

COLLEGE CREDIT PLUS
PARTNER
HANDBOOK

2026-2027
ACADEMIC YEAR

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A Message from the Director:

We appreciate the opportunity to serve your students and school as your Embedded CCP partner! We strive to provide consistent, customized, superior service to all our partner schools. We know that when UC courses are offered in your high school, by your qualified CCP Faculty members, underrepresented students are far more likely to participate in CCP. We know that when your students are successful in even one course, regardless of modality, they're more likely to go to college, stay in college, and graduate on time. On behalf of the University of Cincinnati, please accept our appreciation for your willingness to provide this incredible opportunity to your students.

Sincerely,



Lorrie Bishop, Director Secondary Enrollment Partnerships | Launch UC
College Credit Plus | Dual Enrollment | Early College | Tech Prep

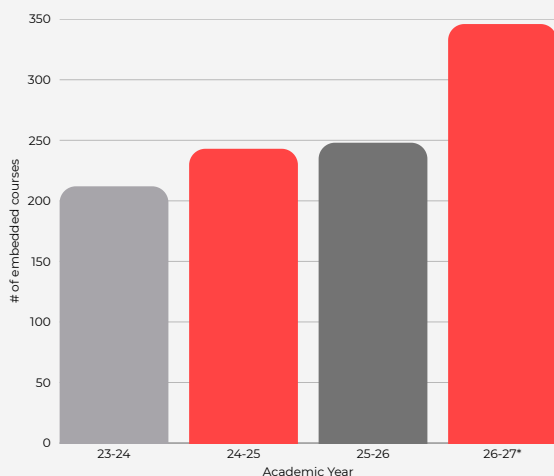
**Important note: College Credit Plus (CCP) refers to students admitted to our program who live in Ohio. Any reference to CCP throughout this document, also applies to Dual Enrollment (DEP).*

FY 25-26 RECAP

Program Growth

4,931	4,694
Students	Applications
Advised	Processed

Courses Taught in High Schools

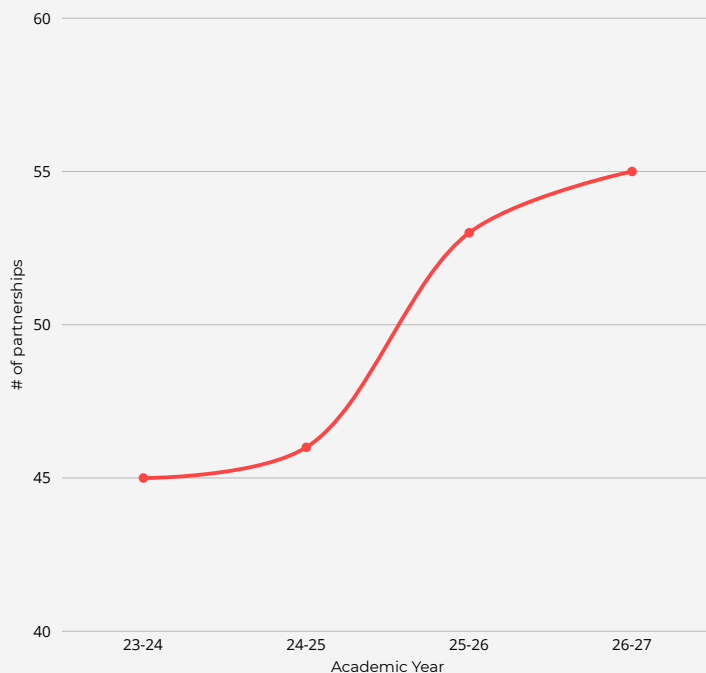


College & Career Tracks

149	12
Enrolled in	New
Program	Tracks Created

65
Awards Earned by
Students

High School Partnerships



Events

70	27
High School	Launch UC
Presentations	Events

LAUNCH UC



*numbers are not final

Partnering with UC for Embedded CCP Coursework

Forming a Partnership with UC: We love to partner with high schools to offer quality college coursework to secondary students! If you are interested in talking about a partnership with UC for College Credit Plus (CCP), Dual Enrollment (DE), Career Tech Education, or Early College opportunities, please email our Launch UC Office so we can learn about your school's particular needs. If you pursue an embedded CCP partnership with UC, we have a standard MOU that we will send your way for review and signature.

Email: ccp@uc.edu

Phone: 513-556-9599

Selecting the Best Course and Pacing for Your School/Students: We are happy to help you select the best embedded CCP courses and pacing for your high school's particular needs! Some high schools already know which specific course(s) they are interested in offering. Others may know more generally what they want, such as "a Spanish class for our 4th year Spanish students" or "the next level math class to challenge our high achievers" or "a CCP option in History that does not compete with our AP US History course." We are happy to think through the pros and cons of our various embedded CCP course offerings with you and to also let you know how other high school partners may have handled similar situations. For the pace of the course, you often have two options. A semester-based course, similar to what your students would experience in one of our on campus/online courses or a year-long course, where you spread out the content of our course over the entire academic year. Keep in mind that the department that owns the course you are interested in may have restrictions about whether they allow their course to be spread out over the year, but many will allow this.

Credentialing New Embedded Instructors: If you have an instructor who is interested in becoming credentialed to teach embedded CCP courses with UC, please have them fill out our [New Instructor Interest Form](#). After the form has been completed, a member of the Launch UC Development Team will reach out to the instructor via the email provided to obtain relevant transcripts. Once transcripts have been collected, the Development Team will send the complete new instructor application package to the appropriate academic department for review. This process can sometimes be lengthy, especially if we are reaching out to a new department or requesting a course that has not previously been offered, so please send requests in as early as possible. While we do not have a set deadline for when the new instructor application period ends each year, it is possible that your request could get approved but not for the upcoming academic year if there is not time to assign a mentor and properly prepare you in time. Sometimes high schools will also want to plan ahead and will submit credentialing

requests a year or more out in the future, which is allowed, but please let us know which year you are hoping to begin teaching the course so we can plan accordingly.

Once the department has reached a conclusion, our Development Team will provide the instructor with the decision. If the instructor has been approved, an official approval letter will be provided, and the instructor will be electronically introduced to their faculty mentor for the course. It is our expectation that instructors will connect with their faculty mentor at this time to begin to prepare for the course.

Credentialing Current Embedded Instructors for New Courses: If you have an instructor who is already credentialed to teach at least one embedded CCP course through UC and would like to add additional courses, please have the instructor fill out our UC Embedded CCP Instructor [Interest Form for Additional Courses](#). We will then be in contact to obtain any additional information needed to complete the application package before sending it to the appropriate academic department.

Customizing Our College & Career Tracks: Our Launch UC Academic Advisors want to ensure that our CCP students get the most out of their participation in our program. To further that aim, our advising team developed a set of College and Career Tracks to help CCP students who already know what they want to pursue in the future identify which courses they should take to reach their goal. College & Career Tracks are collections of recommended classes designed to introduce students to a specific college degree or career field, while in high school. Each track aligns with a major at UC and allows the student to complete up to approximately 30 credits towards their desired degree. College and Career Tracks each contain two tiers. Upon successful completion of a Track tier, students are eligible to receive a University of Cincinnati digital pennant. This digital pennant signifies the hard work and effort students have put into their collegiate course work and can be added to resumes, college applications or a LinkedIn profile! Tracks are created by the UC College Credit Plus team in collaboration with participating colleges to ensure that the student will have a smooth transition from CCP student to fully matriculated UC student within their major program. Please visit our [Tracks Website](#) for more information. If your students plan to take CCP courses on campus or online, they can select any of the listed Tracks. Offered to learn more about the Tracks developed for this set of our CCP students. Once they decide to pursue a Track, the student needs to let their CCP advisor know (if they are already part of our program) or notify us when we are assigning them an advisor (if they are new to the CCP program). If you, as one of our high school partners, would like us to develop customized Tracks in popular majors for your students that take into account the embedded CCP course offerings at your high school, please fill out our [Customized Embedded College & Career Tracks Interest Form](#).

Partnership Events and Information Services

Parent Info Nights: The Launch UC Office looks forward to attending annual family CCP Information events and meetings. Options for our engagement in your CCP Information event include:

- Full-length presentation that includes a review of State program information
- Abridged presentation that focuses on CCP at UC
- Panel Q&A
- Tabeling

If you are interested in the Launch UC team attending or presenting at your CCP Information event, please complete the Parent Night Event Form that will be sent out yearly by our team when we are ready to field requests. Due to the high volume of requests and the fact that many schools schedule their events on the same day, it is important you complete this form when your district chooses the date. Upon receipt, our team will determine if we have a staff member available for your request and will confirm attendance via email. If you have a special request, such as presenter or language accommodations, we recommend coordinating calendars with us prior to date selection. *Additionally, please note: Completing the Parent Night Event Form does not guarantee UC will be in attendance at your parent night.*

Counselor PD Days: The Launch UC Professional Development days are an opportunity for our team to share with our school partners and counselors the new and exciting programs or updates to existing programs that are being launched. These events are open to all schools with students participating in CCP or who are interested in exploring CCP for the first time. Counselors are invited by email based on contacts provided to the department. If you have not provided us with your contact information for communications, please be sure you do, so that you do not miss out on this invitation! Invitations for the annual Counselor PD Day are typically sent out in May and August.

Launch UC Helpful Services: As we continue to grow, the Launch UC Office is always interested in hearing about what other services we can provide to improve our partnerships with our high school partners. When your high school decides to form a partnership with UC, we will send you a Counselor Survey that will ask your interest level in a variety of potential extra services that we can provide, such as training for your counselors on our admissions, advising, and registration processes; having one of our Operations Team visit your high school to assist with student applications; having our Development Team visit your high school to discuss additional programming; and potentially having one of our Academic Advisors meet with your embedded CCP students. Please note that, while we hope to provide every partner with the services they request, we cannot guarantee everyone will be able to receive everything they

want if we have a significant growth period and do not have the staff onboarded yet to fulfill all the requests. However, we do plan to use interest levels to help us grow our staff according to high school partner needs.

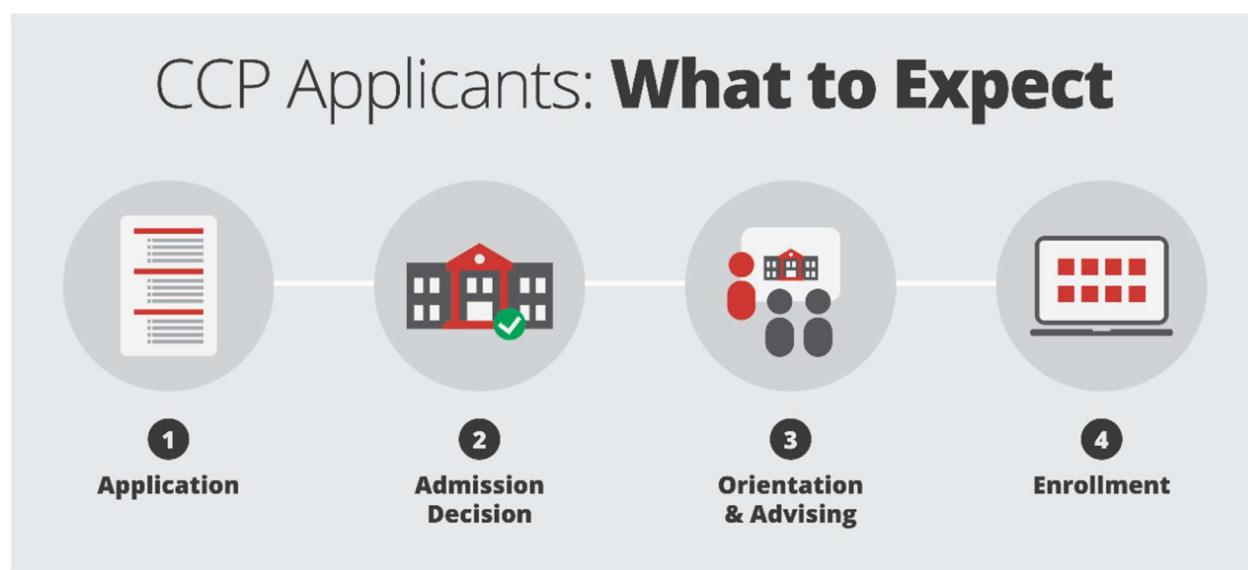
CCP Counselor Toolkit: The CCP Counselor Toolkit was created to provide a centralized online resource hub designed to support high school counselors and administrators participating in our Launch UC program. The Counselor Portal provides access to important program information, processes, forms, timelines, and communication tools to promote consistency and provide easy access to essential program information and materials. Please contact ccp@uc.edu if you have not been provided access.

The Counselor Toolkit is divided into sections and resources for on campus/online CCP students and for embedded CCP students. The Toolkit's dedicated embedded CCP section includes resources related to:

- Important Updates –Announcements, process changes, and operational reminders for embedded partners.
- Forming a Launch UC High School Partnership – Information regarding partnership development, implementation expectations, and onboarding procedures for prospective schools.
- Applications & Admissions – Embedded student admissions processes, eligibility requirements, and application guidance.
- Registration – Embedded course registration procedures, timelines, and class roster management information.
- Advising & Course Tips – Academic planning guidance, course recommendations, and advising resources to support student success.
- CCP Reports – Enrollment, registration, and grade reporting information for partner schools.
- Funding & Billing – Information regarding funding and billing processes and financial responsibilities associated with embedded courses.
- Forms – Easy access to frequently used forms.
- FAQs – Answers to commonly asked questions related to embedded CCP operations, policies, and procedures.

Embedded CCP Admissions Process

First time CCP students need to apply to UC's CCP program using our new Launch UC application. *Once admitted to our program, students do NOT need to reapply each semester that they want to take courses. Even if a student is denied admission, the high school counselor should check with our office to see if a student needs to reapply or just submit a more recent transcript for consideration.* Students need to be admitted into our CCP program before they will receive an invitation to our embedded CCP Orientation course and before they can be registered or enrolled in their embedded CCP course(s).



EMBEDDED ONLY ADMISSIONS REQUIREMENTS:

Students must meet one of the following criteria for admissions to our embedded CCP program and the high school must have an embedded CCP partnership with UC. If there are any Innovative Waivers in place with your high school that alter these admissions requirements in any way, you should already be aware of what those alterations are.

- A minimum of 2.75 unweighted high school GPA *AND* an A or B as their *FINAL* grade in relevant high school course, shown in the Official High School transcript submitted as part of their CCP application (*Note: relevant high school courses are determined by UC faculty or staff*), or
- 18 ENGL, 22 MATH minimum ACT scores (must be official), or
- 480 EBRW, 530 MATH minimum SAT scores (must be official).

Please note that acceptance into the CCP program does not guarantee in-high school course registration. A general CCP application does not tell us which specific courses

the student wants to register for, so we are not checking to ensure that course pre-requisites have been met at this time. That happens during the registration process.

What happens if I have a student who does not meet the admissions requirements or who was denied admission? If this happens, and you believe the student would be successful in the embedded CCP course they wish to register for, you may submit a [CCP Counselor Recommendation Form](#) on your student's behalf, requesting that our office reconsider our admissions decision. Please note that sometimes a student will be denied because the HS transcript only shows grades at the end of a year, and we are midway through a semester. In these cases, the student may get denied initially, and the HS counselor may need to submit an updated transcript once grades have been posted for us to reconsider our decision. If you have a very young student who does not have HS grades yet, you may submit a Middle School Report Card for us to consider.

Upcoming Conditional Admission: The Launch UC Office is hoping to have a conditional admission process in place for our program by the Summer and Fall of 2027. This would allow students who have not fully met our admissions requirements yet to receive a conditional admit status that limits them to one CCP course until either (1) an updated high school transcript is provided with the FINAL grades of B or better in the relevant high school coursework as determined by UC faculty or staff, or (2) the student successfully completes the single course with a C or better.

EMBEDDED CCP ADMISSION DEADLINES:

Please note that ALL application materials, including signed permission form and transcripts, are due by the application deadlines below. It is the student's responsibility to ensure that their HS counselor submits their transcript via Slate by the application deadlines outlined below.

Also remember that admission into our CCP program does not REQUIRE that a student take CCP courses the next semester, or ever, even. While we do not want to encourage thousands of students to apply when they have no intention of taking CCP courses, there are cases when it is better to encourage an "on the fence" student to go ahead and apply before our deadline. This affords the students the opportunity to complete admission and orientation requirements prior to the registration process, just in case.

Please note: Our deadlines are firm and based on the time necessary to admit a student, allow the system to generate credentials, complete orientation, and attend advising appointments (for interested students and Track students). As an embedded partner school, we recognize there will be adjustments necessary when school returns in the fall. We will work with each partner school individually to identify if an exception is warranted, for instance, if a new student moved into the area over the summer break and wants to take advantage of embedded CCP opportunities.

	Public School	Non-Public and Homeschool*
Summer Semester	April 1	March 15
Fall Semester	June 1	March 15
Spring Semester	November 1	October 24

**Non-Public and Homeschool students should apply for [CCP funding](#) through the state of Ohio by November 1st/April 1st. An admission letter from UC is required for that application; therefore, non-public and homeschool students must apply earlier. If a student is self-paying for courses, they can use the public-school application deadlines.*

HELPFUL HINTS WITH THE CCP APPLICATION:

A seamless process begins when students fill out their application accurately and successfully. Doing so ensures that the Launch UC Office does not have to manually correct multiple fields within the application and that students are receiving the appropriate communication for the modality of CCP that they are participating in. Here are some helpful hints:

1. We have some parents/guardians who love to help out their students by filling out their application for them. While we don't encourage or condone this, it happens regularly. Please advise parents/guardians to be careful and enter the student's legal name and date of birth and not their own.
2. When selecting the modality, students who ONLY wish to take their CCP courses embedded at their high school with credentialed high school faculty should be selecting IN HIGH SCHOOL ONLY as their modality.
3. Because our application is designed for your "typical" undergraduate student, it can appear to ask the CCP student for their graduation year in several places. Please make sure those dates match. When the application asks the students which dates they attended their HS from and to, they should provide their anticipated high school graduation date and select "High School Diploma" as their degree.
4. If your high school has a common name, please make sure students are selecting the right one. It should auto-populate with a city and state selection. Our system recognizes high schools from around the nation and some high school names

can have multiple location options. As a counselor, you will only be able to view student applications that are assigned to your high school based on this field.

5. If the student is participating in our Early IT program, make sure they check the “Early IT” indicator in the application to let us know the student may be younger than our average CCP application and only have a middle school report card.

EMBEDDED CCP ADMISSIONS PROCESS ON OUR END:

We understand that our CCP applicants can be anxious to complete their admissions process quickly, but the timing needed on our end to process our applications can vary based on priority and volume. We simply cannot always promise that we will make an admissions decision within a week or two of submission. There are times when it makes the most sense on our end to either prioritize certain student population admissions decisions (i.e., private and home school students in the lead up to their April 1st state funding application deadline) or delay making decisions for an upcoming semester until we have everything processed from the previous semester. For instance, because we want to grant as much access to our programming as possible, there are cases when we allow embedded only CCP applicants to apply for admissions past our application deadline for that semester (i.e., if a student has just moved into the area). Until we finish backdating and admitting these students, we do not want to start admitting for the next semester and risk getting the entry term incorrect, which causes downstream issues with the student records that need to be manually fixed. Please advise students to be patient when waiting for their application decision. However, if a student has been waiting for months on a decision and/or a key deadline is approaching, they should reach out to us to inquire about their application status. There are times when a student fills out part of their application incorrectly, causing it not to show up in our admissions queue. *Please note: Students can check the status of their application at any time via the Slate portal.*

EMBEDDED ORIENTATION & ADVISING:

Once a student has been admitted to our embedded CCP program, they will receive emails providing them with their UC log in information and an invitation to an Embedded Only Orientation course in Canvas. Our embedded CCP students have a longer timeframe to complete their Orientation since they are not being assigned to a UC advisor, do not need to meet with that advisor, do not need to self-register, and are not competing for limited seats in their courses. That does not mean that this Orientation is optional. The Orientation course will have a lot of helpful information and instructions for our embedded CCP students! The Embedded Only Orientation course includes introductions to Canvas, our LMS, as well as other campus systems and support services to enable them to feel more like a Bearcat. Certain Embedded UC CCP

courses will require use of Canvas, meaning students should be encouraged to complete the Embedded Only Orientation.

While our embedded only CCP students are not assigned to a UC advisor, they do receive advising support through our Launch UC staff, the High School Guidance counselors, the embedded CCP instructors, and the UC faculty mentors. If an embedded only student would like to talk to a UC CCP advisor, they can email our CCP Inbox to request an advisor assignment. As mentioned in the “Launch UC Helpful Services” paragraph, your high school will receive a survey from us asking if your high school would be interested in additional services, one of which is the potential for embedded advising services for your embedded CCP students. This type of advising could take various forms depending on how large your embedded CCP programming is with UC, whether you have customized College and Career Tracks set up with us, and/or whether your high school is pursuing certain major-related pathways (i.e., Business or Engineering or Pre-Med) that might benefit from some additional embedded advising services. Once we receive your survey indicating your interest in developing some additional advising support, someone from our Development Team or Academic Advising Team will reach out to determine whether and how we might fulfill this request and customize how that support might look.

Embedded Registration Process

Overview: Members of the Launch UC Development & Operations Team are happy to collaborate with you at any point during the embedded CCP registration process! Below is an overview of how our embedded registration typically works.

Registration for embedded CCP courses typically begins with your high school's course optioning process for the upcoming school year.

Students who plan to take embedded CCP courses at your school should either:

- Already be admitted to the UC CCP program, or
- Submit their application by:
 - June 1 for Fall courses, or
 - November 1 for Spring courses.
 - *For nonpublic schools, please have students complete their Fall applications by the March 15 deadline to accommodate state funding.

Some high schools weave the CCP admissions process directly into their course optioning process, requiring students to provide proof of admission before leaving for summer break. This is a best practice, and we encourage school partners to consider this option.

Course Confirmation: Our team will typically reach out to you to finalize embedded CCP course offerings at your school for the following school year starting in January and ending in April. We are looking to confirm that the course will indeed run, that the correct instructor is associated with the course, and to determine which semester(s) your course will run. Our aim is to have this finalized by April. If your school needs additional time to provide this confirmation, please communicate an expected timeline to our team. Once final confirmation has been obtained, our team will send an MOU Appendix with the course offerings for the upcoming school year for your records.

Registration: Because we are constantly improving and updating our registration process, we cannot set deadlines here in the same way that we do for our admissions process. In general, we will begin sending emails to our partner high schools in early May with instructions for the Fall registration process, and again in October with instructions for the Spring registration process.

However, here's the general schedule:

- Early May: Instructions sent for Fall registration
- October: Instructions sent for Spring registration

We'll begin requesting early rosters around these times for courses you feel confident will run as far as student enrollment.

This allows us to:

- Verify student admission status sooner
- Track down missing applications, and
- Have more accurate and timely registration overall.

Two Phase Roster Submission

1. Phase 1: **Early Rosters**

- i. Sent in May (Fall semester) or October (Spring semester).
- ii. Includes courses with returning enrollments for sequential courses (e.g., sequential courses like *Math 1021* → *Math 1022*).
- iii. These “easy” rosters help clear early registration processing before the busy season.

2. Phase 2: **Late Rosters**

- i. Due around late July/early August (Fall) or November/December (Spring).
- ii. For courses still finalizing student enrollment.
- iii. Allows counselors and schedulers time to submit more accurate rosters to minimize the number of Add/Drop adjustments later.

****The *earlier* you submit rosters, the *easier* it is for us to verify the admissions status of your students and track down students who need to apply before classes start.**

Add/Drop: We know student schedules often change, so we understand rosters will not always be 100% accurate. After the Registrar's Office runs your high school's initial course rosters, we will send you an Add/Drop Form showing:

- The current course enrollment for each of your courses
- Space for you to list all adds and drops in one place

****All registration changes must be completed by the semester census date (usually two weeks after UC's semester begins). Your school's designated Launch UC Operations Team contact will work with you through the Add/Drop process. Once the census date passes, registration changes become more complex and may affect:**

- State funding reports. Once the Census date passes, any student currently registered for a CCP course has already been reported to the state for billing purposes, and
- Student transcripts

At this stage, any corrections require coordination across multiple UC departments and your school's EMIS coordinator.

It's vital that registration rosters are accurate by the Census date. Please monitor your add/drop forms and enrollment reports closely to ensure all data and registration rosters are accurate! Please also encourage your UC Embedded Faculty to cross-check their high school and UC rosters to ensure accuracy.

Withdrawals: If a student wishes to withdraw from an embedded course, please contact your operations staff member with the student's name, DOB, and course they want to withdraw. A "W" will appear on the student's transcript once it has been processed.

Year Long Courses: Your school may choose to offer a course on a yearlong basis, instead of on a semester, when allowed by the UC faculty liaison/mentor. There are a few important considerations:

- Course rosters will be submitted at the same time as any other fall course.
- Pay careful attention to Drop and Withdraw dates communicated to you specifically for yearlong courses. *They will be different from the traditional semester course.*
- Students cannot be retroactively added to the course.
- These courses are reported as FALL courses in our reports to the state. Therefore, the data needs to be accurate and verified during the fall. *Corrections requested once that window closes are not always possible.*

Embedded Instructor Policies

Expectations and Commitments: Embedded instructors are the heart of making dual credit courses accessible to more students. Therefore, there are expectations and commitments necessary to ensure that rigor and compliance are maintained across the board. We understand that juggling high school and university expectations simultaneously can be challenging at times. We strive to make every process manageable on your end, with detailed and accurate instructions provided for our operational processes. Our team and faculty liaisons/mentors are always here to help when necessary.

Each instructor will be paired with a UC faculty liaison/mentor from the relevant college/ department that matches the subject(s) being taught. An embedded CCP instructor teaching classes in two different subjects would therefore have two different UC faculty liaison/mentors in order to provide the subject-specific content expertise required to best assist the instructor. Embedded CCP instructors will be notified of and electronically introduced to their UC faculty liaison/mentor when they receive their official approval letter, which also lays out their next steps for course preparation. The UC faculty liaison/ mentor will work with the embedded CCP instructor on the course syllabus, textbook and classroom materials, etc., as detailed in the official approval letter. Should an embedded instructor experience any concerns with their assigned mentor, please reach out to the Launch UC Office for assistance.

Students with IEP/504's: If a student with an IEP/504 is enrolled in an embedded CCP course, we recommend that the existing accommodations associated with the IEP/504 remain in place. We find this to be a more student and faculty friendly practice. However, the one exception to this strategy is if the accommodation changes the learning outcomes or an accreditation requirement of the course. If the embedded CCP instructor is not sure, the Launch UC Office and our Faculty Liaison and Faculty Mentors will assist in the determination.

New Instructor Orientation and Canvas Course: Once you have been fully onboarded, you will be added to a living Canvas course titled "CCP Instructors". This course is designed as your administrative orientation to the CCP program, as well as a reference guide and platform to interact with UC faculty liaisons/mentors and fellow embedded CCP instructors. CCP instructors must complete both their substantive (with their mentor) and administrative (through our Canvas course) training PRIOR to their first day of instruction. Modules were created for all operational aspects of the role and include instructional guides that you will need to reference at various points each semester. The second component of the course is the discussion board. One board is generally designed for program-wide questions and announcements, with the Operations and Development Teams. The other is a discipline/subject-specific discussion board with your faculty mentor and other embedded instructors. Approved syllabi templates for each course will be posted here in addition to any

course/discipline specific announcements. You are encouraged to utilize this discussion board in a way that best supports your practice!

Each UC faculty liaison/mentor will also provide course-specific preparation/orientation to their embedded CCP instructors. How this training occurs will vary by subject but may involve one-on-one meetings/email exchanges or a cohort virtual or in-person meeting.

Professional Development: UC faculty liaisons/mentors will provide embedded CCP instructors with options to complete the state of Ohio mandated annual professional development requirement for embedded CCP instructors. Every mentor does this differently based on what works best for their discipline.

Site Visits: The state of Ohio also requires that our UC faculty liaisons/mentors conduct one full-period classroom visit for each unique course taught by an embedded CCP instructor annually. In other words, if Instructor A teaches History 1001 in both Fall and Spring semesters, the observation only needs to happen for one of those semesters. Similarly, if Instructor A teaches five bells of History 1001 in Fall semester, only one of those bells needs to be observed. However, if Instructor A teaches History 1001 in Fall and History 1002 in Spring, then both courses will need to be visited once. Similarly, if Instructor A teaches one bell of History 1001 and one bell of History 1002 both in the Fall semester, both classes need to be observed. The UC faculty liaisons/mentors will reach out to their embedded instructors to schedule the classroom visits. Please make sure to confirm the visit closer to its actual occurrence and provide the liaison/mentor with any necessary information about parking and entry to your building. After the observation, the mentor will provide both the Launch UC Office and you with feedback.

End-of-Course Survey: Near the end of the semester, CCP students and embedded CCP instructors will receive automated email communications via their UC email regarding an end-of-course survey for students to complete. The Launch UC Office will also reach out to embedded CCP instructors via their high school email address to notify them when the end-of-course surveys are approaching and they should be checking their UC email address for more information. It is helpful if embedded CCP instructors provide a few minutes in a class period for the survey to be completed. The results of the survey are not accessible to the embedded instructors until final grades are posted. If one or more of your courses runs on a yearlong instead of a semester basis, the end-of-course survey will happen at the end of the actual course regardless of whether you get the automated messaging at the end of the first semester. The Launch UC Office will send specific reminders closer to your course end date with information.

Instructor Compliance Policy: As mentioned in the above sections, the state of Ohio and our accreditors have established several rules that we must implement to ensure that our embedded CCP courses meet the same rigor and standards as our on campus/online courses. We are, therefore, also required to provide policies and procedures around instructor compliance.

Instructor Preparation and Attendance: As covered in previous sections of this handbook, all embedded CCP instructors must be credentialed and prepared to teach their UC course PRIOR to their first day of classes. If a new embedded CCP instructor does not complete the new instructor training/orientation (or an alternate form of course preparation approved by the UC faculty liaison/mentor in advance) PRIOR to the first day of the course, they will not be able to proceed with that course that semester. While having a credentialed and prepped instructor teaching the UC course every time it meets is ideal, we recognize that instructor absences may occur for illnesses and other reasons. In case of a UC embedded instructor's extended absence from the classroom (more than five days), the embedded instructor (or the high school's CCP coordinator if the instructor is not able) should notify the UC faculty liaison/mentor and the Launch UC Office to discuss a suitable plan approved by the UC faculty liaison/mentor. Moreover, if an embedded CCP instructor is expecting an extended absence due to a family emergency, parental leave, plans to retire, etc., the instructor or their school administrators must notify the UC faculty liaison/mentor and the Launch UC Office. This ensures that we have time to get an approved instructor in place and prepared in a timely manner to avoid lapses in course availability to students. *Our office will ensure confidentiality or limited disclosure as requested.*

Instructor Annual Professional Development: As mentioned previously, the state of Ohio mandates that UC provides embedded CCP instructors with annual professional development. This annual PD may take more than one form, allowing for those who cannot attend an in-person event one year to complete the requirement in alternate formats. Ongoing collegial discussions about curriculum, pedagogy, assessment, and course philosophy ensure CCP instructors deliver quality UC courses to their students. While completion of annual professional development is required, UC recognizes that life events and school issues may prevent an instructor from meeting this requirement from time to time. However, instructors who do not complete an approved form of annual professional development for two consecutive years will receive an email notification from the Launch UC Office letting them know that their attendance is required the next year or they will have to resubmit themselves for credentialing.

Embedded CCP Course Offerings

Please find a list of the embedded CCP course offerings currently allowed by discipline below. While we do our best to keep the below list current with the latest information, please visit our [Online Course Catalog](#) for the most up-to-date version of our course descriptions and pre-requisites. You can then “browse course catalog” for course descriptions and general information or “search class offerings” for specific courses being offered in an upcoming semester. *Please note that our embedded CCP course sections at your high school will not be listed in the Online Course Catalog in order to prevent students outside your high school from registering for them. This list is subject to change. Your faculty must have the appropriate credentials and be approved for each course offered. Courses listed here are meant to serve as a list of courses that have been approved as embedded CCP course offerings.*

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Business Discipline:

ACCT 2081: Financial Accounting (3): This course develops foundational knowledge and skills needed to prepare and analyze basic financial statements. Topics include cash, inventory, fixed assets, current and long-term liabilities and equity. Students will prepare multi-step income statements, classified balance sheets and statements of cash flows. Students will utilize efficiency and effectiveness ratios, as well as vertical and horizontal analysis, to evaluate financial performance. *Prerequisites: None*

ACCT 2082: Managerial Accounting (3): This course develops foundational knowledge and skills needed to apply accounting data in planning and controlling business operations. Topics include costs, cost drivers and allocation, contribution margin and managerial budgeting. *Prerequisites: To take this course you must: Have taken the following Course ACCT2081 min grade D-*

ECON 1001: Introduction to Microeconomics (3): The course assists students to learn and comprehend (1) economics as a social science that draws conclusions based on hypotheses, theories, and data in order to understand human behavior, (2) basic microeconomics terms and concepts, including scarcity and choice, equilibrium, efficiency and equity, positive and normative economics, comparative advantage, and specialization, (3) the fundamental economic question of allocating scarce resources, (4) opportunity cost and the production possibility frontier, (5) supply and demand, the function of prices in markets, how markets work and sometimes don't work, including market failure and externalities, (6) the effects of government intervention in markets, (7) how consumers make choices, (8) production theory, (9) the costs of production, (10) firm behavior in competitive markets, (11) firm behavior in imperfect markets, (12) elasticity and its application, (13) markets for resources, the determination of wage rates, interest, and rent, (14) the determination of income distribution, including poverty and discrimination, (15) the determinants of international trade flows, (16) to apply economic. *Prerequisites: None*

ECON 1002: Introduction to Macroeconomics (3): The course assists students to learn and comprehend (1) economics as a social science that draws conclusions based on hypotheses, theories, and data in order to understand human behavior, (2) basic macroeconomic terminology and concepts, including the distinction between real and nominal magnitudes, (3) the national income accounts, (4) the nature of the business cycle, (5) the determinates of important macroeconomic variables, including the level of income, the level of employment, the unemployment rate, the natural rate of unemployment, the price level, the inflation rate, productivity and the rate of interest, (6) the supply and demand for money, (7) the Federal Reserve System, (8) aggregate demand and aggregate supply, (9) the effects of fiscal and monetary policies, (10) the basics of theories of macroeconomic instability, (11) unemployment and inflation tradeoffs, (12) the effects of the federal government's budget deficit, (13) long run growth and policies to affect growth, (14) comparative advantage, (15) the determinants of foreign trade flows and exchange rates, and their effects on the domestic economy, (16) to apply economic reasoning to better understand and critically evaluate real world circumstances and events. *Prerequisites: None*

ENTR 2001: Introduction to Entrepreneurship (3): This course prepares entrepreneurs for the rewards and pitfalls of an entrepreneurial career choice. The content focuses on the essentials of effective management of a start-up company. These topics are also applicable to successfully creating a new product or service within an existing company and as a force for social change. Understanding the positioning of a new company to meet the various marketing, financial, and technological challenges is of central emphasis as well. The course integrates "real-time" decision-making for key management issues as students follow the development of a new venture. Through cases, exercises and discussion students apply course concepts to actual business scenarios to practice the broad range of skills required to start and build a company in today's complex world. *Prerequisites: None*

FIN 2081: Personal Finance (3): Planning and management of personal financial problems, personal finance plans, budgets, credit and savings institutions in family financing, insurance, real estate, health insurance, and other financial issues. *Prerequisites: None*

MGMT 1053: Business Foundations (3): This course seeks to build foundational understandings of business. It is designed for students transferring/transitioning into the College of Business or exploring links between business and non-business specializations. *Prerequisites: None*

MGMT 1054: Survey of Business (3): FYE course designed to expose UC Blue Ash students to the fundamentals of business in an ever-changing global marketplace and prepare them for college success. This course introduces key terms and concepts used throughout business, including: business communication, management, accounting, entrepreneurship, finance, marketing, ethics and social responsibility. It also provides an opportunity for UC Blue Ash students to explore degree options, explore business career opportunities, begin career planning, and to develop success strategies and become familiar with resources offered at the college and university that support student success. *Prerequisites: None*

MKTG 2080: Introduction to Marketing (3): Marketing activities, analysis, strategies, and decision making in the context of other business functions. Topics include: integration of product, price, promotion, and distribution activities; research and analysis of markets, environments, competition, and customers; market segmentation and selection of target markets; and emphasis on behavior and perspectives of consumers and organizational customers. Planning and decision making for products and services in profit and nonprofit, domestic and global settings. *Prerequisites: None*

Education, Health, & Human Services Discipline:

EDST 1001: Historical Foundations in Education (3): Historical Foundations in Education is an undergraduate course that provides knowledge about, and critical analysis of, the development and structure of schooling and teaching in the United States. It explores teaching as a profession; school

governance and finance; issues of practice; historical, socio-cultural, philosophical, political, and legal foundations of education; and current educational reform. This course requires 10 hours of field experience outside of class. *Prerequisites: None*

EDST 1002: Educational Psychology (3): This course covers the major theories of human development and learning, motivation, instructional strategies, assessment, and examines similarities and differences in learners. The role of factors in students' development and learning are considered. *Prerequisites: None*

PD 2030: Inquiry to Innovation (3): Society's biggest challenges demand innovative problem solving and collaboration across disciplines and fields. Aptitude in thinking beyond traditional, disciplinary-approaches to the design and implementation of solutions is key to true innovation, as is the ability to build empathy with stakeholders and consider multiple perspectives and potential implications of proposed solutions. This course is designed to equip students as leaders and global citizen scholars by introducing innovation and creative problem solving as tools to address real-world problems through research, ideation, and collaborative transdisciplinary teamwork. The course will bridge the gap of theory and practice by challenging students to examine and discuss approaches to these topics, while simultaneously applying tools and techniques to a specific project with deliverables developed collaboratively with an external partner. Most class meetings will be structured as workshops and collaborative working sessions with students, faculty, and industry professionals and/or community stakeholders working side-by-side. Students will explore aspects of creativity that promote innovation, dynamics of teamwork across disciplines, and effective communication of research findings.

Prerequisites: None

Information Technology Discipline:

IT 1050: Foundations of Information Technology (3): This course is an introduction to the field of Information Technology including technology concepts, terminology, hardware components and software applications. Students will be introduced to and asked to apply basic skills in the core areas of information technology such as programming, database management, networking, systems administration, and web development and the basic research, problem solving and decision-making skills required to be successful in this field. The course emphasizes the role of technical communication, project management, languages, tools, models and application architectures within the IT development process. *Prerequisites: None*

IT 1080C: Computer Networking (3): The Computer Networking course explains, in a theoretical and practical framework, how communication occurs across a network. Students study such topics as computer/network hardware, network media, topologies, protocols, security, network architectures, IP addressing, and the Transmission Control Protocol/Internet Protocol (TCP/IP) model. Hands-on, active learning is required. *Prerequisites: None*

IT 1081C: System Administration (3): This course will provide the knowledge and hands-on skills necessary to manage networked computer systems and their resources. Students will learn the process of planning, designing, and implementing a functional and secure server/client environment utilizing heterogeneous operating systems. Topics covered include command line interfaces, graphical user interfaces, server management, user management, network services, and system security. This course requires active hands on learning. *Prerequisites: To take this course you must: Have taken the following Course IT1050 min grade C-.*

IT 1090C: Computer Programming I (3): The course introduces learners to computer programming and problem solving. In this course, students will learn about the basic elements of a computer program. Learners will learn and practice using expressions, repetition and decision-making mechanisms and structures. The concept of modularity will be introduced with the implementation of methods

(functions). The Java programming language will be used for this course. Topics coverage focuses on console programming and general language syntax and carries through the use of file handling for data processing. It is designed to give general learners enough coding skills to support their day to day work. It is designed to give learners who are interested in pursuing software further a basis for Object Oriented Programming and advanced topics. *Prerequisites: None*

IT 2030C: Information Security and Assurance (3): An introduction to the various technical and administrative aspects of information security and assurance. This course provides the foundation for understanding the key issues associated with protecting information assets, determining the levels of protection and response to security incidents, and designing a consistent, reasonable information security system, with appropriate intrusion detection and reporting features. Prerequisites: None

IT 2040C: Fundamentals of Web Development (3): This is a foundation course in Web Technology that covers the underpinnings of the technology and a variety of modern standards. The course covers modern web standards, well-formed and valid documents, semantic HTML, user-centered design of static web sites, styling and layout of Web documents with CSS, common tools for Web Site development. Emphasis is on coding syntactically correct Web documents which are also visually appealing, and accessible to users using assistive technologies. You will learn HTML5, CSS3, responsive and user-centric design, XML, and SVG. Hands-on active learning required. Prerequisites: None

IT 2060C: Database Management I (3): This is an introductory course to the technology used for database development. Topics include the key database concepts, writing queries to retrieve, insert, update, and delete data from databases, and additional database features. Enterprise database management system will be used. Hands-on active learning required. Prerequisites: None

English Language Arts and Communications Discipline:

ENGL 1001: English Composition (3): English Composition 1001 is a writing-centered course that emphasizes the careful reading, analytical thinking, and persuasive strategies inherent in researching and writing within an academic community. Students learn that rhetorical knowledge is the basis of composing while learning to write with purpose, audience, context, and conventions in mind. Students develop rigorous academic research practices: how to locate and evaluate primary and secondary sources relevant to their line of inquiry and position their own ideas in conversation with public writing. Students also engage in regular self-reflection: articulating what they know, what they can do, and how to apply their knowledge and skills in various contexts. Prerequisites: To take this course you must: Have taken the following Courses ENGL0099 min grade C-, or ENGL1000 min grade C-. Taken one of these tests ACT EW min score of 18, or ACT WR min score of 18, or ACT ENGL min score of 18, or ACT ELA1 min score of 18, or SAT EBRW min score of 480, or SAT VERB min score of 430, or SAT WR min score of 430, or UCPT ENGL min score of 5.

COMM 1071: Introduction to Effective Speaking (3): This course introduces the principles of and practice in composition and presentation of speeches. Topics include speaker and audience relationship, organization of speeches, active listening skills, use of appropriate language, use of technology as an enhancement of speech, managing speech anxiety and developing a natural verbal and nonverbal delivery style. Prerequisites: None

Fine Arts Discipline:

FAA 1021: Fundamentals of Art (3): Fundamental Concepts of Art is a beginning course for students who may seek to fulfill a Fine Arts elective, and/or are not currently fine arts majors, but may seek preparation for admission to an art program. This course is an introduction to the Principles and Elements of Design using two and three dimensional media. It is designed for students who have not

had any prior experience with art and will expose students to traditional and non-traditional artists and art forms. Students will examine the role of art in society through writings designed to encourage critical thinking and reflection. Students will be introduced to new two and three dimensional media as they complete a series of studio projects to deepen their understanding of each concept. Concepts and techniques are presented through lectures, demonstrations and visual examples. This course meets for 3 hours per week. *Prerequisites: None*

FAA 2017: Fundamentals of Ceramics I (3): Fundamentals of Ceramics I is a beginning course for students who may seek to fulfill a Fine Arts elective, and/or are not currently fine arts majors, but may seek preparation for admission to an art program. This course is an introduction to the basic properties and techniques of ceramics including hand building, forming three dimensional shape, texturizing, and glazing. Students will be introduced to the basic elements of three dimensional design through presentations and projects. Historical and contemporary ceramics will be introduced through readings and in class discussion. This course meets for 3 hours per week. *Prerequisites: None*

FAA 2018: Fundamentals of Ceramics II (3): Fundamentals of Ceramics II is a course for students who are not currently fine arts majors, but may seek preparation for admission to an art program. This course is designed for students who have completed Ceramics I or have had prior experience with handbuilding, texturizing, and glazing. Students will explore a variety of ceramic techniques, forms, and surface textures through independent projects. There will be an emphasis on creativity through experimentation and individual research of historical and contemporary ceramics. Emphasis will be placed on developing advanced three-dimensional form and good craftsmanship. *Prerequisites: FAA2017 min grade D-.*

FAA 2074: Introduction to Photography (DSLR) (3): Introduction to Photography (DSLR) is course focused in the production of photographs specifically in the context of Fine Art. This course provides an introduction to digital photographic technology and aesthetics. Students must provide their own digital single lens reflex camera with manual control capability for this class. Activities include technical experimentation, readings, discussion, research, and critiques. The format of this course includes both seminar and studio/lab components. *Prerequisites: Have taken the following Courses FAA1091, FAA1092, or FAA1093, or FAA1094, or FAA1095, or FAA1096. Be enrolled in the following Plan FAA-BFA. Be a Junior or less.*

FAM 2045: Electronic Music Production with Ableton Live & Push (3): This is a course designed around contemporary electronic and pop music production techniques using Ableton Live Software and Ableton Push MIDI controllers. We will be using existing genres and associated production strategies as a vehicle for learning music production. This is also an exploration of your own creativity and unlocking individual expression through electronic music production. This class is appropriate for musicians of all ability levels and backgrounds and has applications in music education, production, music therapy, and preparatory education. By the end of this course, students will have made a small portfolio of music and will gain familiarity to a wide variety of modern electronic pop music production techniques. *Prerequisites: None*

ARTH 1001: History of Art I (3): This is the first of the two-semester survey of world art focusing on the major artistic and stylistic movements between ca. 25,000 B.C.E. & ca. 1300. Students will learn to analyze the formal qualities of important works of art, architecture, and design. They will also learn to investigate how artwork reflects diverse social, political, religious, and philosophical contexts. *Prerequisites: None*

ARTH 1002: History of Art II (3): This is the second of the two-semester survey of world art focusing on the major artistic and stylistic movements from the 14th century to the 21st century. Students will learn to analyze the formal qualities of important works of art, architecture, and design. They will also learn to investigate how artwork reflects diverse social, political, religious, and philosophical contexts. *Prerequisites: None*

Mathematics and Statistics Discipline:

MATH 1008: Foundations of Quantitative Reasoning (3): Project-based course, emphasizing problem-solving, model-building, and basic data manipulation in real world contexts. Topics include: problem-solving, statistical reasoning, linear and exponential modeling, and modeling with geometry. *Prerequisites:* at least 30 on the ALEKS Math test or 420 on the Math Placement Test (MPT) is recommended.

MATH 1021: College Algebra (3): Study of linear, polynomial, rational, exponential, and logarithmic functions, systems of linear equations, systems of inequalities and modeling with functions. *Prerequisites:* Have taken the following Courses MATH0025 min grade C-, or MATH0034 min grade C-, or MATH0039 min grade C-. Taken one of these tests ACT MATH min score of 20, or ALEKS MATH min score of 44, or SAT MATHS min score of 520, or SAT MATH min score of 650, or UCPT MATH min score of 430.

MATH 1022: Trigonometry (3): Preparation for students who need trigonometry for calculus and/or physics. Right triangle trigonometry, trigonometric functions and graphs, trigonometric identities, vectors, conic sections, and polar coordinates. *Prerequisites:* Have taken the following Courses MATH1019 min grade C-, or MATH1020 min grade C-, or MATH1021 min grade C-, or MATH1023 min grade C-. Taken one of these tests ACT MATH min score of 21, or ALEKS MATH min score of 61, or SAT MATHS min score of 530, or SAT MATH min score of 670, or UCPT MATH min score of 550.

MATH 1026: Pre-Calculus (5): Study of functions, equations and systems of equations, sequences and series, trigonometry, and vectors, and assumes prior exposure to these topics. This course helps prepare students for the 4 credit hour calculus sequence (MATH 1061 and 1062). *Prerequisites:* Have taken the following Courses MATH1019 min grade C-, or MATH1020 min grade C-, or MATH1021 min grade C-, or MATH1023 min grade C-. Taken one of these tests ACT MATH min score of 22, or ALEKS MATH min score of 46, or SAT MATHS min score of 540, or SAT MATH min score of 670, or UCPT MATH min score of 550.

MATH 1044: Applied Calculus I (3): The first part of a two-semester sequence (MATH1044 and 1045) of courses on calculus appropriate for students in business and life sciences. Topics covered include functions, graphs, limits, continuity, properties of exponential and logarithmic functions, differentiation, higher order derivatives, curve sketching, model, solve and interpret solutions of applied optimization problems and marginal analysis. *Prerequisites:* Have taken the following Courses MATH1019 min grade C-, or MATH1020 min grade C-, or MATH1021 min grade C-, or MATH1022 min grade C-, or MATH1023 min grade C-, or MATH1026 min grade C-, or MATH1059 min grade C-. Taken one of these tests ACT MATH min score of 21, or ALEKS MATH min score of 61, or SAT MATHS min score of 530, or SAT MATH min score of 670, or UCPT MATH min score of 570.

MATH 1045: Applied Calculus II (3): The second part of a two-semester sequence (MATH1044 and 1045) on calculus appropriate for students in business and life sciences. Topics covered include antidifferentiation, the fundamental theorem of calculus, numeric and technology-based estimation of definite integrals, computation of area under a curve and between two curves, model, solve and interpret solutions of consumer/producer surplus as well as present/future value problems, elasticity, improper integrals, applications to probability, functions of two variables, partial derivatives, maxima and minima of two variable functions. *Prerequisites:* Have taken the following Courses MATH1044 min grade C-, or MATH1060 min grade C-, or MATH1061 min grade C-.

MATH 1061: Calculus I (4): The first part of a three-semester sequence of courses on calculus (MATH 1061, 1062, 2063) for students in engineering and science. Topics covered include functions, limits and continuity, differentiation, applications of the derivative, optimization, antiderivatives, fundamental theorem of calculus, definite and indefinite integrals. *Prerequisites:* Have taken the following Courses MATH1022 min grade C-, or MATH1024 min grade C-, or MATH1026 min grade C-, or MATH1059 min grade C-. Taken one of these tests ACT MATH min score of 26, or ALEKS MATH min score of 76, or SAT MATHS min score of 610, or SAT MATH min score of 710, or UCPT MATH min score of 750.

MATH 2063: Multivariable Calculus (4): Study of lines and planes, vector-valued functions, partial derivatives and their applications, multiple integrals, and calculus of vector fields. *Prerequisites: Have taken the following Course MATH1062 min grade C-.*

MATH 2073: Ordinary Differential Equations (3): Study of first-order differential equations (linear, separable, exact, homogenous), second-order linear homogeneous differential equations with constant coefficients, Euler equations, higher-order linear differential equations. Covers linear dependence for solutions of a second-order linear homogeneous differential equation, Wronskians, the method of undetermined coefficients, the method of variation of parameters, series solutions of second-order linear differential equations, regular singular points, and the Laplace transform. *Prerequisites: Have taken the following Course MATH1062 min grade C-.*

STAT 1034: Elementary Statistics I (3): An introduction to statistics for students without a calculus background. The course covers data analysis (numerical summaries and graphics for describing and displaying the distributions of numerical and categorical data), the basic principles of data collection from samples and experiments, elementary probability, the application of the normal distribution to the study of random samples, statistical estimation (construction and interpretation of one sample confidence intervals), and an introduction to hypothesis testing (the structure of one sample hypothesis tests and the logic of using them to make decisions). *Prerequisites: None*

STAT 1035: Elementary Statistics II (3): An introduction to inferential statistics for students without a calculus background. The course covers one and two-sample hypothesis tests for means and proportions, chi-squared tests, linear regression, analysis of variance, and non-parametric tests based on ranks, with attention to selecting the procedure(s) appropriate for the question and data structure, and interpreting the results. *Prerequisites: Have taken the following Course STAT1034 min grade C-.*

Natural Sciences Discipline:

BIOL 1021: How Life Works: Introductory Biology I (3): This course introduces non-science majors to fundamental biological principles and scientific reasoning. The course begins with the basics: what distinguishes living from non-living things, how life originated, and how scientists build and test knowledge about the biological world. From there, the focus shifts to the architecture and function of cells, the basic units of life, and an examination of how genetic information is stored, expressed, inherited, and sometimes mutated. Throughout, emphasis is placed on real-world relevance, including genetic diseases and their spread, the scientific and ethical implications of cloning and gene editing, how new drugs target cancer cells, and the mechanisms driving population evolution. By the end of this course, students will understand not just what biology is, but how to think critically about biological claims and technologies that affect society. *Prerequisites: None*

BIOL 1021L - Introductory Biology I Lab (1): This course illustrates the processes, concepts, and principles discussed in Introductory Biology I through hands-on activities that emphasize examples from everyday life, keeping a lab notebook, the scientific method, and becoming familiar with data analysis. Lab exercises include learning about lab safety, qualitative and quantitative measurements, the scientific method, scientific writing, microscopy, microscopic organisms, diffusion, osmosis, macromolecules, the characteristics of life, metabolic pathways, mitosis and meiosis, genetics, and molecular techniques. *Co-requisite: BIOL 1021*

BIOL 1081: Biology I: Molecules, Cells, and the Foundation of Life (3): This course is designed for Biology majors and students whose programs require a majors' level course in biology. This course introduces the fundamental characteristics of life, from the molecular to the cellular level, with an emphasis on structure-function relationships and placed in an evolutionary context. Topics covered include: chemicals of life, cell biology, bioenergetics, cell cycle, genetics, DNA replication, protein synthesis, and gene regulation. *Prerequisites: Have taken the following Courses BIOL1051C min grade C-, or MATH0020*

min grade C-, or MATH0025 min grade C-, or MATH0029 min grade C-, or MATH0030 min grade C-, or MATH1021 min grade C-, or MATH1023 min grade C-, or MATH1026 min grade C-, or MATH1044 min grade C-, or MATH1061 min grade C-. Taken one of these tests ACT MATH min score of 22, or ALEKS MATH min score of 14, or SAT MATH min score of 530, or SAT MATHS min score of 560, or UCPT MATH min score of 260.

BIOL 1081L: Biology I Laboratory (1): Biology I laboratory expands upon concepts introduced in lecture and is designed to develop a student's ability to think, work, and write like a scientist. Tools and techniques will include work with microscopes, biochemical tests, and experimental design. *Co-requisite: BIOL 1081*

BIOL 1082: Biology II: Evolution, Physiology, and Ecology (3): This course is designed for Biology majors and students whose programs require a majors' level course in biology. This course introduces the fundamental characteristics of life, from the cellular to the ecosystem level, with an emphasis on structure-function relationships and placed in an evolutionary context. Topics covered include: evolution, animal form and function, plant form and function, and ecology. *Prerequisites: Have taken the following Course BIOL1081 min grade C-.*

BIOL 1082L: Biology II Laboratory (1): Biology II laboratory expands upon concepts introduced in lecture and is designed to develop a student's ability to think, work, and write like a scientist. Lab topics will include evolution, plant and animal anatomy, and ecology. *Co-requisite: BIOL 1082 Prerequisites: Have taken the following Courses BIOL1081 min grade C-,BIOL1081L min grade C-.*

CHEM 1020: Introduction to Chemistry and Biochemistry (3): This broad yet concise chemistry course surveys the foundations of chemical principles leading to an introduction to organic chemistry and biochemistry. Topics build from the fundamentals of measurements and the structure of the atom to understanding the chemistry of biochemical processes and life. This course is designed for nursing students and non-majors. *Prerequisites: None*

CHEM 1020L: Introduction to Chemistry and Biochemistry Laboratory (1): Experimental work providing hands-on experience with concepts in fundamental chemistry, organic chemistry and biochemistry to accompany the lecture course CHEM1020. *Co-requisite: CHEM 1020*

CHEM 1030: General Organic and Biological Chemistry I (3): This is the first part of a two semester sequence on introductory general, organic, and biological chemistry. Students will learn about measurement systems and unit conversions as they apply to chemistry and health care. The fundamental structure of matter at the atomic level is explored, as well as chemical and physical changes to matter. Other topics include chemical bonding and geometry of inorganic and organic compounds, writing balanced chemical reactions, factors affecting reaction rates, and equilibrium. This course is designed to meet the needs of both the non-science major and students entering allied health fields. *Prerequisites: Have taken the following Courses MATH0025 min grade C-, or MATH0029 min grade C-, or MATH0034 min grade C-, or MATH0039 min grade C-, or MATH1008 min grade C-, or MATH1019 min grade C-, or MATH1021 min grade C-. Taken one of these tests ALEKS MATH min score of 43, or UCPT MATH min score of 400.*

CHEM 1030L: General, Organic and Biochemistry Laboratory I (1): In this course, we will conduct hands-on activities related to introductory general, organic, and biological chemistry topics discussed in CHEM 1030. *Co-requisite: All students must currently be enrolled in or previously passed CHEM 1030 with a C- or better.*

CHEM 1031: General, Organic, and Biochemistry II (3): The second part of a two semester sequence on general, organic, and biological chemistry. Organic chemistry topics include classification by functional group, nomenclature of organic compounds, the relationship between structure and physical/chemical properties, and chemical reactions of organic compounds. Biological chemistry topics include carbohydrates, lipids, proteins, enzymes, nucleic acids, and metabolism. This course is designed to meet

the needs of both the non-science major and students entering allied health fields. *Prerequisites: Have taken the following Courses CHEM1030 min grade C-, or CHEM1030C min grade C-.*

CHEM 1031L: General, Organic, and Biochemistry Laboratory II (1): Experimental work providing hands-on experience with concepts in organic and biochemistry to accompany the lecture course CHEM1031. One laboratory period each week. The second offering of a two-part course sequence. *Co-requisite: CHEM 1031. Prerequisites: Have taken the following Courses CHEM1030C min grade C-, or CHEM1030L min grade C-.*

CHEM 1040: General Chemistry I (4): This course is intended for students who expect to pursue further coursework in science or engineering. It involves the study of chemical nomenclature, stoichiometry, atomic structure, bonding theories, thermochemistry, periodic properties, solution calculations, and the gas laws. High school chemistry with a C grade or better is required. *Prerequisites: Have taken the following Courses MATH1019 min grade C-, or MATH1020 min grade C-, or MATH1021 min grade C-, or MATH1023 min grade C-, or MATH1024 min grade C-, or MATH1026 min grade C-, or MATH1044 min grade C-, or MATH1061 min grade C-. Taken one of these tests ACT MATH min score of 26, or ALEKS MATH min score of 55, or SAT MATHS min score of 670, or SAT MATH min score of 670, or UCPT MATH min score of 500.*

CHEM 1040L: General Chemistry Laboratory I (1): Experimental work providing hands-on experience with concepts in fundamental chemistry, including chemical nomenclature, stoichiometry, thermochemistry, solution chemistry and related calculations, chemical bonding, and the gas laws, to accompany the corresponding lecture course CHEM1040. One laboratory period each week. The first offering of a two-part course sequence. *Co-requisite: CHEM 1040*

CHEM 1041: General Chemistry II (4): This course serves as a continuation of CHEM 1040 and completes a broad overview of chemistry and chemical reactions for students who expect to pursue further coursework in science or engineering. It includes the study of intermolecular forces, properties of solutions, equilibrium, chemical kinetics, thermodynamics, electrochemistry and periodic patterns of reactivity. *Prerequisites: Have taken the following Course CHEM1040 min grade C-.*

CHEM 1041L: General Chemistry Laboratory II (1): Experimental work providing hands-on experience with concepts including the study of intermolecular forces, properties of solutions, equilibrium, chemical kinetics, thermodynamics, and electrochemistry, to accompany the lecture course CHEM1041. One laboratory period each week. The second offering of a two-part course sequence. *Co-requisite: CHEM 1041. Prerequisites: Have taken the following Courses CHEM1040 min grade C-, CHEM1040L min grade C-.*

EVST 1011: Introduction to Environmental Studies I (3): This introductory environmental studies course will use an interdisciplinary approach to examine the scientific principles of natural systems and the human impacts on these systems. Major topics will include basic scientific principles, biogeochemical cycling, natural resources, climate, ecosystem structure and function, biodiversity and conservation, population and community ecology, and human populations. *Prerequisites: None*

EVST 1012: Introduction to Environmental Studies II (3): This introductory environmental studies course will use an interdisciplinary approach to examine environmental problems and discuss technological approaches to sustainable solutions. Major topics will include energy resources, pollution, waste management, environmental health, agriculture, urbanization, environmental law, policy and regulation, and sustainability. *Prerequisites: None*

PHYS 1051: General Physics I (Algebra-based) (4): This course covers topics in physics using methods of algebra and trigonometry, including vector arithmetic. The course includes the study of motion in one and two dimensions, and the applications of the concepts of force, work, energy, and momentum to linear and rotational motion. Simple harmonic motion, waves, elementary thermodynamics, and properties of solids, fluids, and gases are also explored. *Prerequisites: Have taken the following Courses*

MATH1020 min grade C-, or MATH1021 min grade C-, or MATH1022 min grade C-, or MATH1023 min grade C-, or MATH1024 min grade C-, or MATH1026 min grade C-, or MATH1044 min grade C-, or MATH1046 min grade C-, or MATH1060 min grade C-, or MATH1061 min grade C-. Taken one of these tests ALEKS MATH min score of 61, or UCPT MATH min score of 580.

PHYS 1051L (1): General Physics Lab 1 (Algebra-based) (1): The lab includes the study of motion in one and two dimensions, and the applications of the concepts of force, work, energy, and momentum to linear and rotational motion for students of PHYS 1051. Simple harmonic motion, waves, elementary thermodynamics, and properties of solids, fluids, and gases are also explored. A working knowledge of algebra will be needed. *Pre- or Co-requisite: PHYS 1051*

History and Social Sciences Discipline:

GEOG 1004: Introduction to Human Geography (3): Geography 1004 is an introductory course that will acquaint students to areas of inquiry within human geography. Human geography studies flows of people, money, cultures, information, objects and physical processes across space and across varying scales from micro to macro (the latter is often referred to as globalization). Human Geography employs the use of maps and data tied to locations in order to best understand these flows; the unique convergence of flows in a certain location is what geographers identify as place, while the interconnections and flows between places are contextualized as space. *Prerequisites: None*

HIST 1001: US History I (3): This course explores contact among North American Indigenous peoples, Europeans, Africans, Latino/as, and Asian/Pacific Americans and the complex societies and cultures that developed from the period of contact through the expansion of North American colonies in the seventeenth and eighteenth centuries. It examines broad themes of the colonial period, comparing historical ideas about social order, politics, economics, and labor with primary sources that show the varied experiences of people based on their race, sex, ethnicity, social and legal status, and religion. This course addresses race and ethnicity in particular as dynamic and complex ideological and cultural processes that shape all social institutions, belief systems, inter-group relationships, and individual experiences. The course also explores the establishment of the United States after a Revolutionary period in which many different sorts of people struggled to apply popular rhetoric of liberty to themselves. It further examines the United States' expansion during the first half of the nineteenth century, and the social, economic, and political controversies over race and the expansion of slavery that ultimately led to the outbreak of the Civil War. Finally, the course addresses continuing regional rifts following 1865, and how policies of Reconstruction hardened social inequalities that continue to shape American conversations about identity, inclusion, and the equal protection of the law. *Prerequisites: None*

HIST 1002: US History II (3): This course is the second part of a two-semester sequence that surveys U.S. history from the end of Reconstruction through the late 20th century. Emphasizing the centrality of diverse peoples, identities, and experiences in this history, the course examines social and cultural movements in addition to key political developments, introducing students to the major forces which shaped American life during the late nineteenth and twentieth centuries. It explores issues of race, gender, and class, the immigrations and migrations of peoples indigenous and not, industrialization/technology, war and foreign policy, and analyzes the ways in which they influenced Americans and their pluralistic society at large and considers their historical and cultural implications. Readings and discussions will emphasize American experiences, understandings, and convictions within the broader national and global context. *Prerequisites: None*

HIST 1003: World History I (3): This course investigates the origins, development, and interactions of world cultures from ancient times to roughly 1500 AD. Key topics considered in the course include the emergence of the world's first large-scale urban civilizations, the rise of classical empires, the emergence and spread of the world's religions, and the gradual consolidation and interaction among

major world culture areas in Europe, East Asia, South Asia, Central Asia, the Middle East, Africa, and the Americas. This course will discuss the origins of major systems of power from the earliest civilizations on, such as patriarchy, social class, and slavery. It will discuss how, through connection with governments, religious systems became associated with specific cultures and specific rights (or lack thereof) in different areas. It will discuss how the rise of empire created ongoing legal frameworks to deal with the treatment of heterogeneous populations, including but not limited to questions of privilege based on ethnicity, gender, and religion. Through the reading of primary sources as well as historical scholarship, students will engage with multiple perspectives and articulate how they reflect their contemporary social structures. Throughout our consideration of these key themes, this course will pay attention to the structures of power that created and sustained systems of inequality in world societies then and today.

Prerequisites: None

HIST 1004: World History II (3): This course is an introductory survey of world history from approximately 1450 to the present. In this roughly five hundred year period, the world has been affected by stunning changes, and we'll be exploring them all: the emergence, diversification, and transformation of global capitalism as a political-economic system with social implications, the rise and fall of Western colonial expansion on a world scale with the creations of internal colonial hierarchies of power based on race, religion, and national origin, the rise and fall of Atlantic slavery that enabled the Western growth in power, the industrial revolution, profound changes in the distribution and size of the world's population, the emergence of nationalism and socialism, the eruption in the twentieth century of the most global and most devastating wars the world has ever known, and gradual evolution and transformation of an interconnected global economy. From 1500 on, this course will discuss evolving ideas of human rights around the world, including attitudes toward slavery, social class, gender, religion, nationality, and race. Through the reading of primary sources as well as historical scholarship, students will engage with multiple perspectives and articulate how they reflect their contemporary social structures. Throughout this class, we will be examining developments of immense importance for understanding our contemporary world, and one of the key challenges we'll take up is trying to make sense of these issues from diverse points of view, while also considering their evolving significance and implications.

Prerequisites: None

HIST 1005: European History I (3): This class explores the transformation of European society from a medieval community to a growing number of nation states which sought economic gain and territories beyond the European continent. It grapples as well with the interaction between religious values and institutions and the political and secular bodies emerging especially during the late medieval and early modern periods. Students will be introduced to civic and cultural traditions and ethical frameworks of early European societies, as well as attributes of cultures, worldviews, and decision-making approaches deployed in its various languages and cultures and economic, social, political, artistic, linguistic or ethical systems. *Prerequisites: None*

HIST 1006: European History II (3): This class explores the nature and impact of the eighteenth-century Enlightenment and the French Revolution on modern European societies, the growth of industrial Europe and Europe's economic and colonial expansion, and its growing domination of trends in the scientific and intellectual realm. For the twentieth century, this class will focus on how Individuals and groups of people have developed complex and varied understandings of the European world, their varied civic and cultural traditions and ethical frameworks, attributes of European cultures, societies, worldviews, and decision-making approaches deployed in differing languages and cultures, including economic, social, political, artistic, linguistic or ethical systems. *Prerequisites: None*

HIST 1100: Democracy and the American Tradition (3): This course delves into the democratic traditions present in United States history by closely examining and analyzing primary sources. Essential founding documents such as the Declaration of Independence, the Federalist Papers, and the United States Constitution will be scrutinized. Students will be encouraged to think critically about the influence of democratic rhetoric and practice in shaping a new national identity. The study will extend to other documents including Adam Smith's Wealth of Nations, the Emancipation Proclamation, the Gettysburg

Address, and writings by Martin Luther King, Jr., providing insights into the evolving concepts of democracy and its pivotal role in American political movements. The course aims to provide a contextual understanding of the key documents, enabling students to analyze the interplay between philosophy and practice during critical junctures in United States History. By the end of the course, students will have gained a deeper comprehension of American civic and cultural traditions, ethical and economic frameworks, and their impact on decision-making in the political realm. *Prerequisites: None*

POL 1010: Introduction to American Politics (3): The general focus of this course is the American political system, explained by examining American political ideology and the development of the American Constitution. The student will learn the dynamics of the American political system including: the ebb and flow of public opinion and voting behavior; how pressure groups and political parties influence political decisions and public policy. The course also explores issues within the American political system such as civil rights and civil liberties. Finally, the course will trace the historical development of the American political system, including debates between those who drafted the American Constitution and clashes throughout American History between those who interpreted the Constitution differently. The assigned readings complement these themes and deal with concepts, structures, theories, and processes of the American political system and its institutions. *Prerequisites: None*

POL 1080: Introduction to International Relations (3): This course surveys how individuals and groups have developed complex and varied understandings about politics and international relations, which include conflict and cooperation, competing and complementing national interests, international law and organization, and global governance. The course introduces concepts, structures, theories, processes and practices which explain the decision-making within countries and societies, and across cultures and institutions that influence various aspects of the system of international relations. By surveying historical and contemporary case studies, students will discuss political, economic, social, cultural and ethical aspects of international relations across time and space. *Prerequisites: None*

PSYC 1001: Introduction to Psychology (3): This course is designed to give an overview of the field of Psychology and its major sub-fields, including (but not limited to) physiological (biology of behavior, consciousness, perception), cognitive (learning, thought, language), social, organizational, developmental, personality, and psychopathology and its treatment. Students will be equipped to compare the advantages and disadvantages of the various research methods used in the field. Students will be encouraged to critically think about the psychological theories discussed, and be able to apply those and their findings to their lives. *Prerequisites: None*

World Languages Discipline:

CHIN 2001: Second Year Chinese 1 (4): This course is offered in a hybrid format in a mixture of online and on-campus sessions. Vocabulary, grammar, and some lectures are learned primarily online and independently outside the classroom. Students will actively participate in communicative activities, tasks and cultural exploration during on-campus face to face class time. This course counts toward the foreign language requirement. Students should confirm the language requirement with their home college. *Prerequisites: Have taken the following Courses CHIN1014 min grade D-, or CHIN1002 min grade D-.*

FREN 1001: Basic French I (5): This is a first course in a two-course sequence of intensive basic French language and culture: emphasis in speaking, listening, reading, writing and French and francophone cultures. Students learn through communicative activities in the classroom. This course counts toward the foreign language requirement. Completion of the 1001-1002 sequence fulfills various college language requirements. Students should confirm the language requirement with their home college. *Prerequisites: Taken one of these tests EMMERSION FREN min score of 0, or AUTOLANG FREN min score of 0.*

FREN 1002: Basic French II (5): This is a second course in a two-course sequence of intensive basic French language and culture: further emphasis in speaking, listening, reading, writing and French and Francophone cultures. In addition to learning through communicative activities in the classroom, students engage in basic conversation. This course fulfills the foreign language requirement. Completion of the 1001-1002 sequence fulfills various college language requirements. Students should confirm the language requirement with their home college. *Prerequisites: Have taken the following Courses FREN1001 min grade C-, or FREN1012 min grade C-, or FREN1021 min grade C-. Taken the following test EMMERSION FREN min score of 251.*

FREN 2015: French Composition and Conversation (3): This course is the first in a two-course sequence of second year French. In this course students develop and expand on basic linguistic forms and functions. First year skills are deepened and applied to the development of conversation and composition in French in order to develop communicative competence. The cultural component of this course is treated in an increasingly sophisticated way through student exploration in writing as well as through oral performance. *Prerequisites: Have taken the following Courses FREN1002 min grade C-, or FREN1014 min grade C-. Taken the following test EMMERSION FREN min score of 370.*

GRK 1001: Intensive Elementary Greek 1 (5): A beginning course in the ancient Greek language, directed toward the reading of ancient Greek texts. Completion of the sequence fulfills various college language requirements. Students should confirm the language requirement with their home college. *Prerequisites: None*

GRMN 1001: Basic German I (5): First course of a two-semester sequence in basic German language and culture; completion of the 1001-1002 sequence fulfills various college language requirements. Students should confirm the language requirement with their home college. Classroom time includes direct content-based (cultural) and language instruction as well as communicative activities, augmented by computer-assisted learning outside of class. Evening and summer sections in Basic German may be conducted as hybrid courses (a mixture of online and on-campus sessions). See the course syllabus for details of attendance requirements for these courses. *Prerequisites: None*

GRMN 1002: Basic German II (5): Second course of a two-semester sequence in basic German language and culture. Completion of the 1001-1002 sequence fulfills various college language requirements. Students should confirm the language requirement with their home college. Classroom time includes direct content-based (cultural) and language instruction as well as communicative activities, augmented by computer-assisted learning outside of class. Evening and summer sections in Basic German may be conducted as hybrid courses (a mixture of online and on-campus sessions). See the course syllabus for details of attendance requirements for these courses. *Prerequisites: None*

GRMN 2001: Second Year German I (3): This is the first course in a two-semester sequence for students who have completed the language requirement and wish to develop and expand their knowledge of basic linguistic functions and German culture. Direct instruction in language and culture is paired with communicative activities which develop linguistic skills as well as intercultural competence. *Prerequisites: None*

LATN 1012: Elementary Latin 2 (3): An introduction to Latin grammar and the reading of simple prose and poetry. The second in a two-part course sequence. Completion of LATN 1011, 1012 and LATN 2011, 2012 fulfills various college language requirements. Students should confirm the language requirement with their home college. *Prerequisites: Have taken LATN1011 min grade D-.*

LATN 3002: Vergil's Aeneid (3): An introduction to the epic poetry of Vergil through a reading of selections from the Aeneid. *Prerequisites: Have taken LATN3001 min grade C-.*

SPAN 1001: Basic Spanish I (5): This is a first course in a two-course sequence of intensive basic Spanish language and culture: emphasis in speaking, listening, reading, writing and the Spanish-speaking cultures. Students learn through communicative activities in the classroom. This course counts toward

the foreign language requirement. Completion of the 1001-1002 sequence fulfills various college language requirements. Students should confirm the language requirement with their home college. *Prerequisites: Taken one of these tests EMMERSION SPAN min score of 0, or AUTOLANG SPAN min score of 0.*

SPAN 1002: Basic Spanish II (5): This is a second course in a two-course sequence of intensive basic Spanish language and culture: further emphasis in speaking, listening, reading, writing and Spanish-speaking cultures. In addition to learning through communicative activities in the classroom, students engage in basic conversation. This course fulfills the foreign language requirement. Completion of the 1001-1002 sequence fulfills various college language requirements. Students should confirm the language requirement with their home college. *Prerequisites: Have taken the following Courses SPAN1001 min grade C-, or SPAN1012 min grade C-, or SPAN1021 min grade C-. Taken the following test EMMERSION SPAN min score of 251.*

SPAN 2015: Spanish Composition & Conversation I (3): This course is the first in a two-course sequence of the second year of Spanish. In this course students develop and expand on basic linguistic forms and functions. First year skills are deepened and applied to the development of conversation and composition in Spanish in order to develop communicative competence. The cultural component of this course is treated in an increasingly sophisticated way through student exploration in writing as well as through oral performance. *Prerequisites: Have taken the following Courses SPAN1002 min grade C-, or SPAN1014 min grade C-, or SPAN1022 min grade C-. Taken the following test EMMERSION SPAN min score of 370.*

SPAN 2016: Spanish Composition & Conversation II (3): This course is the second in a two-course sequence of the second year of Spanish. In this course students build on their knowledge and use of previously learned linguistic forms and functions. Students advance in their comprehension, reading, writing, and oral production skills. Activities, readings, and writing assignments become more elaborate. Compositions become longer and oral presentations become more specific and formal. The cultural component of this course is treated in an increasingly sophisticated way through student analysis in writing as well as through oral performance. *Prerequisites: Have taken the following Course SPAN2015 min grade C-.*

SPAN 3083: Spain Today (3): Spain Today is virtual visit to today's Spain using internet resources in an electronic classroom. Topics included are politics, society, economy, culture, and foreign policy. Using the latest available content, data and statistics, the course covers pressing issues in contemporary Spain such as health care, education, terrorism, religious practices, immigration and unemployment. This course is taught in Spanish. *Prerequisites: Have taken the following Courses SPAN3001 min grade C-, or SPAN3002 min grade C-.*

SPAN 3087: Latin American Civilization I (3): Latin American Civilization I examines the development of Latin American societies, polities, and cultures from the pre-Colombian period through the 19th century. Students will be introduced to the process of the formation and construction of Latin American culture with emphasis on its general characteristics and its particular differences. Taught in Spanish. *Prerequisites: Have taken the following Courses SPAN3001 min grade C-, or SPAN3002 min grade C-.*

SPAN 3088: Latin American Civilization II (3): Latin American Civilization II is a continuation of Latin American Civilization I and examines the development of Latin American societies, polities, and cultures from the 20th century to present-day Latin America. Students will explore such aspects as political, religious, linguistic, and racial, among others that identify the specificity of regional subcultures and common traits of these groups. This course is taught in Spanish. *Prerequisites: Have taken the following Courses SPAN3001 min grade C-, or SPAN3002 min grade C-.*

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