The College in High School Program

Seton Hill University is working together with High Schools to offer eligible students the opportunity to earn college credits while in high school through the College in High School Dual Credit (CHS) program.

Students can register from participating school districts for one or more of the approved courses through their high school and upon successful completion of the course and receive college credit from Seton Hill University.

College in High School Dual Credit provides students with the opportunity to get a head start toward their college degree while still in high school. And, the program helps students make a smooth and successful transition to college by giving them a preview of college-level academic work.

The cost of CHS is just a fraction of regular college tuition.

This handbook contains information about how high schools can apply to participate in the CHS Program by:

1. Requesting that existing high school courses be approved as College in High School courses,
2. Submitting travel courses for approval.

Student Eligibility

A. Students who meet all of the following criteria are qualified to participate in the Dual Credit Program:

1. The student is a high school junior or senior.
2. The student will be on track to fulfill graduation requirements by the end of his/her senior year based upon credits earned and required courses completed/scheduled.
3. The student has demonstrated proficiency in reading, writing, and mathematics as determined by School/District assessment.
4. The student has demonstrated ability and readiness for college-level coursework in the intended area of study as determined by the School/District.
5. The student has the recommendation of the High School Principal or his/her designated High School Liaison.

B. Students who do not meet the criteria under section A may be permitted to enroll in College in High School Dual Credit courses if they meet the following alternative criteria and receive approval from both the University and the High School Principal or his/her designated High School Liaison.

1. The student is a sophomore with a cumulative grade point average of 3.5 or better and meets the criteria stated in part A (2-5) above.

OR
2. The student has demonstrated exceptional ability in a content area and has the recommendation of the High School Principal or his/her designated High School Liaison.

C. In order to remain in the College in High School Dual Credit program, the School/District may require a student to maintain a grade point average of 3.0 and maintain a minimum grade of C (2.0) in each College in High School Dual Credit course in which they are enrolled.

**Instructor Eligibility**

Instructors who teach in the College in High School Dual Credit program are considered adjunct faculty members of the University, so, equivalent criteria for hiring university adjunct instructors are followed.

1. The preference is that the adjunct instructors have either a Master's or Doctoral degree and teaching experience.
2. Teachers who do not have a Master's degree must have a Bachelor's degree, particular certifications and/or expertise AND are known to be successful and highly effective. This must be stated in writing by the Principal, Assistant Principal, or Director of Curriculum and Instruction.

**The Course Approval Process**

**A. Requests for existing High School Courses to be approved as equivalent to existing Seton Hill University Courses.**

1. An initial contact is made between the high school hosting the potential College in High School Dual Credit program (CHS) and Kathryn Rother, Assistant Dean, Academic Affairs. Contact the office by email at krother@setonhill.edu.

2. The High School Administrator appoints a CHS Liaison to serve as the main contact between the High School and the University. The liaison could be a principal, assistant principal, curriculum/instructional leader, guidance counselor, or teacher.

3. The CHS liaison can consider offering any existing course in the Seton Hill University catalog. These courses are generally at the 100-level, but can be higher. Check the course description by visiting our website: www.setonhill.edu and click on the link to the Catalog or by reviewing the current College in High School Catalogue.

4. The high school sends a Course Request Form, an Instructor Request Form, a course syllabus (see template) in a Word or Google Document format, student assessment instruments (one of which must be the final exam or project), the resume or curriculum vitae of the faculty member who will be teaching the CHS course, and an Employee Information Form electronically to krother@setonhill.edu.

5. The approval process consists of the review of faculty credentials and of course content, objectives, assessments and materials to ensure that they are equivalent to the corresponding Seton Hill course and are on a first-year college level. Occasionally syllabi are returned with suggested revisions or when additional information is needed to complete the review. Sufficient time needs to be allotted for the process to be completed prior to the intended academic year in which the high school will be offering the course (usually by July 15).

6. The credentials of course instructors are reviewed for equivalency to the university criteria for hiring adjunct instructors.
7. After review and approval, the high school liaison and faculty member are notified of course acceptance or denial.

**Ongoing Course Review**

For approved CHS courses, the high school must submit to Seton Hill University every three (3) years or as requested:

- An updated instructor’s resume or vita,
- An updated syllabus (in the updated SHU syllabus template) which reflects new/current resource materials (textbooks, supplemental readings, online resources, etc.) and,
- Samples of student product and assessments.

**The Registration Process**

1. After the course is confirmed, the high school is sent registration materials. Registration for CHS courses is done online, through the University portal. Students submit the completed registration and payment online by THE LAST FRIDAY IN OCTOBER for Fall semester courses and by THE LAST FRIDAY IN FEBRUARY for Spring semester courses. Students registering for year-long courses may register by fall deadlines, but must do so by the last Friday in February.

2. If late registrations are deemed appropriate, they will be assessed a $50 late fee.

3. No retroactive course registrations will be permitted once a course has ended.

4. Students may enroll for a maximum of 12 postsecondary credits through College in High School Dual Credit per academic semester. (24 per academic year)

**NOTE:** All CHS adjunct faculty will have access to Seton Hill’s grade management system and will be expected to post grades electronically no later than FEBRUARY 14 FOR FALL–ONLY and no later than THE THIRD FRIDAY IN JUNE FOR SPRING–ONLY AND YEAR–LONG COURSES.

**NOTE:** On the rare occasion when a school/district cannot comply with the dates listed above, please contact the Office of the Assistant Dean, Academic Affairs to discuss possible extensions.

**Academic Policies**

**Grades**

CHS students receive both a high school and Seton Hill grade for the course. The Seton Hill University grade is based only on performance on the approved examinations and assignments and is recorded on the official Seton Hill University transcript. **CHS instructors must establish their grading scale in keeping with the University’s policy.** (It is possible that students may receive a grade for their high school report card that is different from their Seton Hill grade.) The grading procedure should be clearly explained on the course syllabus. CHS instructors must record letter grades (not percentages) electronically to the University’s web portal after the last day of classes but no later than FEBRUARY 14 FOR FALL–ONLY and no later than THE THIRD FRIDAY IN JUNE FOR SPRING–ONLY AND YEAR–LONG COURSES. The following grading scale and quality points will be assigned per credit:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Scale</th>
<th>Quality Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>4.00</td>
<td>Indicates the student has demonstrated superior aptitude and initiative in the course and produced work of excellence and</td>
</tr>
<tr>
<td>A–</td>
<td>90-92%</td>
<td>3.67</td>
<td></td>
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</tbody>
</table>

Revised April 2020
distinction characterized by practical application, originality, creativity, insight, and understanding.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Indicates the student has demonstrated very good aptitude and given evidence of marked achievement in accuracy, practical application, originality, creativity, insight, and understanding.

Indicates the student has demonstrated minimal aptitude and achievement toward accuracy, practical application, originality, creativity, insight, and understanding.

Indicates work which, while unsatisfactory in some respects, is acceptable enough on an overall basis to receive university credits.

Indicates failure in the course. No credit is awarded.

**Grade Changes**
In circumstances where a change to a student’s grade is necessary, this must be done by the faculty member in consultation with the SHU Registrar, whose approval is required. For fall semester courses, this must be done no later than the following February 28; for spring semester courses, by June 30; and for summer term courses, by September 30.

**Academic Status**
When students enroll at Seton Hill University through CHS they are part-time, College in High School, non-degree seeking students. This status entitles them to access to the library, in person and digitally.

**Transferring Credit**
CHS course credits are recorded on a standard Seton Hill University transcript, which can be sent to any college which the student attends after high school. In order to apply to have this credit transferred, a student completes and submits a Transcript Request form to the SHU Registrar’s Office. Transcripts will be available to students who request them from the Registrar’s Office as early as one week following course completion. There is a fee for each transcript.

Since Seton Hill does not govern the transfer credit policies of other institutions, the University cannot guarantee that CHS credit will transfer successfully. However, experience shows that almost all former CHS credits are approved as either elective credit towards graduation or advanced standing as recognition of advanced study.

**Withdrawals**
Withdrawal is a formal academic procedure. When a student withdraws on or before November 15 for all fall-only courses, or April 1 for all year-long and spring-only courses, his/her course grade becomes a “W”, which cannot affect a college grade point average. Any withdrawal after those dates will be an “F”.

The following restrictions are placed on the withdrawal process:
- Tuition is not refunded if a student withdraws from a course after the end of the registration period.
- Only the CHS teacher can approve withdrawal from a course. Therefore, the CHS teacher must notify the Assistant Dean, Academic Affairs by email at krother@setonhill.edu regarding any withdrawal.
- Teachers may not withdraw a student from a CHS course by putting a “WF” on the final grade roster.

Revised April 2020
Repetition of Courses
A student who receives a grade of C or below may repeat a course, in which case only the higher grade shall be used in computing the grade point average. The student must complete a new registration form and pay the regular CHS tuition to register for the course. Seton Hill replaces the new grade with the previously recorded grade in calculating the student’s grade point average, but both grades will appear on the transcript. We do not govern how other colleges perceive this action.

Tuition
Tuition must be submitted with the online course registration. Tuition is announced annually by the University in January for the next academic year.

Syllabus Preparation
The review of the course syllabus is one component of the University’s review process. A course syllabus outline includes the following:

Descriptive Information
- High School Course Number
- High School Course Title
- SHU Course Number
- SHU Course Title
- Semester and Year
- Location
- Meeting Times
- Instructor’s Name, Contact Information

High School Course Description

SHU Course Description

Texts, Required and Supplemental Readings

Course Objectives
Objectives should be written in a chart format as Behavioral/Performance Objectives

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>PROGRAM OBJECTIVES</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Course Philosophy and Pedagogical Design (Usually narrative description)

Course Outline (Schedule)
- Specific topics to be addressed
- Estimated time to be devoted to each topic
- Assessments associated with the topic/objective

Course Requirements
- Attendance Policy
- Academic Requirements
  - i.e., tests, papers, quizzes, presentations, assignments. Specific due dates and details of assignments should be included.
**Evaluation/Assessment of Students**

Scoring Criteria

- Percentage of Grade Value for Each Assignment or Assignment Category Listed
- Grading criteria must be in keeping with the University’s policy. The grading procedure should be clearly explained on the course syllabus. CHS instructors must record letter grades (not percentages) to the University’s Registrar’s Office.

A Model Course Syllabus is included on pages 7-10 in this handbook.

When preparing the syllabus for a Travel Course, particular attention should be paid to the following University requirements for all Travel Courses:

1. **Pre-/Post-Travel Activities**
   - 15 hours of activities designed to prepare students for the academic nature of the travel experience. These include, but are not limited to lectures, readings, student presentations and group presentations.

2. **Writing**
   - At least ten pages of college-level writing. Assignments should match the needs and goals of particular courses, so several shorter papers may make more sense than a single, long paper. But, papers should typically be several pages long, allowing for statement of thesis and for the development of support for the thesis based on appropriate evidence and experience.

3. **Reading**
   - Appropriate texts for the travel experience should be included, stated in the syllabus, along with reading assignments. Texts may include other media than the written word, but their use should be made explicit in the syllabus.

4. **Integration**
   - List the types of assignments or activities that will be used to help students attend to, understand, and analyze their environment while traveling. Travel itinerary should serve the course; the course should not be appended to an otherwise interesting tour.
SAMPLE
SHY 106: Historical and Political Geography

Spring 2019

Instructor
Office Hours:
Office Location:
Contact Information:
  Phone numbers:
  Email:

Note: This syllabus contains the best possible information about this course. Even so, it is subject to change with appropriate notice. The instructor will attempt to maintain an updated syllabus online. Once notice has been given, you are responsible for complying with any change in assignments or due dates.

Catalog Description
An introduction to geographic thought with emphasis on the important of geographical factors in history and politics. 3 credits.

Texts


Book 2, on Egypt, is located at http://classics.mit.edu/Herodotus/history.2.ii.html

Book 4, on Scythia, is located at http://classics.mit.edu/Herodotus/history.4.iv.html

Course Objectives

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>PROGRAM OBJECTIVES</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use basic tools of geography, including appropriate terminology, maps, graphs, and demographic data.</td>
<td>Identify and explain relationships between politics and geography, including the impact of physical, political, and economic place on human society. (Political Science)</td>
<td>Vocabulary tests, mapping exercises, discussion of world regions.</td>
</tr>
<tr>
<td>Identify and discuss physical characteristics of places and regions.</td>
<td>Apply historical context to questions and investigate contemporary social and political issues (History)</td>
<td>Climate zone (biome) assignment, semester-long world region assignment, discovery assignment on water.</td>
</tr>
</tbody>
</table>

Analyze and compare similarities and differences between nation states, international organizations,
regions, and cultures. (Political Science)

<table>
<thead>
<tr>
<th>Identify, discuss, and analyze the human characteristics of place and region.</th>
<th>Explore and clarify historical questions and apply the major historiographic modes of analysis to issues that may range from gender, race, and sexuality to social class, political change, health, and economic development. (History)</th>
<th>Semester-long world region assignment, discovery work on empire, urban development, and exploration.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify, discuss, and analyze interactions between people and places.</td>
<td>Apply historical context to questions and investigate contemporary social and political issues. (History)</td>
<td>Discovery assignments on water, disease, and urban development.</td>
</tr>
<tr>
<td>Identify and discuss the relation between geography and history.</td>
<td>Design and carry out independent research that makes use of both primary and secondary resources. (History) Identify and explain relationships between politics and geography, including the impact of physical, political, and economic place on human society. (Political Science)</td>
<td>Assignment about Egypt in antiquity and discovery assignments throughout the course.</td>
</tr>
</tbody>
</table>

**Pedagogical Design**

In this course we will use a variety of sources, including original texts dealing with history and geography, online materials, reference works, and contemporary works on history and geography. This wide-ranging examination of works dealing with geography will allow each student to develop a framework for analysis of economic, social, and cultural developments using place and physical environment as a major point of reference.

**Assignments**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly current events on the region for group project (3 points each x 8 )</td>
<td>24</td>
</tr>
<tr>
<td>Attend a write a report on two on-campus events dealing with global issues (10 each)</td>
<td>20</td>
</tr>
<tr>
<td>Writing and mapping assignments</td>
<td>115</td>
</tr>
<tr>
<td>Passport</td>
<td>25</td>
</tr>
<tr>
<td>Tests (2 tests x 25)</td>
<td>50</td>
</tr>
<tr>
<td>Group project and report</td>
<td>25</td>
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<tr>
<td>Final exam</td>
<td>50</td>
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</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 287-309</td>
<td>(93%-100%)</td>
</tr>
<tr>
<td>A- = 278-286</td>
<td>(92%-90%)</td>
</tr>
<tr>
<td>B+ = 268-277</td>
<td>(87%-89%)</td>
</tr>
<tr>
<td>B = 256-267</td>
<td>(83%-86%)</td>
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</tbody>
</table>
B- = 245-255 (80%-82%)
C+ = 234-244 (77%-79%)
C = 223-233 (73%-76%)
C- = 212-222 (70%-72%)
D+ = 201-211 (67%-69%)
D = 190-200 (63%-66%)
D- = 179-189 (60%-62%)

Policy on attendance: Attending every class period will be essential for students who want to do well in this course. If you are unable to attend because of illness or a pressing obligation, I will not count the absence against you. Your assignments, however, are due on the days stated and must be turned in (via e-mail if necessary) whether you are in class or not.

Code of Academic Conduct
Seton Hill University expects that all its students will practice academic honesty and ethical conduct. The university regards plagiarism, cheating on examinations, falsification of papers, non-sanctioned collaboration, and misuse or illegal use of library material, computer material, or any other material, published or unpublished, as violations of academic honesty.

Statement on Disabilities
If you have a disability that may require consideration by the instructor, you should contact the Coordinator of Disabled Student Services at 724-838-4295 or bassi@setonhill.edu. It is recommended that this be accomplished by the second week of class. If you need accommodations for successful participation in class activities prior to your appointment at the Disabled Student Services Office, you should offer information in writing which includes suggestions for assistance in participating in and completing class assignments. It is not necessary to disclose the nature of your disability.

Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Work</th>
</tr>
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</table>
| 1/24 & 1/26 | Introduction to the Course | Reading
CIA World Handbook (choose any country)
Writing (due 1/26)
Bring this to class. What are the major features of each country that the Handbook examines? Why are these important for understanding these countries? (5) |
| 1/31 & 2/2  | Geography and History         | Current event reports due on Tuesdays.
Reading
Herodotus, Book 2.
Writing (due 1/31)
Paragraph: What are the important points that Herodotus makes about Egypt? What does he say about terrain, natural resources, and the interaction of human activity and environment? What are the limits of Herodotus’ understanding of the Egyptians (i.e., why might you distrust some of what he says)? (10) |
| 2/7 & 2/9  | Tools: Maps and other data    | On 2/7 we will meet at a place designated on 2/2. Please attempt to have most or all of the following: pencils, colored pencils, measuring tape, compass.
Mapping assignment.
⇒ Online or in the library, search for a map that provides information other than location. Bring the map or a
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Description</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/14 &amp; 2/16</td>
<td>Environment, Climate, Natural Resources</td>
<td>Lecture on physical geography</td>
<td>Reading: DGP, ch. 1</td>
<td>Writing: Paragraph/Essay: Answer the question on p. 2: “How did the need for a steady supply of water affect the technological, economic, political, and legal development of ancient societies?” For each part of question, include bullet points drawn from “The Evidence.” Due 2/16 (10)</td>
</tr>
<tr>
<td>2/21 &amp; 2/23</td>
<td>Political Organization</td>
<td>Current Event: For this weeks report, bring some information to class about water issues in the region you are studying. Reading: Herodotus, Book 4 Writing: Paragraph/Essay: Three paragraphs: ⇒ Using the concepts developed in the course so far, what are the major features of the Scythian country and people? ⇒ How would you categorize the Scythian political organization? Use evidence from the book to support your category choice. ⇒ What evidence seems well established? What evidence seems less certain or even fanciful? Why? Due 2/23 (10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/28 &amp; 3/2</td>
<td>Political Organization</td>
<td>Current event: Bring an article related to your region that deals with more than one type of political organization existing in your part of the world.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/14 &amp; 3/16</td>
<td>Economic Activity</td>
<td>No current event this week. Reading: DGB, ch. 4 Assignment: Answer the question on p. 79: “How did each of these people redefine political authority to suit a new level of world mastery? What do their views of imperial authority tell us about the ways in which they understood the state and its power?” Fill in the chart provided in handouts, “Asserting Imperial Authority.” Bring the chart to class on 3/16 (10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/21 &amp; 3/23</td>
<td>The Movement of People: Exploration, Migration, Settlement</td>
<td>Current event: Bring news on economic developments in your region. Reading: DGB, ch. 6 Writing: Using the evidence, answer the questions on page 144 for 3/23. Write one paragraph answering each of the three questions. For the first two questions, list at least three bullet points for each group (Viking, Polynesian) supporting your answer. The final paragraph should use your judgment to answer the question, “What value is there in studying ...?” (15)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/28 &amp; 3/30</td>
<td>People and the Environment</td>
<td>Current event: Bring news about migration or population shifts in your region.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Writing</td>
<td></td>
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<tr>
<td>4/4 &amp; 4/6</td>
<td>Cities and urbanization</td>
<td>Reading: DGB, ch. 9</td>
<td>Writing: Fill out the chart, “Facing the Black Death.” Bring it to class 3/30. Make sure to identify specific evidence for the answers to each question. (10)</td>
<td></td>
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<tr>
<td>4/11</td>
<td></td>
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</tbody>
</table>
| 4/18 & 4/20 | World systems         | Reading: DGB, ch. 10                                                    | Writing: (Note! This is due on Tuesday 4/18.) What kind of trans-regional system developed out of the trans-Asian trade described in chapter 10. Write a paragraph answering each of the following questions. Include your evidence!  
⇒ What kinds of enterprises drew people together?  
⇒ Who were the chief participants, and where did they come from?  
⇒ Where and how did they interact? (15) |
| 4/25 & 4/27 | Region reports        |                                                        |                                                                                                                                         |
| 5/2 & 5/4 | Region reports         |                                                        |                                                                                                                                         |
|           |                        |                                                        |                                                                                                                                         |
|           | Final Exam             |                                                        |                                                                                                                                         |