f. Long-standing assignments should be submitted prior to the excused absence. When this is not feasible, work should be submitted on the first-class meeting when the student returns to class. A long-standing assignment is defined as one that is assigned two weeks or more in advance of the date of the student's first day of an excused absence.

    g. The instructor has the discretion, but not the obligation, to work with the student to extend any of these make-up policies. It is in the student's best interest to communicate with the instructor as quickly as possible during times of planned excused absences or times of illness or other unexpected absences.

2. Accelerate student absences are categorized as follows:

    a. **Excused Absences:** This category includes absences for illness, doctor appointments, events sponsored by home high school or GSSM Accelerate program, scholarship interviews, college visits (limit 3), funerals, and other situations that GSSM Accelerate staff see as similar. Although we have no official limit for this type of absence, students should avoid missing classes whenever possible.

b. **Un-excused Absences**: This category includes but are not limited to over-sleeping, skipping, non-school related extra-curricular activities, club meetings, and absences related to part-time/full-time jobs. If an absence is denied by an instructor and the student still chooses to miss that class, the absence will be considered un-excused.

3. Teachers may assign academic penalties for un-excused absences based on the missed opportunity for learning in the particular course, lab, or presentation as outlined in the syllabus for the course or lab. Teachers may impose penalties not to exceed the following:

   a. First absence: The teacher may warn and counsel the student about missing class.

   b. Second and each subsequent occurrence: Reduction of up to 3 points on the UGS for the semester may be imposed by the teacher.

   c. Missed quizzes, tests, late work or required presentation: A reduction of up to 3 points on the Uniform Grading Scale (UGS) for the semester grade. Daily work (e.g. pop quizzes) will be made up at the discretion of the teacher as described in the course syllabus. Make-up of major tests and labs is mandatory. Note that participation in Colloquium for the Accelerate Capstone course is required and attending it should be prioritized. The academic penalties for not participating will be significant.

   d. The combination of penalties stated above for missing a class and for graded work during the same class may not exceed 4 points on the UGS.

4. Excessive absences.

   Students will not earn credit for a course in which they have more than 10 absences (excused and/or unexcused) for scheduled meetings. In extraordinary circumstances, parents/guardians may appeal to the Vice President for Academics for a waiver from this policy.

5. Lab attendance

   The GSSM Accelerate program provides a unique learning opportunity for advanced academic preparation and exposure to the real-world of engineering during 10th, 11th and 12th grades. To accomplish this goal, hands on laboratory experiences are required for course credit in Honors Pre-engineering 1 and 2, Dual-Enrollment Chemistry and Dual-Enrollment Physics.

   Specific lab dates are identified in the Accelerate program calendar which is provided to all student at the beginning of the school year. Lab requirement for classes are as follows:

   Sophomore Engineering Labs: Fall – 1, Spring – 2

   Junior Chemistry Labs: Fall – 2, Spring – 2

   Senior Physics Labs: Fall – 2, Spring – 2

   In extenuating circumstances, a makeup lab **may be approved** (see excused absence section above) for students **once** per semester. Only students who have submitted and been approved

for an excused absence are allowed to attend a makeup lab. The instructor has the discretion to determine the format of labs and makeup labs. Once a decision has been communicated that a makeup lab is approved, the student will work directly with the instructor to complete the work in a timely manner.

Please provide a detailed request as far in advance as possible to rgibson@governors.school Individual circumstances will be addressed on a case-by-case basis. School breaks the week before or after a scheduled Saturday lab are not considered a reason to be absent from scheduled Saturday labs. In cases of illness or family emergency, please notify the instructor and copy the Accelerate Program Manager.

J. General Course Policies

Add/Drop

Since the Accelerate program works in conjunction with the home high school, dropping of non-dual enrolled classes is matched with the end of a semester. Dropping a dual enrolled class must follow the dates established by the specific university (see section *Dual Enrollment-Important Dates*). If a student drops a dual enrolled class during the middle of a semester, the homeschool will coordinate the appropriate use of open time in a student's schedule resulting from this change.

Tests and Assignments

Tests requiring the entire class period should be announced to the class in advance of the test date. No student is required to take more than three full-period tests on any day. Short (less than 20 minutes) quizzes may be given without prior notice. Major paper assignments and due dates should also be announced in class well in advance of the due date.

Faculty members should assign only a minimum amount of homework over a partner school or identified home school break. If at all possible, these assignments should be made well in advance of the break. No assignments should be made over vacation breaks, such as Thanksgiving, Christmas, or spring break.

No quizzes or tests should be given on the first class after a vacation break.

Course Instructors and Course Times

Students cannot select instructors or course times. Couse schedules are coordinated with partner schools and availability of instructors for designated time slots.

Grade Reporting

Grades are sent to partner schools or home school students' parents at the end of each 9-week and semester. Instructors are encouraged to provide feedback, especially for sophomores, throughout the year. At any time, students can ask their instructors about their grades; however,

students are encouraged to take responsibility for knowing what their grades are in courses by recording them and referring to the syllabi for their courses. Grades are listed in Canvas, but due to weighting, these grades are not always accurate.

Instructor Absence

In case of an unplanned absence by an instructor, an email will be sent to the facilitators or home school students' parents and if possible students for the class.

Meetings with Instructors

If a teacher requests a meeting with a student, the student is expected to attend the meeting. Students may request to have a parent join this meeting.

Semester Exams

Exams are given in most courses in December and May. A few courses do not lend themselves to final exams (example: Senior Research and Inquiry Capstone course) and a project or final paper may be assigned in lieu of an exam.

Textbooks, Computers and Calculators

The GSSM Accelerate program provides textbooks, computers, Wacom tablets, and calculators to partner schools for their students who are enrolled in the Accelerate program. Student are responsible for returning these items in good condition at the end of the course. Damaged or lost items may be charged to the student and/or partner school.
Homeschool students will be provided physical textbooks or e-textbooks, Chemistry lab kits, and all required software for classes. They will be responsible for furnishing their own personal computer (with microphone and camera), Wacom tablet and TI-84 calculator.

Home School Parents Signature Sheet

Home school student and parent(s), please sign below acknowledging you have read the Accelerate Academic Policies and Course Catalog and will comply with all the requirements listed in this document for the duration of your student's participation in the Accelerate program.

Student's Name (Printed): _____ Class of _____.

Signature of Student: _____ Date _____.

Signature of Parent/Guardian (1): _____ Date _____.

Signature of Parent/Guardian (2): _____ Date _____.

A copy of this signed sheet must be emailed to the Accelerate Program Manager, Randy Gibson at rgibson@governors.school