College in High School at the University of Pittsburgh at Bradford

2017-2018 Program Handbook
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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 give the final exam and/or assignments agreed to by the University liaison appointed to assist and the high school faculty member.
- 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 and the final exam that has 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
   - 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 year.

Enrollment rosters are sent to high school faculty members and administration in early January to verify accurate enrollment. It is very important that the rosters be examined closely by as many as possible to ensure accuracy. The rosters, adapted for final grades to be added, are sent in early May.

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 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.
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 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
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
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
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
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
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
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
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
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>
<th>Department</th>
<th>Liaison</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
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<td>(814) 362-7504</td>
<td><a href="mailto:glp5@pitt.edu">glp5@pitt.edu</a></td>
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<td>Dr. Carys Evans-Corrales</td>
<td>(814) 362-7515</td>
<td><a href="mailto:cael1@pitt.edu">cael1@pitt.edu</a></td>
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<tr>
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<td>(814) 362-7536</td>
<td><a href="mailto:honeck@pitt.edu">honeck@pitt.edu</a></td>
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</tbody>
</table>
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. 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**

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>Grad. Year</th>
<th>Class #</th>
<th>Class Title</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doe</td>
<td>Jane</td>
<td>2018</td>
<td>ENG 0101</td>
<td>English Composition</td>
<td>Mrs. White</td>
</tr>
</tbody>
</table>

   **Note:** The registration deadline for the high school is set by school administration, but may not be later than December 1, 2017, 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
General Policies and Procedures

Registration Period: November 6, 2017 – December 1, 2017
The period from September to November allows students a chance to adjust to the course and to
determine whether or not to participate in the CHS Program. Students may take the course for high
school credit only and not participate in the CHS Program, or they can register for college credits.

No registrations will be processed before November 6, 2017, and no registrations will be processed
after December 1, 2017.

Deadline to Withdraw from a Course: March 15, 2018

- Tuition will not be refunded if a student withdraws from a course.
- Students may not withdraw after the final exam is given.
- Students must receive permission from teachers and parents to withdraw from a course.
- If a student chooses to withdraw, the teacher must notify the CHS Office as soon as possible. A
  withdrawal form will be provided; otherwise, the student will remain registered for the course
  and the grade earned will be recorded on the college transcript.

By the time students register for a CHS course, they have been in the high school class since the
beginning of the school year which is plenty of time to decide whether to enroll for college credit or
not. Therefore, if a student wishes to withdraw, a refund will not be issued. For special
circumstances, please contact Ms. Jody Randolph.

Grades

A letter grade, not a percentage, for each student will be determined by the high school teacher based on
the performance on agreed to exams and assignments. The University final exam or assessment tool
must be used. We strongly recommend the final exam/tool count for at LEAST 10% of the final
grade. The grade earned in the course will become part of the student’s official University of Pittsburgh
academic record and figured into the cumulative grade point average if the student enrolls at the
University after high school.

It is important to verify all of your grade rosters before you submit them. 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 unless a C or better was earned the first time.
Both grades would 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.
**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](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/](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](http://web2.uconn.edu/ece/credit_transfer_database/index.php)
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    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

Sex

Us Citizen

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
Student Application for College in High School (continued)

Teacher You Are **Submitting** Your Completed Application To: ____________________________________________

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.

<table>
<thead>
<tr>
<th>Course#1:</th>
<th>Teacher:</th>
<th>Teacher’s Initial:</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________</td>
<td>___________</td>
<td>________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course#2:</th>
<th>Teacher:</th>
<th>Teacher’s Initial:</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________</td>
<td>___________</td>
<td>________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course#3:</th>
<th>Teacher:</th>
<th>Teacher’s Initial:</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________</td>
<td>___________</td>
<td>________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course#4:</th>
<th>Teacher:</th>
<th>Teacher’s Initial:</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________</td>
<td>___________</td>
<td>________</td>
</tr>
</tbody>
</table>

*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 **2017-18** 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 **2017-2018** is **$_____**.

Tuition Remittance and Application Completion:

<table>
<thead>
<tr>
<th>Tuition Amount:</th>
<th># of Courses:</th>
<th>Total Tuition:</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____________</td>
<td>____________</td>
<td>____________</td>
</tr>
</tbody>
</table>

*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 CHS Teacher Collecting Your Application | Date
---|---
