College in High School at
The University of Pittsburgh at Bradford
2015-2016 Program Handbook
# Table of Contents

Offering CHS Courses in Your High School  
Teacher Responsibilities  
Application for Teaching in the CHS Program  
Course Offerings  
Liaison Contacts  
How to Register Students for College in High School Classes  
Registration and Withdrawal Deadlines  
Grades  
Repeating a Course  
Academic Integrity Statement  
Transferring Credit to a College or University  
What Schools Accept CHS Credits?  
Student Application for CHS
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.
- The teacher must agree to incorporate the Pitt-Bradford CHS syllabus and give the final exam and/or assignments agreed to by the University liaison and high school faculty member.
- Teachers must have a master’s degree or master’s equivalency 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 department.
- Once the courses and faculty that will be part of 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.
- Each subject has a University liaison available to assist the CHS teachers.
- 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:
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College in High School
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Bradford, PA 16701
814-362-0242 / Fax 814-362-7588 / Email: robar@pitt.edu
CHS Teacher Responsibilities

As a CHS teacher, you will be expected to:

1.) Thoroughly review with your students at the beginning of the school year all aspects of the CHS Program, including important registration dates and procedures, and implement those registration policies and procedures.

Not all of your students will choose to participate in the course for CHS credit, nor are they required to, and it is important to communicate this to them. Students will, however, have two months to ultimately decide if they wish to take the course for credit as registration does not begin until November. Additionally, let me say here, that as a rule, our preference is that the courses your school chooses to be CHS courses should not also be AP courses. Our preference is to not “blend” these identities, so as to avoid confusion for both students, parents and the community. However, we recognize that in some circumstances your schools will ask us to look at that option. Where you, and we, decide to offer a Pitt-Bradford CHS course within the context of an AP course, we ask that the student decide whether or not he or she wishes to take the course as AP or CHS – they cannot do both. Students will not receive, when they apply to a college or university, double credit for both AP and CHS. Therefore, we ask that in these circumstances you take the time to clearly explain the circumstance to your students so they may make the right decision for themselves, and for your program.

2.) Adopt and follow the course syllabus that has been established by the respective University of Pittsburgh at Bradford department, in consultation with you, the CHS teacher, and administer all agreed to assessment tools, as well as the final exam sent by the University department.

If you have not received a copy of the Pitt-Bradford syllabus associated with your course, please contact me, or your faculty liaison, and we will get one to you. Second, you must structure your syllabus in a way that includes all of the content of, and work expectations of, our UPB course. This need not be exact, though this is to be discussed between yourself and your faculty liaison. Of course, as our courses are structured as 15 week courses, you as CHS faculty have the opportunity to go beyond the material in the UPB syllabus – and in fact many faculty do – and we encourage and welcome this.

3.) Submit a copy of your course syllabus, which should include a well-developed chronological framework for the course, course objectives and learning outcomes, as well as a developed and clear assessment and grading schema to the director of the CHS program, Dr. Stephen Robar.

We recognize that the utilization of syllabi, and what materials go into a syllabus, varies greatly across faculty. The same applies on this campus as well, and the CHS Program is not considering the utilizing of a standardized syllabus or syllabi. We believe quite strongly that while, yes, there should be discussions about, and decisions made about, what core body of material should be covered, faculty creativity and flexibility is at the heart of good education and course.
However, our CHS program is fundamentally about “transitioning” to the college setting, and the program believes that the elements of “chronological deadlines,” “course objectives or goals,” and developed assessment schemas would assist in beginning to “communicate” to students the differing expectations and dynamics of the university setting. Furthermore, a complete syllabus that allows a student to “see where they are going” with the material, provides the opportunity for the student to more fully explore the material and/or “get ahead.” Again, we leave this entirely up to you in terms of how to include this in your syllabi. However, to the degree that you can include these elements (and discuss them with your students), we feel it would be beneficial to those students going on to college. 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.

4.) Grade the exams and assignments of your CHS students, and ultimately assign a letter grade for each student.

5.) Submit final grade rosters. Grade rosters are sent to high school faculty members and administration in early January (to verify), and in early May. Completed rosters are returned to the CHS office at the end of the high school year.

With respect to the rosters that are sent out in early January, I want to share with you the importance of reviewing those rosters in a timely fashion, and by as many faculty members as possible.

I would also at this point like to make an observation about grades. Each year I generate a report that gives me the grade distribution, by course, across the program – the number of A’s, B’s C’s etc. We have reviewed these reports and have observed a fairly standard distribution of grades – meaning of course that – in aggregate – we observe 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 School-Based Orientation, and participate in regular discussion with your liaison.

We know well that once a school year begins, the demands of teaching are enormous. We know well the number of “issues” that arise on a daily basis, and 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 here at UPB and our faculty and administration partners in CHS. Because of this we have asked our faculty liaisons to communicate with all of their faculty partners on a more regularized basis. We do not want to suggest that there is reason for concern in this respect, in fact just the opposite. Our faculty indicate that they have many robust lines of communication across the disciplines in the CHS program, and we simply wish to stay focused on and maintain that level of quality communication.

7.) Participate collaboratively with UPB faculty members in developing and maintaining CHS program quality standards and practices.
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____________________-- ____________________.

Note: All paperwork must be received by July 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.

Prospective CHS teachers must submit the following:

1. Copies of your college transcripts. These need not be official.
2. A letter of recommendation from your high school principal.
3. A letter from you stating the number of years you have taught the subject and any experiences that demonstrate your mastery of the subject.
4. If you are teaching a similar course, please provide a course outline (syllabus)
Course Offerings

ACCT 0201 FINANCIAL ACCOUNTING CONCEPTS 4 cr.
This course provides an introduction to the fundamentals of accounting principles and practices. The focus is on preparation and understanding of financial statements, including their role in decision making by both external and internal users.

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. This course examines the artistry of technique, 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.
This is the first of two required courses in English composition with an emphasis on summary and paragraphs, library skills, composition of organized essays, and revision and proof reading. This course focuses on how to make and develop a subject and how to present and arrange material.

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 0203 INTERMEDIATE FRENCH 3 cr.
A more advanced study of spoken and written French, this course will enable students to continue to improve their oral-aural and reading-writing skills. Students will adapt the vocabulary and grammatical structures learned from the textbook and audio-visual material to their individualized situations in various assignments, including essays, skits, and translations. Prerequisites: Two years of high school French.

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 SPORTS MEDICINE 3 cr.
Provides the student with an introduction to the field of sports medicine. Topics include career opportunities, medical terminology, mechanisms of injury, 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. Prerequisite: MATH 0097 with a grade of C- or better or direct placement based upon math assessment.

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. Extra credit for emphasis on trigonometry. Prerequisite: MATH 0097 with a grade of C- or better or direct placement based upon math assessment.

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. The use of technology is also stressed. Prerequisite: MATH 0098 or MATH 0110 or MATH 0132
MATH 0140 CALCULUS I 4 cr.
The first term of a three-term sequence required of all engineering, mathematics, and chemistry majors; it is the basic course leading to all advanced courses in mathematics and the natural and physical sciences. It includes a study of the derivative, trigonometric functions, the integral, and applications of the derivative and the integral. Prerequisite: MATH 0132 (with a grade of C or better) or 550 SAT-M or appropriate math placement score.

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 MICROCOMPUTING FOR MANAGEMENT 3 cr.
Basic computer literacy skills are taught in this course. Students are introduced to business office suite software using Microsoft’s products. Word, Excel, PowerPoint, and Access are covered. In addition, students are taught basic library research methods.

PET 0101 INTRODUCTION TO PETROLEUM INDUSTRY 3 cr.
This introductory course covers sources of energy. Topics include: introduction to petroleum industry, local, regional, national and global energy requirements are discussed. This course contains a major chapter on economics of petroleum production, and influence of petroleum economics on international politics. The course includes: an overview of petroleum technology including geological, geophysical and geochemical prospecting, drilling mechanisms, formation evaluation, reservoir engineering, production engineering, processing, transportation, refining and petrochemicals.

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.
The grammar component includes gustar and similar verbs; the uses of para and por; the two Spanish past tenses (the preterite and the imperfect); the use of se with indefinite subjects; reflexive verbs; and formal and informal commands. Also included are comparatives and superlatives; the present subjunctive; the conditional, and the present and past perfect tenses. The oral, reading comprehension and cultural components of the course are enhanced by a series of short films and readings of interest to students.
<table>
<thead>
<tr>
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<th>Liaison</th>
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How to Register Students for College in High School Classes

1.) The College in High School office will provide electronic copies of student application packets to you at the beginning of September (there is also a set at the end of this guide). Distribute them to interested students, after you have gone over the program with them in detail.

**Important:** Students may – and will – take more than one course as part of the CHS program. They may take no more than 12 credits (typically four courses).

We are asking that only one application for each student be submitted.

2.) Please familiarize yourself with the student applications. Because students can enroll in more than one class, and so that we may facilitate only one student application, you will see that as a faculty member you will be asked by the students to either sign-off on a student’s enrollment in your class, and/or collect student applications for submission. The student is asked to identify who he/she will turn their applications in for submission, and of course needs your permission to be a student in your class. You will see that the application seeks your affirmation in both of these roles.

3.) Please collect all completed application packets and registrations for your class. Verify that all applications have been filled out properly, and sign the registration forms. Send them all in one packet to the CHS office. Parents or students should not send in applications. The registration deadline is set by the teacher, but may not be later than the following date: December 11th, 2015.

**Important:** This is true for both first semester/second semester courses and full-year courses.

4.) To finalize a student’s registration for a CHS course, include the following completed material for each student registering:

- Application form, with all signatures
- Tuition check with student's name written on it, made out to the University of Pittsburgh at Bradford

Mail completed material for all students to the CHS office:
Dr. Stephen Robar
College in High School Program Director
University of Pittsburgh at Bradford
300 Campus Drive
Bradford, PA 16701
General Policies and Procedures

2015-2016 Registration and Withdrawal

Registration Period: November 2, 2015 – December 11, 2015
The period from September to November allows students a chance to adjust to the CHS course and determine whether or not they want to participate in the CHS program, registering and receiving college credit for their efforts. He/she may take the course for high school credit only and not participate in the CHS program. We ask that registration packets arrive during the registration period.

No registrations will be processed before November 2, 2015.

No registrations will be processed after December 11, 2015.

Deadline to Withdraw from a Course: April 2, 2016
- Tuition is not refunded if a student withdraws from a course.
- The student may not withdraw after the final examination is given.
- A student must receive their teacher’s and parent’s permission to withdraw from a course.
- If a student chooses to withdraw, the teacher must notify the CHS Office as soon as possible, and the teacher will be provided a withdrawal form; otherwise, the student remains registered for the course and the grade earned must be recorded on the college transcript.

Grades
Grades are determined by the high school teacher based on the student's performance on agreed to exams (the University final exam must be used) and/or assignments and the grading criteria listed in the course syllabus. The grade is recorded as a regular University course on an official transcript. Only passing grades will receive University of Pittsburgh credit. This grade is figured into the cumulative grade point average as part of a student’s complete University of Pittsburgh academic record (even if he or she matriculates after graduation from high school).

It is important to verify all of your grade rosters before you submit them, and you may additionally confirm your rosters with the Director of the CHS program at UPB. Once grade rosters have been submitted to Pitt Bradford no additions or changes will be made pertaining to student records.

Repeating a Course
It is possible in some cases for a student to repeat a course. If a student is still in high school, he or she must complete a new registration form, pay the tuition, and take the course again. If the student enters the University of Pittsburgh, he or she may repeat the course, except as stated below. Both grades appear on the student's transcript but only the second grade affects the grade point average. Students do not receive double credit for the course. Students who earn a grade of C or better in a CHS course and then enter the University of Pittsburgh will not be able to repeat the course.
**Academic Integrity**

The University of Pittsburgh at Bradford takes academic integrity seriously. These obligations are probably no different from what is expected in high school, but note that the university can dismiss you from a class without refunding your 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 transfer of credits is of prime consideration to the students, parents, teachers, the high school, and the University of Pittsburgh at Bradford. In order to transfer credits, students first request an official transcript from the University of Pittsburgh at Bradford: [http://www.upb.pitt.edu/trx.aspx](http://www.upb.pitt.edu/trx.aspx)

*Please keep this information in mind when transferring 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 in the University of Pittsburgh at Bradford Course Catalog, which is available from the CHS office. 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 search transfer policies of over 900 US college 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. [UConn Early College Experience Credit Transfer Database >](http://www.uconn.edu)
Student Application for College in High School

(Note: You are to fill out and submit only one application)

Social Security Number

Last Name

First Name

Permanent Address

City

State

Zip

Telephone Number

High School

Expected Grad. Date

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

Sex

Us Citizen

Ethnicity

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
Student Application for College in High School (contd.)

High School: __________________________________________

Teacher You Are Submitting Your Completed Application To: ________________________________________

Please indicate the course(s) you are registering for, the teacher, and please obtain the teacher’s initials. If you need to, please get the specific course information from your teacher. Please use Pitt-Bradford Course names.

Course#1: __________________ Teacher: ___________________ Teacher’s Initial: ______
Course#2: __________________ Teacher: ___________________ Teacher’s Initial: ______
Course#3: __________________ Teacher: ___________________ Teacher’s Initial: ______
Course#4: __________________ Teacher: ___________________ Teacher’s Initial: ______

My son/daughter has my permission to enroll in the College in High School (CHS) course(s) indicated below for the school year 2015-2016. I understand that the regular tuition for each course is $125.00 per 3 credit course, subject to the issuance of a tuition reduction by the University of Pittsburgh – Bradford, in which case a rebate will be issued. The tuition is non-refundable. I also understand that without a check or money order, my child cannot be registered in 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 son’s/daughter’s school and the established tuition amount per course for 2015-2016 is: $125.00

Tuition Remittance and Application Completion:

Tuition Amount: __________ # of Courses: ________ Total Tuition: __________

Signature of Parent Date

Signature of Applicant Date

Signature of CHS Teacher Collecting Your Application Date