



University of Pittsburgh Bradford

College in High School at the University of Pittsburgh at Bradford

2018-2019 Program Handbook

Revised February 2018

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Offering CHS Courses in Your High School

- A course similar to a University of Pittsburgh at Bradford course must be offered in your high school.
- School administration and faculty determine the courses they are interested in delivering.
- Courses are to be offered at the Junior or Senior level, and *students enrolled for CHS credit should be Juniors or Seniors*. Special circumstances can be discussed on an individual basis.
- Teachers must have completed 18 credits in the discipline (or a closely related discipline), have a master's degree or master's equivalency, and be recommended by the high school principal in order to participate in this program.
- A University of Pittsburgh at Bradford academic chairperson will review the credentials of each recommended high school teacher to determine if he or she may teach in the CHS Program. In some instances, a teacher may be required to provide supplemental credential materials in order to participate in the CHS Program.
- The teacher and principal will be notified as to the decision of the respective academic department.
- The teacher must agree to incorporate the Pitt-Bradford CHS syllabus and course content.
- The teacher must agree to work with the Pitt-Bradford faculty liaison in developing an agreed upon assessment regimen and to participate in monitoring student progress.
- Once the courses and faculty for the CHS Program have been established for the school year, principals and relevant administrators will hold, as part of their school opening procedures, a **CHS Program Orientation** with all faculty members in the program.
- Books and other required materials are the responsibility of the student and/or the school district.
- Tuition is the responsibility of the student, the district, or a combination of the two.

Direct Inquiries to:

**University of Pittsburgh at Bradford
College in High School Program
300 Campus Drive
Bradford, PA 16701**

Dr. Stephen Robar, College in the High School Program Director
robar@pitt.edu; 814-362-0242

or

Ms. Jody Ann Randolph, College in the High School Program Assistant
jodyrandolph@pitt.edu; 814-362-5056

College in the High School Teacher Responsibilities

1. At the beginning of the school year, thoroughly review all aspects of the College in the High School Program, including important registration dates and procedures, with your students.
 - Not all students in your class are required to enroll for college credits.
 - Students have until November, when the registration process begins, to decide if they wish to take the Pitt-Bradford course for credit.
2. It is the University's preference that classes chosen to be included for CHS are NOT also AP classes. If, after consideration by the University and the high school administration, it is agreed to allow this option, students must decide whether or not the class will be taken as AP or CHS, **they cannot do both.**
3. Adopt and follow the course syllabus that has been established by the respective Pitt-Bradford academic program. Administer all assessment tools that have been agreed upon between you and the Pitt-Bradford liaison.
 - Contact your faculty liaison (see page 10) or Ms. Randolph if you need the syllabus.
 - Your syllabus does not need to be exactly the same, but it should include the content and work expectations of the Pitt-Bradford course.
 - The following **must** be included:
 - ◆ Pitt-Bradford's course number and name
 - ◆ Text reflecting the course is a college in the high school course through Pitt-Bradford
 - ◆ Course description that includes language from the description in the CHS Guide
 - ◆ Course objectives
 - ◆ Chronology of assignments/assessments
 - ◆ Grading schema
 - ◆ Current academic year
 - A syllabus template can be provided to you by contacting Ms. Randolph. Submit your syllabus to Ms. Randolph before the start of the academic year. An updated syllabus is required each year.

Note: Syllabi, and what materials go into a syllabus, can vary greatly across faculty, and we believe creativity and flexibility are at the heart of a good education. However, our CHS Program is fundamentally about transitioning to the college setting, and the program believes that the elements of chronological deadlines, course objectives and developed assessment schemas will assist in communicating to students the expectations and dynamics of the university setting. Furthermore, a complete syllabus that allows students to “see where they are going” with the material provides the opportunity for them to more fully explore the material and/or “get ahead.” We find that one of the most prominent and challenging dynamics students face when entering the university is the “expectation” differential and their need to adjust.

CHS Teacher Responsibilities Continued:

4. Grade the assignments and exams of your CHS students and assign a final **letter** grade, not a percentage, for each student.
5. Submit final grade rosters to the CHS Program at the end of the high school academic year.

*Enrollment/Grade rosters are sent to high school faculty members and administration in early February to verify accurate enrollment. **It is very important that the rosters be examined closely by as many as possible to ensure accuracy.** These original rosters, will be returned to us after final grades are added.*

Regarding final grades: Each year a report is generated that gives grade distribution by course, across the CHS Program. The reports have shown a fairly standard distribution of grades with little grade inflation. As education professionals we are all aware of the discourse and concerns attending this issue, and we ask that you continue to utilize rigorous and discerning, yet reasonable, assessment methods.

6. Complete the CHS Program School-Based Orientation and participate in regular discussion with your liaison.

We know that once a school year begins, the demands of teaching are enormous, that any number of “issues” can arise on a daily basis, and we understand the level of focus it takes to carry out our jobs effectively. We also believe, however, that the future success of the CHS Program will depend on sound collaboration and communication between the faculty and administration at Pitt-Bradford and our faculty and administration partners in the CHS Program.

**Application for Teaching in the University of Pittsburgh at Bradford
College in High School Program**

Teacher Name: _____

Home Address: _____

Email: _____

School Name: _____

School Address: _____

School Phone: _____ Fax: _____

Principal's Name: _____

I am applying to teach the following University of Pittsburgh at Bradford course(s):

My courses will begin in the school year of _____ -- _____.

Prospective CHS teachers must have completed 18 credits in the discipline (or a closely related discipline) and hold a Master's degree or Master's Equivalent.

All paperwork should be submitted by May 1 prior to the school year that you will be teaching. If you wish to start a CHS course that is not on the current list, please contact the CHS director as early as possible. New courses must match an existing Pitt-Bradford course.

Submit the following:

- A cover letter stating the number of years you have taught the subject and any experiences that demonstrate your mastery of the subject.
- Copies of your college transcripts (need not be official).
- A letter of recommendation from your high school principal.
- If you are teaching a similar course, provide a course outline (syllabus).
- Teachers applying for an art course are required to submit a digital portfolio.

Course Descriptions

ACCT 0201 FINANCIAL ACCOUNTING CONCEPTS 4 cr.

This course provides the fundamentals of accounting principles and practices. It presents information on the decision-making processes to those external to the business owners: investors, potential investors, creditors and the public at large.

ART 0111 ART APPRECIATION 3 cr.

Art Appreciation focuses on the history and development of the visual arts. This course emphasizes primarily the art of Western or Eurocentric cultures. However, Non-Western cultures such as African and Asian art will also be discussed and examined. The course will cover the meanings, purposes, styles, elements, and principles of art, along with the history of art and the various media used to create works of art.

BIOL 0091 CONCEPTS OF BIOLOGY 3 cr.

A survey of biological concepts providing students with a good understanding of how biology relates to everyday life.

BIOL 0108 PLANTS AND PEOPLE: INTRO TO ETHNOBOTANY 3 cr.

The value of plants to society is introduced along with a discussion of the plants as part of the natural world. The course will examine the uses of plants by many cultures, past and present, for food, timber, fuel, clothing, religious activities, and medicine, among other uses. A basic introduction to the anatomy and ecology of plants will also be covered.

BIOL 0112 HUMAN BIOLOGY 3 cr.

General principles of genetics, biochemistry, anatomy, and physiology are illustrated with reference to normal human body functions. Topics are structured to allow the student to better appreciate contemporary issues and controversies.

CHEM 0089 CONCEPTS OF CHEMISTRY 3 cr.

The course emphasizes stoichiometry (chemical calculations), chemical equations, gas laws, elementary atomic structure and periodic properties of elements.

COMM 0101 INTRODUCTION TO HUMAN COMMUNICATION 3 cr.

An introductory survey course designed to familiarize students with the many contexts of human communication, such as interpersonal, small-group, organizational, public speaking, and media communication.

COMM 0109 INTRODUCTION TO CINEMA 3 cr.

As a popular art form, cinema plays a major role in what we see as contemporary artistic expression. Yet films are often watched passively, without actual awareness of creative technique. This course examines the creative depth of various films, with an emphasis on how the story gets told. Cinematography, editing, lighting, sound, and other creative elements that make each film unique are explored.

ECON 0101 ECONOMICS IN THE MODERN WORLD 3 cr.

Designed to provide the student who has had no previous exposure to economics with an introduction to current economic issues.

ENG 0101 ENGLISH COMPOSITION 1

3 cr.

The first of two required competency courses in English composition, this course focuses on the writing process and on the kinds of writing common in the academic disciplines.

ENG 0110 LITERATURE AND INTERPRETATION

3 cr.

This course is an examination of the ways in which both literary and nonliterary texts create meaning and an introduction to some of the methods of literary interpretation. Beginning with literary concepts like genre, narrative, character, and figurative language, this course considers the interaction among the reader, the writer, and the text itself, and between different texts.

ES 0110 INTRODUCTION TO ENVIRONMENTAL SCIENCE

3 cr.

This course is an interdisciplinary study that presents a general overview of how nature works and how earth and life systems, including society, are interconnected. It examines how the environment is being used and abused by humans and what individuals can do to protect and improve it for future generations and for other living things.

FR 0201 INTERMEDIATE FRENCH

3 cr.

A more advanced study of spoken and written French. Students continue to improve their proficiencies in oral aural and reading-writing skills. The textbooks consist of several works, plays or novels. Students use basic patterns of speech and review functional grammar.

GEOG 0101 WORLD REGIONAL GEOGRAPHY

3 cr.

A systematic treatment of the physical, historical, cultural, and economic processes that have shaped global landscapes. Contemporary regional problems and prospects are emphasized.

HPRED 0101 INTRODUCTION TO ATHLETIC TRAINING

3 cr.

Athletic training is a division of sports medicine that focuses on the care and prevention of athletic injuries. This course provides the student with an introduction to the field of athletic training. Topics include career opportunities, medical terminology, risk management, mechanisms of injury, injury management skills and recognition and treatment of common athletic injuries.

MATH 0098 COLLEGE ALGEBRA II

3 cr.

The topics covered in college algebra II are functions—linear, radical, quadratic, exponential, and logarithmic—and their graphs, rational expressions, linear and compound inequalities, rational exponents, solving systems of linear equations, and solving quadratic equations.

MATH 0132 PRECALCULUS

4 cr.

The topics include intermediate algebra, functions and graphs, polynomial functions, rational functions, inverse functions, logarithmic and exponential functions, and trigonometry.

MATH 0133 STATISTICS

4 cr.

This is an introductory statistics course and covers methods of summarizing data, descriptive statistics, probability and probability distributions, sampling distributions, the central limit theorem, hypothesis testing, analysis of variance, and regression analysis. Mathematical derivations and formulas are stressed. Prerequisite: MATH 0098

MATH 0140 CALCULUS I

4 cr.

The first term of a three-term sequence required of all engineering, mathematics, and chemistry majors, and is the basic course leading to all advanced courses in mathematics and the natural and physical sciences. A study of the derivative, trigonometric functions, the integral, and applications of the derivative and the integral. Prerequisite: MATH 0132

MGMT 0110 PRINCIPLES OF MANAGEMENT

3 cr.

This introductory course focuses on the basic management functions in business. The emphasis is on developing leadership, teamwork, and communication skills. Topics covered include management theory, planning, organizing, leading, motivating, and controlling, as well as management ethics, change, and global perspectives.

MIS 0103 COMPUTER APPLICATIONS FOR MANAGEMENT

3 cr.

Introductory exploration of microcomputing and its application to core business functions. Topics include software operating systems, the world-wide web, spreadsheet applications, database management systems and presentation software.

PET 0101 INTRODUCTION TO PETROLEUM INDUSTRY

3 cr.

This course provides an overview of the oil and natural gas industry. Topics include history of petroleum, basic geology, drilling, production, transportation, refining, gas processing, storage, environmental health and safety concerns, the economic decision planning, and energy impact of petroleum products.

PHYS 0103 CONCEPTS OF MODERN PHYSICS

3 cr.

A basic examination of essential topics, including mechanics, properties of matter, heat, sound, electricity and magnetism, light, atomic and nuclear physics, relativity, and astrophysics.

PS 0102 AMERICAN POLITICAL PROCESS

3 cr.

An introductory course focusing on American politics and government. Emphasis is on political processes and institutions on the national level, including Congress, the presidency, the Supreme Court, political parties, pressure groups and elections.

PSY 0101 INTRODUCTION TO PSYCHOLOGY

3 cr.

An introduction to psychology and its major subfields. Topics include experimental psychology; research methodology and statistics; learning; memory; brain and behavior; perception; human development; assessment techniques; personality theories; social psychology; and psychological disorders and treatment.

SPAN 0201 INTERMEDIATE SPANISH I

3 cr.

A more advanced study of spoken and written Spanish. A thorough grammar review together with selected readings and a concentration on developing conversational ability, using a broad range of topics from everyday life.

Pitt-Bradford Faculty Liaisons

Accounting	Dr. Lorna Hardin	(814) 362-5165	e-mail: leh93@pitt.edu
Art	Ms. Anna Lemnitzer	(814) 362-7678	e-mail: kirstenl@pitt.edu
Biology 0091	Dr. Sarah Ruffell	(814) 362-7562	e-mail: ruffell@pitt.edu
Biology 0108	Dr. Denise Piechnik	(814) 362-5011	e-mail: dapiech@pitt.edu
Biology 0112	Dr. Sarah Ruffell	(814) 362-7562	e-mail: ruffell@pitt.edu
Business MGMT	Dr. Duane Mitchell	(814) 362-5277	e-mail: dem126@pitt.edu
Chemistry	Dr. Francis Mulcahy	(814) 362-7606	e-mail: fishnet@pitt.edu
Computer/MIS	Mr. Bill Kline	(814) 362-7667	e-mail: kline@pitt.edu
Communications	Mr. Jeff Guterman	(814) 362-7587	e-mail: guterman@pitt.edu
Economics	Dr. Shailendra Gajanan	(814) 362-7628	e-mail: sng1@pitt.edu
English Composition	Dr. Tracee Howell	(814) 362-7522	e-mail: tlh35@pitt.edu
Lit and Interpretation	Mr. Gary Tessmer	(814) 362-7685	e-mail: tessmer@pitt.edu
Environ. Science	Dr. Matthew Kropf	(814) 362-5197	e-mail: mmk230@pitt.edu
French	Dr. 'BioDun Ogundayo	(814) 362-5015	e-mail: ogundayo@pitt.edu
Geography	Ms. Amysue Strickland	(814) 362-5102	e-mail: astrickl@pitt.edu
Math 0098	Ms. Hallie Kleiner	(814) 362-5120	e-mail: hlk16@pitt.edu
Math 0132/0133	Dr. Yong-Zhuo Chen	(814) 362-7633	e-mail: yong@pitt.edu
Math 0140	Dr. Marius Buliga	(814) 362-5092	e-mail: buliga@pitt.edu
Petroleum Tech	Dr. Matthew Kropf	(814) 362-5197	e-mail: mmk230@pitt.edu
Physics	Dr. Hashim Yousif	(814) 362-7603	e-mail: yousif@pitt.edu
Political Science	Dr. Stephen Robar	(814) 362-0242	e-mail: robar@pitt.edu
Psychology	Dr. Greg Page	(814) 362-7504	e-mail: glp5@pitt.edu
Spanish	Dr. Max Jensen	(814) 362-7515	e-mail: mfjensen@pitt.edu
Sports Medicine	Mr. Jason Honeck	(814) 362-7536	e-mail: honeck@pitt.edu

How to Register Students for College in High School Classes

1. An application for students is provided at the end of this guide and is also available on our website at www.upb.pitt.edu/chs/. Distribute the applications to your students after you have discussed the program in detail.

Important: Students may take more than one course as part of the CHS program. However, *they may NOT take more than four courses (typically 12 credits)*.

Only one application for each student should be submitted.

2. Students must identify to whom they are submitting the completed application. The teacher for each course students wish to enroll in for CHS credit must initial the application to confirm permission. In addition, the student and a parent must also sign the application.
3. Once all of the completed applications are collected, verify they have been filled out properly and that required initials and signatures have been obtained. *Send all applications in one packet with a spreadsheet sorted in alphabetical order by last names of students.* The spreadsheet should include:
 - Student names
 - Graduation Year
 - Course number and name for each student (may be more than one course)
 - Teacher names for each course

Sample Spreadsheet

LAST NAME	FIRST NAME	GRAD YR	COURSE #	COURSE TITLE	TEACHER	AMOUNT PD	CK# /NAME ON CK (UPB USE)	EMPLID (UPB USE)
Doe	Jane	2019	ENG 0101	English Composition	Mrs. Smith			
			MATH 0132	Precalculus	Mr. Jones	\$250		
Smith	John	2020	MATH 0098	College Algebra II	Ms. White	\$125		

Note: The registration deadline for the high school is set by school administration, but may not be later than November 16, 2018, when applications are due to Pitt-Bradford. This is true for both first semester/second semester courses and full-year courses.

4. To finalize student registration for a CHS course(s), include the following:
 - Application with all signatures
 - A check or money order with student's name written on the memo line and made payable to the University of Pittsburgh at Bradford

Mail completed material for all students in one packet to the CHS office:

Dr. Stephen Robar
 College in High School Program Director
 University of Pittsburgh at Bradford
 300 Campus Drive
 Bradford, PA 16701

Academic Integrity

The University of Pittsburgh at Bradford takes academic integrity seriously. These obligations are probably no different from what is expected on your campus, but note that the university can dismiss a student from a class without refunding tuition. Each student has an obligation to exhibit honesty and to respect ethical standards in carrying out academic assignments. Without limiting the application of this principle, a student may have violated this obligation if he or she:

1. Refers during an academic evaluation to materials or sources, or employs devices, not authorized by the instructor.
2. Provides assistance during an academic evaluation to another person in a manner not authorized by the instructor.
3. Receives assistance during an academic evaluation from another person in a manner not authorized by the instructor.
4. Engages in unauthorized possession, buying, selling, obtaining, or using of any materials intended to be used as an instrument of academic evaluation in advance of its administration.
5. Practices any form of deceit in an academic evaluation proceeding.
6. Presents as one's own, for academic evaluation, the ideas, representations, or words of another person or persons without customary and proper acknowledgment of sources.
7. Submits the work of another person in a manner that represents the work to be one's own.
8. Indulges, during a class (or examination) session in which one is a student, in conduct that is so disruptive as to infringe upon the rights of the instructor or fellow students.

Transferring Credit to a College or University

Students invest effort, time and money in these University of Pittsburgh at Bradford courses. Therefore, the transferability of credits is of prime consideration to the students and parents. In order to transfer credits, students must first request an official transcript from the University of Pittsburgh at Bradford: <http://www.upb.pitt.edu/trx.aspx>. The ultimate decision to accept dual enrollment credits is up to the institution where the student has applied.

Please keep this information in mind when seeking to transfer credits:

1. The CHS course is a University of Pittsburgh credit-bearing course. Your transcript reflects the course name, grade and credits earned.
2. Course summaries can be found on the University of Pittsburgh at Bradford Course Catalog: <http://catalog.upb.pitt.edu/>. Other institutions may/will require this.
3. A student's status while taking the CHS course is, "part-time, non-matriculated student at the University of Pittsburgh at Bradford."
4. College in High School students can generally search transfer policies of over 900 US colleges and universities through the University of Connecticut's Early College Experience Credit Transfer Database. This database provides information regarding the likelihood of successful concurrent enrollment credit transfer. This likelihood is calculated based on many institutions' response to concurrent enrollment transfer credits. It is, however, just a guide, and specific contact should be made: http://web2.uconn.edu/ece/credit_transfer_database/index.php

Student Application for College in High School

2018-2019 Academic Year

Social Security Number

- -

Last Name

First Name

Mid. Initial

Permanent Address

City

State

Zip

Telephone Number

() -

Email Address

High School

Expected Grad. Date

-

Month - Year

Have you ever applied to any University of Pittsburgh campus before (including the College in High School program)? Yes No

DEMOGRAPHIC INFORMATION: The demographic information collected on this side of the form is designed to provide the institution with ethnic, sex, disability and citizenship data on all applicants. The data are used by the University to respond to the requests of governmental agencies for aggregated summary information that must be provided by law. This information will not be used by the University in making admission decisions, nor will the information on individual students be released outside the University without the written permission of the student.

Date of Birth

- - 20

Sex

Male Female

Us Citizen

Yes No

Ethnicity

Black Asian/Pacific Islander Hispanic White Native American Indian/Alaskan

Residency

Are you a Resident in Pennsylvania?

Yes (more than one year) Yes (less than one year) No

Is your father/guardian a resident of PA?

Yes (more than one year) Yes (less than one year) No

Is your mother/guardian a resident of PA?

Yes (more than one year) Yes (less than one year) No

Person You Are **Submitting** Your Completed Application To: _____
Print Name

Please indicate the course(s) in which you are registering, the name of the teacher(s), and obtain initials from each teacher. **Please use Pitt-Bradford course numbers and names.** Your teacher has this information.

Course#1: _____ Teacher: _____ Teacher's Initial: _____

Course#2: _____ Teacher: _____ Teacher's Initial: _____

Course#3: _____ Teacher: _____ Teacher's Initial: _____

Course#4: _____ Teacher: _____ Teacher's Initial: _____

****Students may NOT enroll in more than four courses.***

My son/daughter has my permission to enroll in the College in High School (CHS) course(s) indicated above for the **2018-19** school year. I understand that the regular tuition for each course is **\$125.00** per course. The tuition is non-refundable. I also understand that without a check or money order, my child cannot be registered for College in High School. Students will receive University of Pittsburgh credit, which is transferable to other universities, depending upon their transfer policies.

I have checked with my child's school and the established tuition amount per course for **2018-2019** is \$_____.

Tuition Remittance and Application Completion:

Tuition Amount: _____ # of Courses: _____ Total Tuition: _____

Make check or money order payable to the University of Pittsburgh at Bradford unless told otherwise by your school.

Signature of Parent Date

Signature of Applicant Date

Signature of Person Collecting Your Application Date

(Students are to fill out and submit only one application.)